

Practice Reading Test 1

TEST PAPER

DO NOT READ UNTIL YOU BEGIN THE TEST

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenhlish.com/>

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage 1

Questions 1 – 7

Reading Passage 1 has seven paragraphs **A-G**

From the list of headings below, choose the most suitable heading for each paragraph.

Write the appropriate numbers i-x in boxes 1-7 on your answer sheet.

List of Headings

- i. Award-winning wine
- ii. Temperature vital to production
- iii. Early caution and challenge
- iv. A delicious taste
- v. Picking the grapes, the only easy step
- vi. From grape to wine
- vii. The juice flows quickly
- viii. Disease brings benefits
- ix. The role of climate in taste
- x. Obstacles to production

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

The Grapes of Winter

If an artist must suffer to create great art, so does the wine-maker when it comes to producing icewine.



- A** Icewine, or *Eiswein* as the Germans call it, is the product of frozen grapes. A small portion of the vineyard is left unpicked during the fall harvest; those grapes are left on the vine until the mercury drops to at least -7°C . At this temperature, the sugar-rich juice begins to freeze. If the grapes are picked in their frozen state and pressed while they are as hard as marbles, the small amount of juice recovered is intensely sweet and high in acidity. The amber dessert wine made from this juice is an ambrosia fit for Dionysus himself – very sweet, it combines flavours of peach and apricot.
- B** The discovery of icewine, like most epicurean breakthroughs was accidental. In 1794, wine producers in the German duchy of Franconia made virtue of necessity by pressing juice from frozen grapes. They were amazed by an abnormally high concentration of sugars and acids which until then had been achieved only by drying the grapes on straw mats before pressing or by the effects of *Botrytis cinerea*, a disease known as ‘root rot’. *Botrytis cinerea* afflicts grapes in autumn, usually in regions where there is early morning fog and humid, sunny afternoons. A mushroom-like fungus attaches itself to the berries, puncturing their skins and allowing the juice to evaporate. The world’s great dessert wines, such as Sauternes, *Riesling* and *Tokay Aszy Essencia*, are made from grapes afflicted by this benign disease.
- C** It was not until the mid-19th century in the Rheingau region of northwestern Germany that winegrowers made conscious efforts to produce icewine on a regular basis. But they found they could not make it every year since the subzero cold spell must last several days to ensure that the berries remain frozen during picking and the pressing process, which alone can take up to three days or longer. Grapes are 80 percent water; when this water is frozen and driven off under pressure and shards of ice, the resulting juice is wonderfully sweet. If the ice melts during a sudden thaw, the sugar in each berry is diluted.
- D** To ensure the right temperature is maintained, in Germany the pickers must be out well before dawn to harvest the grapes. Not all grapes are suitable for icewine. Only the thick-skinned, late-maturing varieties such as Riesling and Vidal can resist such predators as grey rot, powdery mildew, unseasonable warmth, wind, rain and the variety of fauna craving a sweet meal. Leaving grapes on the vine once they have ripened is an enormous gamble. If birds and animals don’t get them, mildew and rot or a sudden storm might. So growers reserve only a small portion of their Vidal or Riesling grapes for icewine, a couple of hectares of vines at most. A vineyard left for icewine is a sorry sight. The mesh-covered vines are denuded of leaves and the grapes are brown and shrivelled, dangling like tiny bats from the frozen canes. The stems of the grape clusters are dry and brittle. A strong wind or an ice storm could easily knock the fruit to the ground. A twist of the wrist is all that is needed to pick the grapes. But when the wind howls through the vineyard, driving the snow before it and the wind chill

factor can make a temperature of -10° seem like -40° , harvesting icewine grapes becomes a decidedly uncomfortable business. Pickers fortified with tea and brandy, brave the elements for two hours at a time before rushing back to the winery to warm up.

- E** Once the tractor delivers the precious boxes of grapes to the winery, the really hard work begins. Since the berries must remain frozen, the pressing is done either outdoors or inside the winery with the doors left open. The presses have to be worked slowly otherwise the bunches will turn to a solid block of ice yielding nothing. Some producers throw rice husks into the press to pierce the skins of the grapes and create channels for the juice to flow through the mass of ice. Sometimes it takes two or three hours before the first drop of juice appears.
- F** A kilogram of unfrozen grapes normally produces sufficient juice to ferment into one bottle of wine. The juice from a kilogram of icewine grapes produces one-fifth of that amount or less depending on the degree of dehydration caused by wind and winter sunshine. The longer the grapes hang on the vine, the less juice there is. So grapes harvested during a cold snap in December will yield more icewine than if they are picked in February. The oily juice, once extracted from the marble-hard berries, is allowed to settle for three or four days. It is then clarified of dust and debris by racking from one tank to another. A special yeast is added to activate fermentation in the stainless steel tanks since the colourless liquid is too cold to ferment on its own. Because of the high sugars, the fermentation is slow and can take months. But when the wine is finally bottled, it has the capacity to age for a decade or more.
- G** While Germany may be recognised as the home of icewine, its winemakers cannot produce it every year. Canadian winemakers can and are slowly becoming known for this expensive rarity as the home-grown product garners medals at international wine competitions. Klaus Reif of the Reif Winery at Niagara-on-the-Lake has produced icewine in both countries. While studying oenology, the science of winemaking, he worked at a government winery in Neustadt in the West German state of Rheinland-Pfalz. In 1983 he made his first Canadian icewine from Riesling grapes. Four years later he made ice-wine from Vidal grapes grown in his uncle's vineyard at Niagara-on-the-Lake. "The juice comes out like honey here" says Reif, "in Germany it drops like ordinary wine".

¹ Dionysus = the Roman 'god' of wine.

² ferment = the breakdown of sugar into alcohol in winemaking.

Adapted from "Grapes of Winter" by Tony Aspler, Canadian Geographic

Questions 8-10

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

Write your answers in boxes 8-10 on your answer sheet.

- 8** Growers set aside only a small area for icewine grapes because
- A** not all grapes are suitable.
 - B** nature attacks them in various ways.
 - C** not many grapes are needed.
 - D** the area set aside makes the vineyard look extremely untidy.
- 9** Rice husks are used because they
- A** stop the grapes from becoming ice blocks.
 - B** help the berries to remain frozen.
 - C** create holes in the grapes.
 - D** help producers create different tastes.
- 10** According to Klaus Reif, Canadian icewine
- A** flows more slowly than German wine.
 - B** tastes a lot like German icewine.
 - C** is better than German icewine.
 - D** is sweeter than German icewine.

Questions 11 – 14

Complete each of the following statements (questions 11-14) with the best ending A-G from the box below.

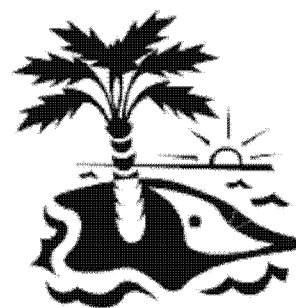
Write the appropriate letters A-G in boxes 11-14 on your answer sheet.

- 11** Franconia icewine makers
- 12** Famous dessert winemakers
- 13** Icwine grape pickers in Germany
- 14** Canadian icewine makers

- | |
|--|
| <p>A use diseased grapes to produce their wine.</p> <p>B enjoy working in cool climates.</p> <p>C can produce icewine every year.</p> <p>D were surprised by the high sugar content in frozen grapes.</p> <p>E made a conscious effort to produce ice wine.</p> <p>F drink tea and brandy during their work.</p> |
|--|

You should spend about 20 minutes on Questions 15-27 which are based on Reading Passage 2.

Reading Passage 2



Islands That Float

Islands are not known for their mobility but, occasionally it occurs. Natural floating islands have been recorded in many parts of the world (Burns et al 1985). Longevity studies in lakes have been carried out by Hesser, and in rivers and the open sea by Boughey (Smithsonian Institute 1970). They can form in two common ways: landslides of (usually vegetated) peaty soils into lakes or seawater or as a flotation of peat soils (usually bound by roots of woody vegetation) after storm surges, river floods or lake level risings.

The capacity of the living part of a floating island to maintain its equilibrium in the face of destructive forces, such as fire, wave attack or hogging and sagging while riding sea or swell waves is a major obstacle. In general, ocean-going floating islands are most likely to be short-lived; wave wash-over gradually eliminates enough of the island's store of fresh water to deplete soil air and kill vegetation around the edges which, in turn, causes erosion and diminishes buoyancy and horizontal mobility.

The forces acting on a floating island determine the speed and direction of movement and are very similar to those acting on floating mobile ice chunks during the partially open-water season (Peterson 1965). In contrast to such ice rafts, many floating islands carry vegetation, perhaps including trees which act as sails. Burns et al examined the forces acting and concluded that comparatively low wind velocities are required to mobilise free-floating islands with vegetation standing two meters or more tall.

The sighting of floating islands at sea is a rare event; such a thing is unscheduled, short-lived and usually undocumented. On July 4th, 1969, an island some 15 meters in diameter with 10-15 trees 10-12 meters tall was included in the daily notice to mariners as posing a shipping navigation hazard between Cuba and Haiti. McWhirter described the island as looking "...as though it were held together by a mangrove-type matting; there was some earth on it but it looked kind of bushy around the bottom, like there was dead foliage, grass-like material or something on the island itself. The trees were coming up out of that. It looked like the trees came right out of the surface brown layer. No roots were visible". By the 14th of July the island had apparently broken up and the parts had partially submerged so that only the upper tree trunks were above the water. By July 19th, no trace of the island was found after an intensive six hour search.

Another example albeit freshwater, can be found in Victoria, Australia - the floating islands of Pirron Yallock. Accounts of how the floating islands were formed have been given by local residents. These accounts have not been disputed in the scientific literature. Prior to 1938, the lake was an intermittent swamp which usually dried out in summer. A drainage channel had been excavated at the lowest point of the swamp at the northern part of its perimeter. This is likely to have encouraged the development or enlargement of a peat mat on the floor of the depression. Potatoes were grown in the centre of the depression where the peat rose to a slight mound. The

peat was ignited by a fire in 1938 which burned from the dry edges towards a central damp section. A track was laid through the swamp last century and pavement work was carried out in 1929/30. This causeway restricted flow between the depression and its former southern arm. These roadworks, plus collapse and partial infilling of the northern drainage channel, created drainage conditions conducive to a transition from swamp to permanent lake.

The transformation from swamp to lake was dramatic, occurring over the winter of 1952 when rainfall of around 250mm was well above average. Peat is very buoyant and the central raised section which had been isolated by the fire, broke away from the rocky, basalt floor as the water level rose in winter. The main island then broke up into several smaller islands which drifted slowly for up to 200 meters within the confines of the lake and ranged in size from 2 to 30 meters in diameter. The years immediately following experienced average or above average rainfall and the water level was maintained. Re-alignment of the highway in 1963 completely blocked the former southern outlet of the depression, further enhancing its ability to retain water. The road surface also provided an additional source of runoff to the depression.

Anecdotal evidence indicates that the islands floated uninterrupted for 30 years following their formation. They generally moved between the NW and NE sides of the lake in response to the prevailing winds. In 1980, the Rural Water Commission issued a nearby motel a domestic licence to remove water from the lake and occasionally water is taken for the purpose of firefighting. The most significant amount taken for firefighting was during severe fires in February 1983. Since then, the Pirron Yallock islands have ceased to float, and this is thought to be related to a drop in the water level of approximately 600 mm over the past 10-15 years. The islands have either run aground on the bed or the lagoon or vegetation has attached them to the bed.

Floating islands have attracted attention because they are uncommon and their behaviour has provided not only explanations for events in myth and legend but also great scope for discussion and speculation amongst scientific and other observers.

Peat = a dark brown substance that is formed by plants dying and becoming buried

Adapted from 'The Floating Islands of Pirron Yallock, Victoria' by J.A. Peterson

Questions 15 – 19

Do the following statements agree with the information given in Reading Passage 2?

In boxes 15-19 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

- 15 Natural floating islands occur mostly in lakes.
- 16 Floating Islands occur after a heavy storm or landslide.
- 17 The details of the floating island at sea near Cuba and Haiti were one of many sea-going

islands in that area.

- 18** Floating islands at sea sink because the plants on them eventually die.
- 19** Scientists and local residents agree on how the Pirron Yallock Islands were formed.

Questions 20 – 23

Look at the following people (questions 20–23) and the list of statements below.

Match each person to the correct statement.

Write the correct letter A-G in boxes 1-4 on your answer sheet.

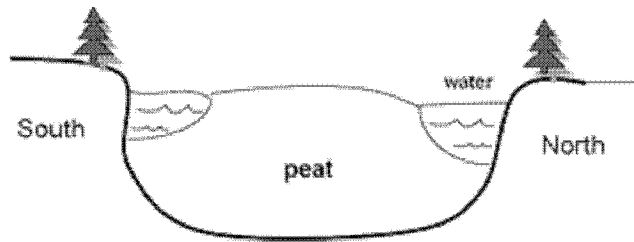
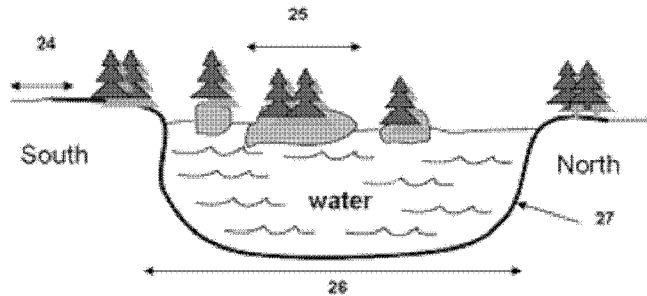
- 20** Burns
- 21** Peterson
- 22** McWhirter
- 23** Hesser

- | |
|--|
| <p>A compared floating islands to floating blocks of ice</p> <p>B documented the break up of a sea-going island</p> <p>C floating islands last longer when confined to a limited area</p> <p>D studied the effect of rivers on floating islands</p> <p>E like floating islands, floating mobile ice chunks carry vegetation</p> <p>F even comparatively light winds can create a floating island</p> <p>G recorded the appearance of a sea-going floating island</p> <p>H tall trees increase floating island mobility</p> |
|--|

Questions 24 – 27

Complete the labels on Diagram B below.

Write the correct letter A-H in boxes 24-27 on your answer sheet.

Diagram A: Before Pirron Yallock Island formation**Diagram B: After Pirron Yallock Island formation**

- | | |
|---|------------------|
| A | 5 meters |
| B | 30 meters |
| C | basalt |
| D | 200 meters |
| E | 250 meters |
| F | causeway |
| G | highway |
| H | drainage channel |

You should spend about 20 minutes on **Questions 28-40** which are based on Reading Passage 3.

Reading Passage 3

Ocean Plant life in decline

A Scientists have discovered plant life covering the surface of the world's oceans is disappearing at a dangerous rate. This plant life called phytoplankton is a vital resource that helps absorb the worst of the 'greenhouse gases' involved in global warming. Satellites and ships at sea have confirmed the diminishing productivity of the microscopic plants, which oceanographers say is most striking in the waters of the North Pacific - ranging as far up as the high Arctic. "Whether the lost productivity of the phytoplankton is directly due to increased ocean temperatures that have been recorded for at least the past 20 years remains part of an extremely complex puzzle", says Watson W. Gregg, a NASA biologist at the Goddard Space Flight Center in the USA, but it surely offers a fresh clue to the controversy over climate change. According to Gregg, the

greatest loss of phytoplankton has occurred where ocean temperatures have risen most significantly between the early 1980s and the late 1990s. In the North Atlantic summertime, sea surface temperatures rose about 1.3 degrees Fahrenheit during that period, while in the North Pacific the ocean's surface temperatures rose about .07 of a degree.

B While the link between ocean temperatures and the productivity of plankton is striking, other factors can also affect the health of the plants. They need iron as nourishment, for example, and much of it reaches them in powerful winds that sweep iron-containing dust across the oceans from continental deserts. When those winds diminish or fail, plankton can suffer. According to Gregg and his colleagues, there have been small but measurable decreases in the amount of iron deposited over the oceans in recent years.

C The significant decline in plankton productivity has a direct effect on the world's carbon cycle. Normally, the ocean plants take up about half of all the carbon dioxide in the world's environment because they use the carbon, along with sunlight, for growth, and release oxygen into the atmosphere in a process known as photosynthesis. Primary production of plankton in the North Pacific has decreased by more than 9 percent during the past 20 years, and by nearly 7 percent in the North Atlantic, Gregg and his colleagues determined from their satellite observations and shipboard surveys. Studies combining all the major ocean basins of the world, has revealed the decline in plankton productivity to be more than 6 percent.

D The plankton of the seas are a major way in which the extra carbon dioxide emitted in the combustion of fossil fuels is eliminated. Whether caused by currently rising global temperatures or not, the loss of natural plankton productivity in the oceans also means the loss of an important factor in removing much of the principal greenhouse gas that has caused the world's climate to warm for the past century or more. "Our combined research shows that ocean primary productivity is declining, and it may be the result of climate changes such as increased temperatures and decreased iron deposits into parts of the oceans. This has major implications for the global carbon cycle" said Gregg.

E At the same time, Stanford University scientists using two other NASA satellites and one flown by the Defense Department have observed dramatic new changes in the vast ice sheets along the west coast of Antarctica. These changes, in turn, are having a major impact on phytoplankton there. They report that a monster chunk of the Ross Ice Shelf - an iceberg almost 20 miles wide and 124 miles long - has broken off the west face of the shelf and is burying a vast ocean area of phytoplankton that is the base of the food web in an area exceptionally rich in plant and animal marine life.

F Although sea surface temperatures around Western Antarctica are remaining stable, the loss of plankton is proving catastrophic to all the higher life forms that depend on the plant masses, say Stanford biological oceanographers Arrigo and van Dijken. Icebergs in Antarctica are designated by letters and numbers for aerial surveys across millions of square miles of the southern ocean, and this berg is known as C-19. "We estimate from satellite observations that C-19 in the Ross Sea has covered 90 percent of all the phytoplankton there" said Arrigo.

G Huge as it is, the C-19 iceberg is only the second-largest recorded in the Ross Sea region. An even larger one, dubbed B-15, broke off, or 'calved' in 2001. Although it also blotted out a large area of floating phytoplankton on the sea surface, it only wiped out about 40 percent of the microscopic plants. Approximately 25 percent of the world's populations of emperor penguins and 30 percent of the Adelie penguins nest in colonies in this area. This amounts to hundreds of thousands of Adelie and emperor penguins all endangered by the huge iceberg, which

has been stuck against the coast ever since it broke off from the Ross Ice Shelf last year. Whales, seals and the millions of shrimp-like sea creatures called krill are also threatened by the loss of many square miles of phytoplankton.

Adapted from "Decline in Oceans' Phytoplankton Alarms Scientists" by David Perlman

Questions 28 - 32

The passage has seven paragraphs labelled A-G.

Which paragraph contains the following information?

Write the correct letter A-G in boxes 28-32 on your answer sheet.

NB: You may use any letter more than once.

- 28** the role of plankton in dealing with carbon dioxide from vehicles
- 29** the effect on land and marine creatures when icebergs break off
- 30** the impact of higher temperatures upon the ocean
- 31** the system used in naming icebergs
- 32** the importance of phytoplankton in the food chain

Questions 33 – 36

Complete the sentences below with words taken from Reading Passage 3.

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

Write your answers in boxes 33-36 on your answer sheet.

- 33** Much needed iron for plant life is transported to the ocean by ...
- 34** An increase in greenhouse gasses is due to a decrease in
- 35** Phytoplankton forms the of the food web.
- 36** The technical term used when a piece of ice detached from the main block is ...

Questions 37 – 40

Complete the summary of paragraphs A-C below.

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

Write your answers in boxes 37-40 on your answer sheet.

A decline in the plant life located in the world's oceans has been validated by **37** The most obvious decline in plant life has been in the North Pacific. A rise in ocean temperatures in the early 1980s and late 1990s led to a decline in **38** In addition to higher ocean temperatures, deficiencies in **39** can also lead to a decline in plankton numbers. This, in turn, impacts upon the world's **40**

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com

Practice Reading Test 2

TEST PAPER

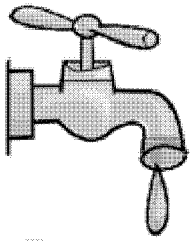
DO NOT READ UNTIL YOU BEGIN THE TEST

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage 1

**Running Dry**

The problems of water shortages have always been with us. Worldwide consumption of water is doubling every 20 years, a solution is desperately needed.

A Government water commission maps in Mexico show 96 overexploited aquifers¹. Seawater has polluted 17 others because of too much pumping, while toxic seepage is spreading fast. According to the World Health Organisation (WHO), Mexican children are contracting digestive diseases due to poor water storage. Mexico City, built eight centuries ago atop vast lagoons, cannot adequately supply water for its 22 million inhabitants. Like many cities in the world, less than half of the city's waste is treated. The rest sinks into underground lakes or flows toward the Gulf of Mexico, turning rivers into sewers. This presents an extremely difficult prospect for Mexico's future. The Mexican National Water Commission lists some 35 cities that must shrink dramatically unless more water can be found. A forced exodus from parched cities seems far-fetched, and no one suggests it will happen next week but it is a spectre haunting Mexico's future.

B Much of the water that Mexico depends upon is the same water that is badly needed in California, Arizona, New Mexico and Texas. One forecast is that Corpus Christi, Texas (population: 277, 454), will run out of water around 2018. In the meantime the problem is getting worse. Deputy director of the Mexican National Water Commission Cantu Suarez reports, "In Oaxaca, south of Mexico City, women line up at dawn to fill a few plastic containers from a passing water truck. In Alamos, far to the north, ancient aquifers are pumped at five times the sustainable rate."

C Mexico is only one example of desperation in a world running short of water. Parts of the earth are dying, with fields poisoned by salt and village wells running dry. And there are legal battles looming. The Colorado River, drained by 10 U.S. states with their own water crises, is a muddy trickle by the time it reaches the rich farmland of Baja California. Under complex water agreements with the United States, Mexico can take water from the Rio Grande but must pay it back. President Vicente Fox has promised to pay the debt, which amounts to enough to put the state of Delaware under a flood of water. But with Mexico already so short of water, it is not realistic to think it can happen.

D Canada with its thousands of lakes and rivers would be viewed by most people as having an inexhaustible water supply. In comparison to Africa and other dry places, most of Canada's waters are pristine. But the cumulative effect of mistreatment over the years has taken an evident toll. The cities of Victoria on the west coast and Halifax on the east still dump billions of litres of raw sewage into their oceans. The world's biggest freshwater basin, the Great Lakes, are described as a chemical soup not fit to drink from or swim in. Some concerned experts view them as loaded with toxic chemicals, heavy metals, pesticides and sewage. Far too many rivers and streams in Canada have been badly contaminated by industrial activity.

E Humans can live about a month without food but only a few days without water. Because 70 percent of the human body is water, weight loss in some quick diets is dramatic due to water loss. Of all the water in the world, only about 2.5 percent is fresh and two thirds of this is locked up in glaciers and ice caps. Nobody knows how much water is underground or in permafrost². All life on earth is sustained by a fraction of one percent of the world's water. If a five-litre jug (about 1 ½ gallons) represented the world's water, the available fresh water would not quite fill a teaspoon.

F Overall, in most parts of the planet there is enough water to supply human needs. The huge problem

however, is the rapidly increasing populations in places that lack adequate water resources, as well as mismanagement of available resources. Canada, with only 0.5 percent of the world's population, has 5.6 percent of its usable fresh water supply. China, with 22 percent of the population on earth, has only 5.7 percent of usable fresh water. We cannot just move fresh water to where it is most needed – like in the Sahara, Ethiopia, Somalia or India.

G In January 2000, the Newfoundland government identified a dozen of its communities with high levels of potentially dangerous THMs (trihalomethanes) in water supplies. In an attempt to solve this issue the main solution put forward by scientists is sterilisation of the water. However, this approach can also be the cause of problems. Drinking such water over a long period can cause bladder and colon cancers, but health experts maintain the benefits far outweigh these risks. As a result, the bottled water business is booming. In just one decade, sales have surged from \$2.6 billion to \$7.7 billion in the United States of America alone. This represents a 10 percent growth rate for the past 10 years. But is it safe? Canadian standards for testing bottled water are lower than those for municipal supplies, so there are no assurances that bottled water is any better than tap water.

H At the start of the 20th century, there were 1.65 billion people; 100 years later there are more than 6 billion, and the United Nations estimates there will be nearly 9 billion by 2050. But the annual supply of renewable fresh water will remain the same, so the amount of water available to each person decreases and the population grows, raising the possibility of water shortages. The supply of water to the future is a major issue that will confront tomorrow's leaders.

-
- 1 underground bed yielding ground water for wells and springs
 - 2 ground that is permanently frozen

Questions 1 – 4

Reading Passage 1 has eight paragraphs A-H.

Which paragraph contains the following information?

Write the correct letter A-H in boxes 1-4 on your answer sheet.
NB You may use any letter more than once.

- 1 where most fresh water is located in the world
- 2 a way Mexican women obtain water
- 3 the effect of waste upon Mexican rivers
- 4 Mexico's financial commitment for its water

Questions 5 – 8

Do the following statements agree with the claims of the writer in Reading Passage 2?
In boxes 5-8 on your answer sheet write

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

- 5** Unhealthy water is causing illness amongst Mexican children.
6 Mexicans are moving to other cities because of water shortages.
7 Mexican food crops will fail without water from America.
8 Drinking water in Canada, has been polluted by industry.

Questions 9 – 13

Complete the summary of paragraphs F-H below.

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

Write your answer in boxes 9-13 on your answer sheet.

The main issue that confronts cities with poor water supplies is their growing **9** Canada, which contains **10** of the world's fresh water, has dealt with water pollution in some cities through a process of **11** Although treated for dangerous pollution, some health experts believe city water to be a cause of **12** Not all people are content to drink town water and this has added to a demand for **13**

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26 which are based on Reading passage 2

How to Reduce Employee Turnover

A The chief executive of a large hotel became aware that his company was experiencing annual employee turnover of about 60 percent, at an annual cost estimated between \$10 to \$15 million. This large amount of money was calculated based on three factors: the money spent hiring and training replacements; the cost to the business in lower productivity due to employees becoming familiar with the requirements of their new job; and reduced occupancy rates, due to poor guest satisfaction levels.

B The Chief Executive knew that in order to save his company, he had to reduce the high turnover costs. Making up for the lost income due to turnover is not an easy task and many companies have not declared war on unwanted employee turnover because they have not taken the time to work out the costs of lost revenues and productivity. But the hotel boss decided to tackle the issue head-on by implementing a 4 point plan. The hotel first took the time to calculate their turnover costs; secondly to evaluate the main causes for the staff turnover and; thirdly to discuss some of the solutions to the problems and lastly to prioritise actions and evaluate future returns following implemented changes.

C Within a two-year period, the results were significant. The annual employee turnover was reduced by 78 percent and this impacted upon down time due to training and guest satisfaction. The result was a \$10

million savings for the company.

D Because most do not know the root causes of employee turnover and costs have often not been accurately estimated, causes are usually not known. As a result, solutions are commonly not targeted at a company's individual, specific causes. The following is an examination of what the Chief Executive did to turn the hotel around.

E Two factors were considered in relation to the calculation of costs: those departments who had the highest rates of turnover and those whose turnover had the greatest potential effect on profit. After some investigation it was shown that some of the positions with the highest turnover rates such as cleaners and gardeners did not carry with them high associated costs. In fact, what was revealed was that only 6 percent of employees accounted for 43 percent of the turnover. Positions that involved a substantial amount of time in training were the ones that attracted the highest costing. Analysis revealed that those positions within the hotel which had the greatest impact on profit were people like the front office receptionists and those working in accounts.

F As unusual as it may sound, it is now a common understanding that offering employees more money is not necessarily a good solution to high employee turnover - often they leave because they simply dislike the work. Therefore, it was important to tackle the analysis from the perspective of what were the chief causes for staff leaving. A holistic approach was undertaken and several key findings emerged. The hotel found that fundamentally they adopted poor recruiting and selection practices. For example, it was shown that almost 35 percent of the cleaning staff left after the first week and a further 25 during the first month. Candidates were being over-sold the job by recruiters and left soon after they encountered unrealistic job expectations.

G Devising solutions to these issues was the other half of the equation. As far as recruiting was concerned, they changed their approach by getting personnel from the hotel to handle it. Once this change was made, the attrition rates decreased substantially. To add to employee motivation, new staff were made aware of the mission and goals of the organisation and how they would be paid above industry standard for striving to attain to hotel values. New staff were shown where the hotel was heading and how they would have a guaranteed, stable employment situation with a major force in the hotel industry – it was even suggested that after a period of employment, new staff might be given the opportunity to contribute to organisational goal setting. They had been losing many of their employees during the first month or two of employment, so they made new staff aware that bonuses would be offered to newly-hired employees at the end of their first three months which greatly assisted in goal setting. Staff luncheons and the in-house volleyball and basketball competitions remained an effective part of staff unity and development and a support program was also introduced to help all staff with any job-related issues which gave employees a heightened sense of being cared for by the establishment.

H Another area of change which proved successful was the introduction of the Valuable Employee Program (VEP). When a person was employed in the past they were assigned a senior member of staff who assisted them with getting used to their new job. Due to the limitations of the senior member's position however, they were often not in a position to explain any details regarding future advancement. Now, when staff are employed, they are clearly told what is expected in the job and where it might lead for the right candidate. Hotel surveys revealed that over 30 percent of employees were not satisfied with the career opportunities in their current jobs so the articulation of the definite and realistic opportunity for advancement through the VEP led to a major decrease in employee attrition.

I Once the ship had been righted and the relative returns on human resource investments had been calculated, setting priorities became a formality. Although at first a daunting task, the enormous cost of employee turnover offered an excellent opportunity for the hotel to improve profitability.

Questions 14-18

Complete the summary below of paragraphs A-D of Reading Passage 2.

Choose **ONE** or **TWO** WORDS from the passage for each answer.

Write your answers in boxes 14-18 on your answer sheet.

Training new employees; down time as new employees get used to their new job; and unfavourable guest satisfaction levels all led to a large **14** for a large hotel. It was determined that the solution to these problems, was in the reduction of the company's **15** The hotel addressed these issues in 4 ways through the implementation of a **16** The efforts of the hotel chief executive decreased down time and reduced employee turnover which, in turn resulted in improvements in **17** The company position was improved by \$10 million. It is not common for big companies to experience such **18** because most have difficulty in determining the why these things happen.

Questions 19 - 21

Do the following statements reflect the claims of the writer in Reading Passage 2?

In boxes 19-21 on your answer sheet write

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

- 19** It was surprising that positions with the highest turnover were not connected to high costs.
20 There was a clear connection between high costs and length of training.
21 New employees were given an incorrect description of their job.

Questions 22 - 26

Reading Passage 2 gives **FIVE** effective changes that the hotel introduced for staff.

Choose these changes from the list **A-K** below.

Write the appropriate letters **A-K** in boxes 22-26 on your answer sheet.

CHANGES

- A** discussed future plans
B introduced regular staff luncheons
C started a regular sports program

- D** clearly defined job expectations
- E** did their own staff recruiting
- F** built new sporting facilities
- G** involved new staff in goal setting
- H** offered bonuses to proven, committed new staff
- I** began meeting regularly with new staff
- J** implemented a support program
- K** began recruiting through an employment service

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40 which are based on Reading Passage 3.

A Political and family values within society have impacted upon the modern family structure. Traditionally, it has been the man's role to be the breadwinner for the family - providing the funds to pay for food and shelter. However, due to the many new and unique responsibilities placed upon families, in numerous cases both men and women – fathers and mothers - have had to enter the workforce. Generally, the reasons for both being involved in the workforce revolve around the need to add to the family's current financial base. To a lesser extent, the need to interact with 'adults' in a stimulating work environment is another popular reason. Whatever their reasons, for many families, the decision for father and mother to go out of the home and join the labour force has led to a number of side effects within the home which, in turn, impact upon their performance as employees.



B Many researchers agree that attitudes towards work are carried over into family life. This *spillover* can be positive or negative. Positive spillover refers to the spread of satisfaction and positive stimulation at work resulting in high levels of energy and satisfaction at home. If the amount of research is to be taken as an indication, it would seem that positive spillover is not a dominant occurrence in the workplace with most research focussing on the effects of negative spillover. Often pointing out the incompatible nature of work and family life, the research focuses on problems and conflict at work which has the effect of draining and preoccupying the individual, making it difficult for him or her to participate fully in family life.

C Social scientists have devised a number of theories in an attempt to explain the work-family dynamic. Compensation theory is one which has been widely used. It assumes that the relationship between work and family is negative by pointing out that high involvement in one sphere – invariably the work sphere - leads to low involvement in the other. As an individual advances within a career, demands typically fluctuate from moderate to more demanding and if the advancing worker has younger children, this shift in work responsibilities will usually manifest itself in the form of less time spent with the family. Researchers subscribing to this theory point out that the drain on family time is significantly related to work-family conflict with an escalation in conflict as the number of family members increase.

D The human state is one of change. In exploring the work-family dynamic it can be clearly seen that as the pattern of adult development for men and women differs and as family and career demands fluctuate, individuals may link work and family roles differently at different stages of their life. Hence, the relationship between work and family is constantly changing over a person's life. The developmental approach therefore adopts a psychological-developmental framework to explore the dynamics of the relationship between individual, family, and career developments in the life-span of a worker.

E Interpersonal climates influence motivation of both family and work-related activities in the family and the workplace. Within the family, the feeling of being valued by one's partner directly affects a person's self-determination, while at the same time within the workplace, the feeling of being autonomy-supported by one's employer was shown to have an affect on one's self-determined motivation towards work related activities. Studies built on the theory of self-determination point out that if people have a high level of self-determination, they decide which activities to devote themselves to and thus participate in a positive way, making it difficult for family alienation to occur.

F Segmentation theory proposes that work and family are actually two entirely separate domains and individuals are able to maintain a clear demarcation between the two. Theorists subscribing to this view maintain that emotions, attitudes and behaviours enlisted in the two different environments are separate and will not have any impact upon work or family. While this theory is certainly applicable for some, apparently not all men and women are able to neatly divide the two experiences. Winthrop points out that, "Even though a woman may enter the workforce, research has shown that within the context of the family, the care of her husband and children as well as the living quarters is still heavily the woman's domain." This kind of idea is tied up in the old adage; *a woman's place is in the home*. She is seen as the one who takes care of all domestic duties whereas, stereotypically, it is the man who brings home the food for the family. The degree to which this is felt is certainly based upon societal expectations and behavioural norms. Despite this, there has been no positive link shown that one sex experiences greater difficulty in managing work-family conflicts over another.

G Perhaps the most positive relation that could be established between work and conflict was in regard to irregular work hours. Factors such as having to work on weekends, having to work longer than nine hours per day or having to work during vacation periods all added to the conflict dynamic. Additionally, rank or position and thus expectations of workers and time demands all showed a negative impact upon family and work relations. Many have conducted empirical research in relation to work-family conflict and job satisfaction with significantly varying results. However, one generally recognised outcome about which few researchers disagree is that when work-family conflict arises, job satisfaction decreases.

Questions 27 – 30

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

- 27** The main reason fathers and mothers join the workforce is
- A they want to escape the boring environment of home.
 - B they want to be able to retire comfortably.
 - C they need extra money.
 - D they need the mature interaction that goes on between adults.
- 28** 'Spillover' is
- A mostly positive when it comes to the workplace.
 - B a term researchers use to describe work life.

- C a dominant area of scientific research.
 D a term which relates to how work life affects family life.
- 29 The significance of Winthrop's comment is that working women
- A should not do the work of men.
 B are heavily relied upon to do household duties.
 C should not work outside of the home.
 D leave household work for their husbands to do.
- 30 Regarding work and family the writer concludes that
- A work itself plays an important role in job satisfaction.
 B more empirically-based theories are yet to be offered by researchers.
 C family relationships have a significant affect upon job satisfaction.
 D work and family are best kept separate from each other.

Questions 31-34

Look at the following list of theories (Questions 31-34) and the list of definitions below.

Match each theory with the correct definition.

Write the correct letter A-H in boxes 31-34 on your answer sheet.

- 31 Segmentation
 32 Self-determination
 33 Compensation
 34 Developmental

- | | |
|----------|--|
| A | work and family are totally unrelated |
| B | the relationship between work and family is always varying |
| C | high work involvement results in family neglect |
| D | positive support in work and home leads to success in both |

Questions 35 – 39

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 35-39 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

- 35 Lack of money is the main reason both fathers and mothers enter the workforce.
- 36 Conflict between work and family increases according to the size of the family.
- 37 High income earners balance work and family life better than low income earners.
- 38 Men handle work stresses better than women.
- 39 Work-family conflict is due largely to constant changes in work hours.

Question 40

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

Write your answer in box 40 on your answer sheet.

What is the best title for Reading Passage 3?

- A Family relationships and job promotion.
- B The psychological effects of work.
- C Theories on family and work.
- D Work-family conflict and job satisfaction.

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com

Practice Reading Test 3

TEST PAPER

DO NOT READ UNTIL YOU BEGIN THE TEST

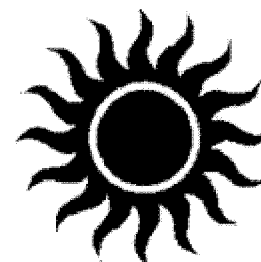
Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage 1

How to handle the sun



The medical world appears to be divided on the effects of the sun upon the human body. From statements like, “There is no known relationship between a tan and health” to “perhaps sun-tanned skin absorbs the ultraviolet rays and converts them into helpful energy”, there are some things which are still the topic of research. Doctors agree on one of the benefits of the sun - vitamin D. It is well known that vitamin D is acquired from the direct rays of the sun - an entirely separate miracle from sun tanning. The sun’s ultraviolet rays penetrate only a tiny amount into the human skin, but in the process they irradiate an element in the skin called *ergosterol*, which is the substance that stores up reserves of vitamin D received from the sun. This is both healthful and beneficial for human skin.

All around the Western World, people have developed an obsession with the sun. In many western countries, a sun tan has become the trade-mark of a healthy, active, outdoor person. The basic reddish hue just beneath the surface of our skin is the outward reflection of the millions of red corpuscles flowing through tiny blood vessels. This is most noticeable in the pure skin of a baby which can change in a moment from porcelain white (with anger or a switch in temperature) to crimson. In Caucasians, this colouring is somewhat hidden by an acquired layer of sun-made pigment, which varies in tone according to the complexion and occupation of the individual.

Locale plays a big part in the effectiveness of the sun tan. Mountain tops and beaches are nonpareil sun spas because they receive far purer sunlight than the rest of the land. Urban areas with their smoke and smog act as a filter removing all the healthful properties of the sun. Perhaps the seashore is best of all, with its air estimated to have at least a fifth of a percent more oxygen than inland ether – free of city and inland dust, tars, pollen and allergens.

The sun has long been called nature’s greatest health giver and healer and has played a chief role at health resorts ever since August Rollier, the Swiss father of heliotherapy, opened his first high-Alps sanatorium in 1903. Dr. W.W. Coblentz suggests that the sun cure is a major factor in the treatment of at least 23 skin diseases, ranging from acne and eczema to ulcers and wounds. Another specialist, Dr. Richard Kovacs writes, “Sun treatment is often helpful to persons suffering from general debility – repeated colds, respiratory diseases, influenza and the like”. After a long winter, the return to the sun writes Dr. Leonard Dodds, the British sunlight scholar, “is a general stimulus to the body, more potent if applied after a period when it has been lacking which gradually loses its effect if exposure is over prolonged, even when not excessive”.

Over many years of study dermatologists have proven that excessive exposure to sunlight over a period of years is responsible for a large proportion of skin cancer amongst the population. Those with the greatest chance of doing permanent damage to their skin are the year-round outdoor workers – 90% of which occurs on the heavily exposed hands and face. The first line of defence against permanent sun damage is the skins’ own natural fatty matter and sweat, which combine to form an oily acid surface shield against the ultra violet rays. At the beach, the salt water washes away this natural oily coat, the hot sun overworks the sweat glands so that the excess becomes ineffective and the dry wind and hot sun combine to dehydrate the skin itself. Over the years, women have shown far greater wisdom in the care of their skin than men. Since the ladies of ancient Egypt first began to apply the fat of the so-called sacred temple cats to their faces, women have been tireless in waging this battle against damage to the skin from the sun. Both sexes now contribute annually to a

multi-million dollar global sun screen business.

Other parts of the human body which tend to suffer from exposure to the sun are the eyes and hair. Many years ago, optometrists undertook studies in America to examine the influence of the sun upon the eyes by studying Atlantic City lifeguards and found that even a few hours in the bright sun without sunglasses could cause a significant loss of vision – a loss that might take several weeks from which to recover. So gradual was the change that the lifeguards were unaware that their sight had been affected. The solution to this problem was to introduce sunglasses as a standard part of the lifeguard uniform. These were dark enough to absorb the sun's harmful UV rays and most of its infrared and ultraviolet rays.

Of a lesser impact is the effect of the sun upon hair. The penalty of the sun's parching is a brittle dryness. Hair care professionals recommend a nutritional cream treatment with a substance containing lanolin to bring your hair back its natural softness, these usually come in the form of leave-in conditioners, and should be applied frequently, just as you would a sunscreen for the skin. Or, easier still, wear a hat. Wearing a hat has a dual effect: it protects the hair and helps to prevent the most dangerous of outdoor afflictions: sunstroke.

Questions 1 - 4

Look at the following people (Questions 1-4) and the list of statements below.

Match each person with the correct statement.

Write the correct letter A-H in boxes 1-4 on your answer sheet.

- 1 Richard Kovacs
- 2 August Rollier
- 3 W.W. Coblentz
- 4 Leonard Dodds

- A believes that the benefits of the sun are not scientifically provable
- B claims to have discovered the vitamin released in the skin by the sun
- C suggests that the sun is an excellent healer
- D invented the first sun screen
- E suggests that the sun assists with common illnesses
- F thinks that initially the sun is of great benefit to the body
- G is unsure about the benefits of the sun
- H thinks location is very important in maximising benefit from the sun

Questions 5 - 9

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

In boxes 5-9 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

- 5 Most doctors are in agreement when it comes to the health benefits of the sun.
- 6 Beaches are best for a sun tan because the air has far less pollution.
- 7 Women applied fat to their skin for protection from the sun.
- 8 Extended exposure of the eyes to the sun can lead to blindness.
- 9 The human eye cannot heal itself when it is damaged by the sun.

Questions 10 -14

Complete the summary using the words from the box.

Write your answers in boxes 10-14 on your answer sheet.

Handling the Sun

Many doctors agree that skin cancer can be caused by excessive exposure to the sun. As far as the human body is concerned, it is primarily the face and hands that are **10** When human skin is exposed to the sun, the body has a defence: a **11** of the skin's natural oils and acids.

For some time, women have been more effective than men in **12** for their skin. Eyes are a significant part of the body which are negatively affected by the sun. The damage often goes undetected because it happens quite **13** On the other hand, hair becomes quite dry and brittle when exposed to the sun for an extended period. A lanolin-based conditioner is recommended by hair care professionals to **14** this problem. Perhaps a simple hat may be the best solution for hair.

| | | |
|-------------|----------|--------------|
| overcome | quickly | arrangement |
| maintaining | extended | surprisingly |
| located | caring | affected |

| | | |
|---------|-----------|----------|
| slowly | minding | succeed |
| triumph | prolonged | combined |
| mixed | blend | |

READING PASSAGE 2

You should spend about 20 minutes on Questions 15-26 which are based on Reading Passage 2

New Directions – Map Making

A

"A map may lie, but it never jokes" wrote poet Howard McCordin. When it comes to getting to our destinations on time, there are few things more important than an uncluttered and accurate map. By definition, maps show the features of the earth graphically, to scale, on a two-dimensional surface. They may be thematic - showing vegetation, wildlife, geology; navigational – showing hydrographic, aeronautical or automotive routes; topographic – showing the natural and man-made features of the land or any other of a number of variations. Their creation is a work of art and science involving a merger between creativity and precision.

B

One of the biggest influences upon map creation or *cartography* was World War II. In the war zone, maps of targets and terrain played a huge part and so topographers¹ and members of the air force alike were engaged in the production of them. The need to accurately measure distances using air photos gave birth to the process of *photogrammetry*. Great cartographic and mathematical skill was required in a process that was initially limited by a lack of photographic coverage. Planes flying at a constant altitude flew in grid patterns with cameras mounted on them, facing straight down. When the weather was good, this process provided photos in the perpendicular axis – the preferred optical axis for mapping. In order to include both sides of the horizon, some cameras were specially designed to take three pictures at once – one vertical and two side-looking obliques. It was a difficult task to keep the plane running smoothly but the latest refinements of map-making techniques were put to immediate use.

C

Using a novel combination of optics and the overlapping of air photos to create three-dimensional pictures of terrain, the stereoscope was the next refinement in map making which was of limited value. Shortly thereafter, the photogrammetric stereoplotter improved upon the technology used by the stereoscope allowing cartographers to precisely measure the elevation of features in air photos and then transfer them to paper. After World War II had ended, this new technology led to an increased interest in cartography. Mappers began to use newly invented devices such as tellurometers, air profile recorders, magnetometers and scintillation counters. From these precision instruments came maps packed with information.

D

In 1957, the Soviet satellite Sputnik 1 joined the moon in orbit around the earth. Although it only operated for 21 days, it began the 'space race' and shortly after a number of American and other Russian rockets were put into orbit progressing cartography into an even more sophisticated realm. Only a few years later in 1959 the first space photograph of earth was received. Pageos 1, launched by the United States in 1966, was the first satellite with an instrument package on board specifically designed for surveying the earth. Two years later, the American Satnav system was launched utilising six carefully positioned Transit satellites which fed back information for mapping based upon the Doppler effect². The Landsat 1 satellite launched in 1972 was the first satellite to collect data specifically on the earth's surface and natural resources. More than 20 other equally spaced satellites now orbit the earth every 12 hours at an altitude of 20,000 kilometres. Navstar, the U.S. military's global-positioning system can determine geodesic³ positioning accurate within millimetres anywhere on earth. What took months to plot and record in the past can now be easily done in an hour.

E

In addition to all the advances in aerial satellite technology, some very advanced computer hardware has been designed to aide cartographers in map production. Storing trillions of bits of information and working with a Geographic Information System (GIS), the system uses geographic position as a common thread. Although it became popular in the 1990s, GISs were developed in the early 1960s. Programmed with topographic information – lakes, roads, rivers and place names – taken from existing sheets and updated from new surveys, a GIS was the next gigantic leap forward for cartographers. Maps, air photos, municipal plans and a host of other things can be scanned and entered and later on, updated and revised in an infinite number of ways on a computer terminal to create a virtually custom-made map every time. The distinction between map producer and map user becomes blurred with a GIS. A map of an urban neighbourhood may be brought up on the screen and by zooming in or out, streets, buildings, fields, lakes, street lamps, bus stops, even sewers can be displayed. But it goes even further: an associated database enables the operator to ascertain the number of people who live in the household, even property values can be listed. There is basically an unlimited amount of information which can be superimposed on a map using this system.

F

A brief history of cartography shows that map types have changed to reflect the needs of the time. Thus, early maps depicted concrete, tangible features such as coastlines, rivers, mountains, roads and towns. Later, the focus moved to the spatial distribution of environmental phenomena - vegetation, soils, geology, and climate. Societal issues such as population and disease have also been closely examined. Most recently, attention has shifted to short-lived phenomena such as tornados, air pollution and floods, and to visualization of the results of conceptual modelling of environmental phenomena such as groundwater contamination. The trend has been one of shifting from simply mapping obvious features to discovering relationships and implications between different levels and layers of geographic information. It is clear today that cartography is closely associated with the broader field of scientific visualization. This technique takes the map-reader beyond the printed page and shows them terrain as if they were flying in a helicopter.

¹ The physical appearance of the natural features of an area of land

² The apparent change in radio waves as the source moves toward or away from the observer

³ Related to the geometry of curved surfaces

Questions 15 – 19

Reading Passage 2 has six paragraphs **A-F**.

*Choose the correct heading for sections **B-F** from the list of headings below.*

Write the appropriate numbers i-x in boxes 15-19 on your answer sheet.

List of Headings

- i** transferring air photos to paper maps
- ii** computers make map production easy
- iii** maps for seeing into the future
- iv** the role of weather in map-making photography
- v** interest grows in map-making
- vi** map-making responsible for space programs
- vii** new process enables calculation of distance
- viii** the future of cartography rests with helicopters
- ix** the impact of satellites on map-making
- x** defining map making

| Example | Answer |
|-----------|--------|
| Section A | x |

- 15** Section **B**
- 16** Section **C**
- 17** Section **D**
- 18** Section **E**
- 19** Section **F**

Questions 20 - 23

Classify the following as first occurring

- A between 1955 and 1960
- B between 1960 and 1965
- C between 1965 and 1970
- D after 1970

Write the correct letter **A, B, C** or **D** in boxes 20-23 on your answer sheet.

- 20 The first images of the earth are taken in space.
- 21 Parts of the earth are mapped through use of radio waves.
- 22 A satellite is launched in search of forests, lakes and rivers.
- 23 Work began on what would be the most advanced map-making system in the future.

Questions 24 - 26

The list below gives possible factors that contributed to improvements in cartography.

Which **THREE** of these factors are mentioned in the text?

Write the appropriate letters **A-F** in boxes 7-9 on your answer sheet.

- A magnetometers
- B Sputnik 1
- C World War II
- D stereoplotters
- E aeroplanes and helicopters
- F stereoscopes

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40 which are based on Reading Passage 3.

How Children Learn

The way in which children learn is an ever-growing area of study. It is obvious that children differ from adult learners in many ways, but what is interesting is that there are also quite a number of surprising commonalities across all learners of all ages. A study of young children fulfils two purposes: it helps to highlight the strengths and weaknesses of the learners who populate a nation's schools, and it offers a window into the development of learning that cannot be seen if one considers only well-established learning patterns and

expertise. When an observer studies the development of children over time, a dynamic picture of learning unfolds. An understanding of infant thinking mental processes or cognition and how young children from 2 to 5 years old add information to their knowledge 'data base' helps child psychologists to better equip students for their transition into formal school settings.

For much of the 20th century, most psychologists accepted the traditional thesis that a newborn's mind is a *tabula rasa* or blank slate upon which the record of experience is gradually impressed. It was further thought that verbal communication was a prerequisite for abstract thought and so, in its absence, a baby could not have comprehension. Since babies are born with a limited range of behaviours and spend most of their early months asleep, they certainly appear passive and unknowing. Therefore, it was commonly thought that infants lack the ability to form complex ideas. Until recently, there was no obvious way for them to demonstrate anything to the contrary to researchers.

In time however, challenges to this view arose. It became clear that with carefully designed scientific procedures, psychologists could find ways to pose rather complex questions about how much infants and young children know and what they are capable of doing. Psychologists began to employ new methodologies and began to gather a substantial amount of data about the remarkable abilities that young children possess. Their research stood in great contrast to the older emphases which focussed almost entirely on what children lacked. The mind of young children came to life through this research, it became clear that very young children are both competent and active when it comes to their conceptual development.

A major move away from the earlier *tabula rasa* view of the infant mind was taken by the Swiss psychologist Jean Piaget. Beginning in the 1920s, Piaget argued that the young human mind could best be described in terms of complex cognitive or 'thinking' structures. From close observations of infants and careful questioning of children, he concluded that the development of the mind proceeds through certain stages, each involving radically different thinking processes. Piaget observed that infants actually seek stimulation from their surroundings thus promoting their intellectual development. He showed that their initial representations of such things as space and time as well as awareness of objects and self are constructed only gradually during the first 2 years. He concluded that understanding in young infants is built up through the gradual coordination of sight, sound and touch.

After Piaget, perceptual learning theorists studied how newborns begin to integrate sight and sound and explore their surroundings. They saw that learning in infants proceeded rapidly when they were given the opportunity to explore the objects and events they encountered. Theories were developed which attempted to describe how the brain processes information. It was around this time that the metaphor of the mind as computer came into wide usage.

In order to study what babies know and can learn about readily, researchers needed to develop techniques of 'asking' infants what they know. Because infants are so limited physically and verbally, experimenters interested in finding out how babies think had to find methods suitable to an infant's motor capabilities. New ways were developed for measuring what infants prefer to look at and detecting changes in events to which they are sensitive. Three such methods that were used were sucking, habituation, and visual expectation.

Although theories put forward during this time differed in many ways, they shared an emphasis on considering children as active learners, those who actually assemble and organise information. Therefore, primarily cognitive development involves the acquisition of organised knowledge such as, an early understanding of basic physics, some biological concepts and early number sense. In addition, cognitive development involves gradually learning strategies for solving problems, understanding and remembering.

The active role of learners was also emphasized by Vygotsky, who focused on the role of social support in learning. According to Vygotsky, all cognitive skills and patterns of thinking are not primarily determined by

the skills people are born with; they are the products of the activities practiced in the social environment in which the individual grows up. From Vygotsky's research into the role of the social environment in the development of thinking came what he called a *zone of proximal development*. This *zone* which refers to tasks learners can do with the assistance of others, had a big impact upon developmental psychology. This line of work has drawn attention to the roles of parents, and teachers in challenging and extending children's efforts to understand. It has also contributed to an understanding of the relationship between formal and informal teaching as well as learning situations and cognition.

Questions 27 - 30

Answer the questions below using NO MORE THAN FIVE WORDS for each answer.

Write your answers in boxes 27-30 on your answer sheet.

- 27 What did early research into child capabilities focus on?
- 28 Who thought infants needed to communicate verbally in order to show advanced comprehension?
- 29 In what period of their growth do infants develop an awareness of time?
- 30 What **TWO** things is the infant mind compared to?

Questions 31 - 35

Do the following statements agree with the information given in Reading Passage 3?

In boxes 31-35 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 |

- 31 In many ways, children learn the same way adults learn.
- 32 20th century psychologists thought infants were unintelligent because they were usually asleep.
- 33 The focus of early research methods in child development have been similar to those conducted more recently.
- 34 Piaget showed that each new stage of learning builds upon the previous one.
- 35 Vygotsky's research has had a positive impact upon many primary school teachers.

Questions 36 - 40

Complete the sentences below with words taken from Reading Passage 3.

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

Write your answers in boxes 36-40

- 36** When it comes to learning new concepts, recent research has shown that children are both competent and ...
- 37** Not only are young children capable of assembling information they are also able to ...
- 38** **ONE** of the ways scientists measured infant preference was through ...
- 39** An indicator of cognitive development is that knowledge must be ...
- 40** Vygotsky believed that the key to learning lay in the individual's ...

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com

Practice Reading Test 4

TEST PAPER

DO NOT READ UNTIL YOU BEGIN THE TEST

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage 1

Reflecting on the Mirror

In all likelihood the first mirrors would have simply been pools of water that reflected the image of the one who looked into it. Nature's mirror, while cheap and readily accessible, must have also been quite frustrating with the slightest disturbance on the surface of the water making it difficult to see clearly. It is not altogether clear when the first man-made mirrors were produced but mirrors made of brass are mentioned in the Bible, and after that mirrors of bronze were in common use among the ancient Egyptians, Romans and Greeks. In addition to bronze, the Greeks and Romans experimented with polished silver to produce simple mirrors.

Crude forms of glass mirrors were first made in Venice in 1300. Small sheets of glass were cut from disks made by a spinning process. When this glass was backed with a covering of tin or lead, a 'mirror' resulted. During the early periods of their development, mirrors were rare and expensive. France had glass factories but only in Venice, Italy was the secret of mirror foiling known. The chemical process of coating a glass surface with metallic silver was discovered by German chemist Justus von Liebig in 1835, and this advance inaugurated the modern techniques of mirror making.

By the end of the 17th century mirrors were made in Britain and the manufacture of mirrors developed subsequently into an important industry in many other European countries. People wore them in their hats, or set them like jewels in their rings. Society glittered and shone like the firmament. A little later on, America was gripped by the mirror craze, only this time they were interested in larger mirrors. In house after house in residential districts and eastern cities there could be found one long mirror after another placed between two front parlour windows.

In the manufacture of mirrors today, plate glass is cut to size, and all blemishes are removed by polishing with rouge¹. The glass is scrubbed and flushed with a reducing solution before silver is applied. The glass is then placed on a hollow, cast-iron tabletop, covered with felt, and kept warm by steam. A solution of silver nitrate is poured on the glass and left undisturbed for about 1 hour. The silver nitrate is reduced to a metallic silver and a lustrous deposit of silver gradually forms. The deposit is dried, coated with shellac, and painted. Most present-day mirrors therefore, are made up of these layers. Glass is used on top because it is smooth, clear, and protects the reflective surface. A mirror needs to be very smooth in order for the best reflection to occur.

Mirrors may have plane or curved surfaces. A curved mirror is concave or convex depending on whether the reflecting surface faces toward the centre of the curvature or away from it. Curved mirrors in ordinary usage have surfaces of varying shapes. Perhaps the most common is spherical. Spherical mirrors produce images that are magnified or reduced - exemplified, by mirrors for applying facial makeup and by rear-view mirrors for vehicles. Cylindrical mirrors are another common type of shape. These focus a parallel beam of light to a linear focus. A paraboloidal mirror is one which is often used to focus parallel rays to a sharp focus, as in a telescope mirror, or to produce a parallel beam from a source at its focus, such as a searchlight. A less common but useful shape is the ellipsoidal. Such a mirror will reflect light from one of its two focal points to the other.

While the mirror is the focus of the production, the frame plays an important albeit slightly lesser role as the anchor by which the mirror is affixed to its proper place. From the late 17th century onward, mirrors and their frames played an increasingly important part in the decoration of rooms. Complementing the shiny reflective mirror, the early frames were usually of ivory, silver, ebony, or tortoiseshell or were veneered with walnut, olive, and laburnum. Needlework and bead frames were also to be found. Craftsmen such as Grinling Gibbons

often produced elaborately carved mirror frames to match a complete decorative ensemble. The tradition soon became established of incorporating a mirror into the space over the mantelpiece: many of the early versions of these mirrors, usually known as *overmantels*, were enclosed in glass frames. The architectural structure of which these mirrors formed a part became progressively more elaborate. Focusing heavily on the effect created by mirrors, 18th century designers such as the English brothers Robert and James Adam created fireplace units stretching from the hearth to the ceiling. On the whole, mirror frames reflected the general taste of the time and were often changed to accommodate alterations in taste - frames usually being cheaper and hence more easily replaced than the mirror itself.

By the end of the 18th century, painted decoration largely supplanted carving on mirrors, the frames being decorated with floral patterns or classical ornaments. At the same time the French started producing circular mirrors. Usually surrounded by a neoclassical gilt frame that sometimes supported candlesticks, these mirrors enjoyed great popularity well into the 19th century. Improved skill in mirror making also made possible the introduction of the cheval glass, a freestanding full-length mirror, supported on a frame with four feet. These were mainly used for dressing purposes, though occasionally they had a decorative function. New, cheaper techniques of mirror production in the 19th century led to a great proliferation in their use. Not only were they regularly incorporated into pieces of furniture - such as wardrobes and sideboards - they were also used in everything from high-powered telescopes to decorative schemes in public places. Their popularity continues today. Through them, infants are able to develop an awareness of their individuality through 'mirror games'. This type of emotional reflection stimulates babies to move various parts of their body and even promotes verbal utterances.

¹ a reddish powder used for polishing metal

Questions 1 – 5

Do the following statements reflect the claims of the writer in Reading Passage 1?

In boxes 1-5 on your answer sheet write

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

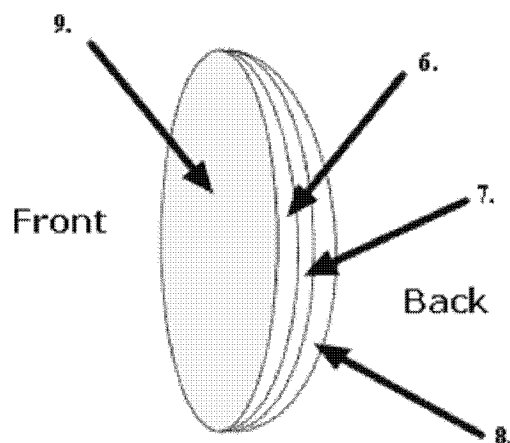
- 1 The Greeks and Egyptians used polished silver to make mirrors.
- 2 The first man-made mirrors were made of bronze.
- 3 Only the wealthy could afford the first mirrors.
- 4 The first mirrors in America were used for decoration.
- 5 Spherical mirrors are commonly used in cars.

Questions 6 – 9

Complete the labels on Diagram A below.

Write the correct letter A-J in boxes 6-9 on your answer sheet.

Diagram A: Magnified side-view of a mirror



- | | |
|----------|-------------------|
| A | rouge |
| B | cast iron |
| C | felt |
| D | steam |
| E | shellac |
| F | glass |
| G | metal |
| H | silver nitrate |
| I | paint |
| J | reducing solution |

Questions 10 -13

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

Write your answers in boxes 10-13 on your answer sheet.

10 The type of mirror used for looking at the stars is

- A** paraboloidal.
- B** spherical.
- C** cylindrical.
- D** ellipsoidal.

- 11 17th century craftsmen
- A blended mirror frames well with other household furniture.
 - B hung mirrors above fireplaces.
 - C used mirror frames as a focus for home decoration.
 - D established floral patterns as a standard for mirror frames.
- 12 18th century craftsmen
- A designed furniture which highlighted the unique properties of mirrors.
 - B experimented largely with mirror frames made of ebony and ivory.
 - C built spherically-shaped mirrors.
 - D experimented with ceiling mirrors around fireplaces.
- 13 19th century craftsmen
- A used mirrors less than any previous time in history.
 - B introduced mirrors as learning tools.
 - C used mirrors extensively in bedroom furniture.
 - D etched designs into mirrors.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26 which are based on Reading Passage 2

EFFORT and SCIENCE to WIN

Winning nowadays is not only a question of disciplined training. The triumph of victory today involves the collaboration of several medical specialists who combine their particular knowledge in an effort to help each athlete to reach their potential.

A In Mexico, the Medicine Direction and Applied Sciences of the National Commission of Deporte analyses all aspects of sports science from the role of the auditory system in sporting achievement to the power of the mind and its role in the ability to win. Everything, it seems, is open to scrutiny. Recently, the focus has been evaluating the visual acuity of cyclists and long distance runners but they also focus on the more traditional areas of sports research, among them psychology, nutrition, anthropology, biochemistry and odontology¹. From budding child athletes as young as 9 to the more mature-aged sportsperson, the facility at Deporte has attracted some of Mexico's most famous sporting and Olympic hopefuls.

B "The study of elite athletes is now more scientific than ever" says doctor Francisco Javier Squares, "after each competition, athletes are exposed to vigorous medical examinations and follow-up training in order to help us arrive at a program that is tailor-made." The modern athlete has become big business, no longer is there a one-size-fits-all approach. For example, in the past two people both 1.70 meters tall and weighing 70 kilograms would have been given the same program of athletic conditioning - now this idea is obsolete. It may be that the first individual has 35 kgs of muscle and 15 kgs of fat and the other person, although the same height and weight, may have 30 kgs of muscle and 20 kgs of fat. "Through detailed scientific evaluation here at our facility in Deporte," says Squares, "...we are able to construct a very specific training programme for

each individual."

C Whereas many countries in the world focus on the elevation of the glorious champion, the Mexican Olympic team takes a slightly different approach. Psychologically speaking an athlete must bring to his endeavour a healthy dose of humility. As Squares said, "When an athlete wins for Mexico, it is always as a result of a combined team effort with many people operating behind the scenes to realise the sporting achievement. When an athlete stands on the dais, it is because of great effort on the part of many."

D As is often the case in some poorer countries, sportsmen and women are stifled in their development due to budgetary constraints. However this has not been a factor for consideration with the team in Mexico. The Mexican government has allocated a substantial sum of money for the provision of the latest equipment and laboratories for sports research. In fact, the quality of Mexico's facilities puts them on a par with countries like Italy and Germany in terms of access to resources. One example of sophisticated equipment used at the Mexican facility is the hyperbaric chamber. This apparatus is used to enhance oxygen recovery after a vigorous physical workout. Says Squares, "When you breathe the air while inside a hyperbaric chamber the natural state of the oxygen does not change. Green plants produced the oxygen, modern technology just increases the air pressure. This does not change the molecular composition of oxygen. Increased pressure just allows oxygen to get into tissues better. Due to our purchase of the hyperbaric chamber, athletes are able to recover from an intense workout in a much shorter space of time. We typically use the chamber for sessions of 45 to 60 minutes daily or three times per week."

E When pushed to the limit, the true indicator of fitness is not how hard the heart operates, but how quickly it can recover after an extreme workout. Therefore, another focus area of study for the team in Mexico has been the endurance of the heart. To measure this recovery rate, an electroencephalograph (EEG) is used. The EEG enables doctors to monitor the brainwave activity from sensors placed on the scalp. Athletes exert intense effort for a sustained period after which they are given time to rest and recover. During these periods between intense physical exertion and recovery, doctors are able to monitor any weaknesses in the way the heart responds. The EEG has had a big impact upon our ability to measure the muscular endurance of the heart.

F In 1796, the life expectancy of a human being was between 25 and 36 years, in 1886 that number basically doubled to between 45 and 50. In 1996, the life expectancy of an average Mexican stands at around 75 years. People are living longer and this is due in large part to the advances of modern science. It is not all sophisticated medical equipment that is playing a part; basic advances in engineering are also greatly assisting. Take for example, a professional tennis player. In the past, most tennis players' shoes were constructed with fabric and a solid rubber sole. These shoes were of poor construction and resulted in hip and foot injuries. Today the technology of shoe construction has radically changed. Now some shoes are injected with silicone and made of more comfortable, ergonomic² construction. This has helped not only the elite but also the recreational sportsperson and thus, helps in the preservation of the human body.

¹ the science dealing with the health of the teeth and surrounding tissues in the mouth

² objects designed to be better adapted to the shape of the human body

Questions 14 - 17

The passage has eight paragraphs labelled **A-F**.

Which paragraph contains the following information?

Write the correct letter A-F in boxes 14-17 on your answer sheet.

NB You may use any letter more than once.

- 14** the natural process of oxygen production
- 15** standard after-competition procedure
- 16** the areas of study undertaken to improve athletic performance
- 17** the Mexican viewpoint on winning

Questions 18 -20

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

Write your answers in boxes 18-20 on your answer sheet.

- 18** The hyperbaric chamber
- A helps athletes to breathe more easily.
 - B increases the level of oxygen an athlete breathes.
 - C decreases the pressure of the oxygen for Mexican athletes.
 - D speeds up recovery time for athletes.
- 19** The electroencephalograph (EEG)
- A measures how fast brainwaves move during exercise.
 - B helps doctors to determine heart problems.
 - C measures how hard the heart works during exercise.
 - D strengthens the heart muscle in athletes.
- 20** The life-span of individuals in Mexico has increased due to
- A medical improvements.
 - B more committed doctors.
 - C better made sporting equipment.
 - D advances in ergonomics.

Questions 21 – 26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 21-26 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 |

- 21** There are limits to the level of sporting enquiry.

- 22 Specific athletic programs differ mostly between men and women.
- 23 Mexico and Germany have similar sporting resources.
- 24 Lack of money is what stops athletic improvement in poor countries.
- 25 Wealthy countries enjoy greater athletic success.
- 26 Mexican athletes have the support of their government.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40 which are based on Reading Passage 3.

Fuelling the future

The world's 750 million motor vehicles emit well over 900 million metric tonnes of carbon dioxide each year. Traffic-related air pollution has been responsible for 6% of deaths per year and is associated with certain forms of leukaemia, inflammatory lung diseases, increased cardio-vascular disease, low birth-weight babies and male infertility. It stands to reason that tackling traffic-related air pollution should be high on any government's list of priorities. Thus, in an attempt to minimise this situation many governments around the world have been looking at ways to implement alternative fuel sources. The most widely accepted way of doing this is to replace the crude oil that our vehicles currently run on with renewable, 'environmentally friendly' fuels. One serious contender put forward as a solution to the pollution problem is ethanol.

Ethanol is a type of alcohol made by fermenting plant material. Water and organic matter from the plants including corn, sorghum, sugar cane and wood are mixed together and fermented to make ethanol. After fermentation there are three layers remaining. The first is water and small particles of grain and alcohol. It takes on a syrup consistency. The second layer is the remaining grain, which is 17 percent dry matter. The third layer is the actual ethanol - a colourless, volatile, flammable liquid. It is the only layer sold and accounts for exactly one-third of the total dry matter used for its production. There are three primary ways that it is used as a fuel for transportation: as a blend of 10 percent ethanol with 90% unleaded fuel (E10); as a component of reformulated gasoline and; as a primary fuel with 85 parts of ethanol blended with 15 parts of unleaded fuel (E-85). In the 1800s in the U.S.A., it was first used as lamp fuel. Later on, due to skyrocketing oil prices in the 1970s, E10 was produced as a type of 'fuel-extender' for vehicles with E-85 being produced in the 1990s. Brazil has also used ethanol-blended fuels. Like America, the high prices in the 1970s prompted a government mandate to produce vehicles which could be fuelled by pure ethanol. Today there are more than 4.2 million ethanol-powered vehicles in Brazil (40 percent passenger carrying) which consume 4 billion gallons of ethanol annually. Today, Brazil is the largest transportation ethanol fuel market in the world.

Given that Ethanol is made from a variety of plant substances when it is used in fuel production, it increases the monetary value of feed grains grown by farmers. In fact, in the U.S.A., the largest ethanol consuming nation in the world, ethanol production adds \$4.5 billion to the farm economy every year. According to the United States Department of Agriculture, ethanol production adds 30 cents to the value of a bushel of corn. Another of its benefits, according to Brian Keating, deputy chief of Australia's Commonwealth Scientific and Industrial Research Organisation (CSIRO) is that a 10% ethanol blend (E10) would reduce greenhouse gas emissions by 2 to 5% over the full lifecycle of ethanol production and consumption. Said Keating, "The precise benefits depend on specific factors in the production cycle. An important component of which is the

energy source used by the ethanol factory. If it's being powered by coal or oil, there are obviously associated greenhouse gas emissions." In America, The Clean Air Act of 1990 and the National Energy Policy Act of 1992 have both created new market opportunities for cleaner, more efficient fuels with many state governments in America's Mid-west purchasing fleet vehicles capable of running on E-85 fuels.

Although it makes a good fuel, some drawbacks have been documented. The economics of ethanol production are improving as the technology improves but ethanol has two problems: It does not explode like gasoline, and it can absorb water, which can cause oxidation, rust and corrosion. The claims of possible damage to vehicles from the use of ethanol blends above 10% has therefore attracted considerable negative publicity. Compared to diesel – the standard fuel in the heavy moving industry – ethanol is known to have a lower energy content so ethanol trucks require larger fuel tanks to achieve the same range as a diesel-powered vehicle. In Australia, a government review into the impacts of a 20% ethanol blend on vehicles found the information to be insufficient or conflicting, but did identify a number of problems such as the possible perishing and swelling of elastomeric and plastic materials in fuel systems. Stakeholders in the motor vehicle industry have stated that warranties on motor vehicles and pump dispensing equipment could be at risk with the use of blends above 10% ethanol. Principle economist for the Australian Bureau of Agriculture Andrew Dickson points out that the money sugarcane growers get for their cane is not determined by the domestic consumption or domestic demand for ethanol, it is entirely determined by the world sugar market and the world trade in molasses. He believes that the only way the sugar industry can benefit from the existence of an ethanol industry is if they invest in the ethanol industry. "The sugar producer does not get anymore money for their molasses so what incentive do they have to produce any more?" The cost of production also represents some challenges. In Australia, fuel ethanol costs around 70 cents per litre compared with around 35 cents per litre for unleaded petrol. In America, one report revealed that even with government assistance, ethanol is close to 35 percent more than the price of diesel. Consequently, production of ethanol requires government assistance to be competitive. A recent study by the Australian Bureau of Agricultural and Resource Economics found that without assistance, large-scale production of ethanol would not be commercially viable in Australia.

Regardless of whether the Australian sugar industry will benefit from a mandated 10% ethanol mix, the expansion of ethanol production would certainly lead to increased economic activity in farming areas. It is inevitable that some expansion would be at the expense of existing industry. If ethanol becomes more popular, there will soon be more plants producing it. This means there will be a need for workers for the plants. The American National Ethanol Vehicle Coalition (NEVC) projects that employment will be boosted by 200,000 jobs and the balance of trade will be improved by over \$2 billion. The future of ethanol looks promising, for better or worse ethanol looks to be a serious contender for tomorrow's fuel.

Questions 27 – 31

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 5-8 on your answer sheet write

| | |
|------------------|---|
| YES | <i>if the statement reflects the claims of the writer</i> |
| NO | <i>if the statement contradicts the claims of the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

27 The need to control air pollution is why ethanol came into use.

28 Brazil uses more ethanol for transportation than America.

- 29** Select food crops become more expensive due to ethanol production.
- 30** The Australian sugar industry will benefit from the production of ethanol.
- 31** Primary ethanol (E-85) has been extensively tested in Australia.

Questions 32 – 35

Look at the following list of descriptions (Questions 32-35) and the list of fuel types below.

Match each description to the fuel type.

Write the correct letter A-D in boxes 32-35 on your answer sheet.

NB *You may use any letter more than once.*

- 32** costs about half the price of ethanol
- 33** reacts poorly with some metals
- 34** is the reason why trucks have been fitted with larger fuel tanks
- 35** commonly used in the trucking industry

- | |
|---|
| <p>A regular gasoline</p> <p>B unleaded gasoline</p> <p>C ethanol</p> <p>D diesel</p> |
|---|

Questions 36 - 40

Classify the following statements according to which country they apply to.

Write the appropriate letters A-D in boxes 36-40 on your answer sheet.

- A** *Australia only*
- B** *America only*
- C** *both Australia and America*
- D** *neither Australia nor America*
- 36** makes ethanol out of sugar cane

- 37 uses more ethanol than any other country in the world
- 38 receives government assistance for ethanol production
- 39 proved ethanol production is costly
- 40 their government bought ethanol-friendly cars

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com

Practice Reading Test 5

TEST PAPER

DO NOT READ UNTIL YOU BEGIN THE TEST

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenhlish.com/>

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1-13** which are based on Reading Passage 1.

Questions 1 – 8

Reading Passage 1 has nine paragraphs **A-I**.

From the list of headings below choose the most suitable heading for each paragraph.

Write the appropriate numbers *i-xiii* in boxes 1-8 on your answer sheet.

List of Headings

- i** Diverse drinking methods
- ii** Limited objections to drinking tea
- iii** Today's continuing tradition - in Britain and China
- iv** Tea - a beverage of hospitality
- v** An important addition - tea with milk
- vi** Tea and alcohol
- vii** The everyday beverage in all parts of the world
- viii** Tea on the move
- ix** African tea
- x** The fall in the cost of tea
- xi** The value of tea
- xii** Tea-drinking in Africa
- xiii** Hospitality among the Bedouin

- 1** Paragraph **A**
- 2** Paragraph **B**
- 3** Paragraph **C**
- 4** Paragraph **D**
- 5** Paragraph **E**

Example

Answer

Paragraph
E

xiii

- 6 Paragraph G
- 7 Paragraph H
- 8 Paragraph I

TEA TIMES

A

The chances are that you have already drunk a cup or glass of tea today. Perhaps, you are sipping one as you read this. Tea, now an everyday beverage in many parts of the world, has over the centuries been an important part of the rituals of hospitality both in the home and in wider society.



B

Tea originated in China, and in Eastern Asia tea making and drinking ceremonies have been popular for centuries. Tea was first shipped to North Western Europe by English and Dutch maritime traders in the sixteenth century. At about the same time, a land route from the Far East, via Moscow, to Europe was opened up. Tea also figured in America's bid for independence from British rule - the Boston Tea Party.

C

As, over the last four hundred years, tea-leaves became available throughout much of Asia and Europe, the ways in which tea was drunk changed. The Chinese considered the quality of the leaves and the ways in which they were cured all important. People in other cultures added new ingredients besides tea-leaves and hot water. They drank tea with milk, sugar, spices like cinnamon and cardamom, and herbs such as mint or sage.

The variations are endless. For example, in Western Sudan on the edge of the Sahara Desert, sesame oil is added to milky tea on cold mornings. In England tea, unlike coffee, acquired a reputation as a therapeutic drink that promoted health. Indeed, in European and Arab countries as well as in Persia and Russia, tea was praised for its restorative and health giving properties. One Dutch physician, Cornelius Blankaart, advised that to maintain health a minimum of eight to ten cups a day should be drunk, and that up to 50 to 100 daily cups could be consumed with safety.

D

While European coffee houses were frequented by men discussing politics and closing business deals, respectable middle-class women stayed at home and held tea parties. When the price of tea fell in the nineteenth century poor people took up the drink with enthusiasm. Different grades and blends of tea were sold to suit every pocket.

E

Throughout the world today, few religious groups object to tea drinking. In Islamic cultures, where drinking of alcohol is forbidden, tea and coffee consumption is an important part of social life. However, Seventh-Day Adventists, recognising the beverage as a drug containing the stimulant caffeine, frown upon the drinking of tea.

F

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.

G

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 ceremony 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.

H

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

I

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. Delegates at conferences and seminars are served tea in cups with lids to keep the infusion hot. The cups are topped up throughout the proceedings. There are as yet no signs of coffee at such occasions.

Questions 9 – 13

Complete the sentences below with words taken from Reading Passage 1

Use **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 9-13 on your answer sheet.

- 9 For centuries, both at home and in society, tea has had an important role in
- 10 Falling tea prices in the nineteenth century meant that people could choose the of the tea they could afford.
- 11 Because it Seventh-Day Adventists do not approve of the drinking of tea.
- 12 In the desert, one group that is well known for its traditions of hospitality is the
- 13 In India,, as well as tea, are added to boiling milk to make 'chai'.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-27** which are based on Reading Passage 2.

Caveat Scriptor!

Let the would-be writer beware! Anyone foolhardy enough to embark on a career as a writer—whether it be an academic treatise, a novel, or even an article - should first read this!

People think that writing as a profession is glamorous; that it is just about sitting down and churning out words on a page, or more likely these days on a computer screen. If only it were! So what exactly does writing a book entail? Being a writer is about managing a galaxy of contradictory feelings: elation, despair, hope, frustration, satisfaction and depression—and not all separately! Of course, it also involves carrying out detailed research: first to establish whether there is a market for the planned publication, and second what should be the content of the book. Sometimes, however, instinct takes the place of market research and the contents are dictated not by plans and exhaustive research, but by experience and knowledge.

Once the publication has been embarked upon, there is a long period of turmoil as the text takes shape. A first draft is rarely the final text of the book. Nearly all books are the result of countless hours of altering and re-ordering chunks of text and deleting the superfluous bits. While some people might think that with new technology the checking and editing process is sped up, the experienced writer would hardly agree. Unfortunately, advanced technology now allows the writer the luxury of countless editings; a temptation many writers find hard to resist. So a passage, endlessly re-worked may end up nothing remotely like the original, and completely out of place when compared with the rest of the text.

After the trauma of self-editing and looking for howlers, it is time to show the text to other people, friends perhaps, for appraisal. At this stage, it is not wise to send it off to a literary agent or direct to publishers, as it may need further fine-tuning of which the author is unaware. Once an agent has been approached and has rejected a draft publication, it is difficult to go and ask for the re-vamped text to be considered again. It also helps, at this stage, to offer a synopsis of the book, if it is a novel, or an outline if it is a textbook. This acts as a guide for the author, and a general reference for friends and later for agents.

Although it is tempting to send the draft to every possible agent at one time, it is probably unwise. Some agents may reject the publication out of hand, but others may proffer some invaluable advice, for example about content or the direction to be taken. Information such as this may be of use in finally being given a contract by an agent or publisher.

The lucky few taken on by publishers or agents, then have their books subjected to a number of readers, whose job it is to vet a book: deciding whether it is worth publishing and whether the text as it stands is acceptable or not. After a book has finally been accepted by a publisher, one of the greatest difficulties for the writer lies in taking on board the publisher's alterations to the text. Whilst the overall story and thrust of the book may be acceptable, it will probably have to conform to an in-house style, as regards language, spelling and punctuation. More seriously, the integrity of the text may be challenged, and this may require radical re-drafting which is usually unpalatable to the author. A book's creation period is complex and unnerving, but the publisher's reworkings and text amputations can also be a tortuous process.

For many writers, the most painful period comes when the text has been accepted, and the writer is waiting for it to be put together for the printer. By this stage, it is not uncommon for the writer to be thoroughly sick of the text.

Abandon writing? Nonsense. Once smitten, it is not easy to escape the compulsion to create and write, despite the roller-coaster ride of contradictory emotions.

Questions 14 - 21

Complete the summary below using words from the box.

Write your answers in boxes 14-21 on your answer sheet.

People often associate writing with **14** But being a writer involves managing conflicting emotions as well as **15** and instinct. Advanced technology, contrary to what might be thought, does not make the **16** faster. When a writer has a draft of the text ready, it is a good idea to have a **17** for friends and agents to look at. If an author is accepted by a publisher, the draft of

the book is given to **18** for vetting. **19** are then often made, which are not easy for the writer to agree. However, **20** is compelling, even though there are **21**

| | |
|-------------------------|-----------------------|
| editing process | writing |
| beware | dictating |
| first draft | research |
| glamour | publishing |
| a literary agent | summary |
| alterations | ups and downs |
| profession | roller-coaster |
| publisher | readers |
| challenges | |

Questions 22 and 23

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

Write your answers in boxes 22-23 on your answer sheet.

- 22** In the planning stages of a book,
- A** instinct can replace market research.
 - B** market research can replace instinct.
 - C** market research is essential.
 - D** instinct frequently replaces market research.
- 23** The problem with the use of advanced technology in editing is that
- A** it becomes different from the original.
 - B** it is unfortunate.
 - C** it is a luxury.
 - D** many writers cannot resist changing the text again and again.

Questions 24 — 27

Complete the sentences below with words taken from Reading Passage 2.

*Use **NO MORE THAN THREE WORDS** for each answer.*

Write your answers in boxes 24-27 on your answer sheet.

- 24** Once a text is finished, the writer needs to get the of other people.
- 25** Some agents may reject the draft of a book, while others may offer
- 26** Apart from the need for a draft to conform to an in-house style, a publisher's changes to a text may include
- 27** The publisher's alterations to a book are difficult for a writer, as is the as the book grows.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 28-40** which are based on Reading Passage 3.*

Pronunciation and physiognomy

Imagine the scene: you are sitting on the tube and you get someone you instinctively feel is American. To make sure you ask them the time, and are right, but how did you know?

When we say someone 'looks American', we take into consideration dress, mannerism and physical appearance. However, since the Americans do not constitute one single race, what exactly is meant by 'look'? In fact, one salient feature is a pronounced widening around the jaw - a well-documented phenomenon.

Writer Arthur Koestler once remarked that friends of his, whom he had met thirty years after they emigrated to the United States, had acquired an 'American physiognomy', i.e. a broadened jaw, an appearance which is also prevalent in the indigenous population. An anthropologist friend of his attributed this to the increased use of the jaw musculature in American enunciation. This 'change of countenance' in immigrants had already been observed by the historian M. Fishberg in 1910.

To paraphrase the philosopher Emerson, certain national, social and religious groups, such as ageing actors, long-term convicts and celibate priests, to give just a few examples, develop a distinguishing 'look', which is not easily defined, but readily recognised. Their way of life affects their facial expression and physical features, giving the mistaken impression that these traits are of hereditary or 'racial' origin. All the factors mentioned above contribute, as well as heredity. But the question of appearance being affected by pronunciation - as in the case of American immigrant including those from other English speaking countries over the course of many years - is of great interest, and calls for further study into the science of voice production. This can only benefit those working in the field of speech therapy, elocution and the pronunciation of foreign languages, and help the student from a purely physiological point of view. Naturally, the numerous psychological and socio-linguistic factors that inhibit most adult learners of foreign languages from acquiring 'good' pronunciation constitute a completely different and no less important issue that require separate investigation.

The pronunciation of the various forms of English around the world today is affected by the voice being 'placed' in different parts of the mouth. We use our speech organs in certain ways to produce specific sounds, and these muscles have to practise to learn new phonemes. Non-Americans should look in the mirror while repeating 'I really never heard of poor reward for valour' with full use of the USA retroflex /r/ phoneme, and note what happens to their jawbones after three or four repetitions. Imagine the effect of these movements on the jaw muscles after twenty years! This phoneme is one of the most noticeable features of US English and one that non-Americans always exaggerate when mimicking the accent. Likewise, standard British RP is often parodied, and its whine of superiority mocked to the point of turning the end of one's nose up as much as possible. Not only does this enhance the 'performance', but also begs the question of whether this look is the origin of the expression 'stuck up'?

Once on a Birmingham bus, a friend pointed to a fellow passenger and said, 'That man's Brummie accent is written all over his face.' This was from someone who would not normally make crass generalisations. The interesting thing would be to establish whether thin lips and a tense, prominent chin are a result of the way Midlands English is spoken, or its cause, or a mixture of both. Similarly, in the case of Liverpool one could ask whether the distinctive 'Scouse accent was a reason for, or the frequency of high cheekbones in the local population.

When one learns another accent, as in the theatre for example, voice coaches often resort to images to help their students acquire the distinctive sound of the target pronunciation. With 'Scouse', the mental aid employed is pushing your cheekbones up in a smile as high as they will go and you have got a very slack mouth full of cotton wool. The sound seems to spring off the sides of your face—outwards and upwards. For a Belfast accent, one has to tighten the sides of the jaws until there is maximum tension, and speak opening the lips as little as possible. This gives rise to the well-known 'Ulster jaw' phenomenon. Learning Australian involves imagining the ordeals of the first westerners transported to the other side of the world. When exposed to the merciless glare and unremitting heat of the southern sun, we instinctively screw up our eyes and grimace for protection.

Has this contributed to an Australian 'look', and affected the way 'Aussies' speak English, or vice versa? It is a curious chicken and egg conundrum, but perhaps the answer is ultimately irrelevant. Of course other factors affect the way people look and sound, and it would certainly be inaccurate to suggest that all those who speak one form of a language or dialect have a set physiognomy because of their pronunciation patterns. But a large enough number do, and that alone is worth investigating. What is important, however, is establishing pronunciation as one of the factors that determine physiognomy, and gaining a deeper insight into the origins and nature of the sounds of speech. And of course, one wonders what 'look' one's own group has!

Questions 28 - 30

Look at the following people (Questions 28-30) and the list of statements below.

Match each person with the correct statement.

Write the correct letter A-G in boxes 28-30 on your answer sheet.

- 28** Koestler
29 Fishberg
30 Emerson

A Americans use their jaw more to enunciate

- B** immigrants acquire physiognomical features common among the indigenous population
- C** facial expression and physical features are hereditary
- D** lifestyle affects physiognomy
- E** Americans have a broadened jaw
- F** His friends appearance had changed since they moved to the United States.
- G** the change of countenance was unremarkable

Questions 31 - 36

Do the following statements reflect the claims of the writer in Reading Passage 3?

In boxes 31-36 on your answer sheet write

- YES** *if the statement agrees with the information in the passage*
NO *if the statement contradicts the information in the passage*
NOT GIVEN *if there is no information about the statement in the passage*

- 31** Further study into the science of voice production will cost considerable sums of money.
- 32** The psychological and socio-linguistic factors that make it difficult for adult learners of foreign languages to gain 'good' pronunciation are not as important as other factors.
- 33** Speech organs are muscles.
- 34** New phonemes are difficult to learn.
- 35** People often make fun of standard British RP.
- 36** Facial features contribute to the incomprehensibility of Midlands English.

Questions 37 - 40

Complete each of the following statements (Questions 37-40) with the best ending A-I from the box below.

Write the appropriate letters A-I in boxes 37-40 on your answer sheet.

- 37** Voice coaches
- 38** The Scouse accent

- 39** Whether the way we look affects the way we speak or the other way round
- 40** It is important to prove that pronunciation

- A** can be achieved by using a mental aid.
- B** is irrelevant.
- C** is worth investigating.
- D** use images to assist students with the desired pronunciation.
- E** is a chicken and egg conundrum.
- F** get the target.
- G** can affect appearance.
- H** is not as easy as a Belfast one.
- I** makes you smile.

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com

Practice Reading Test 6

TEST PAPER

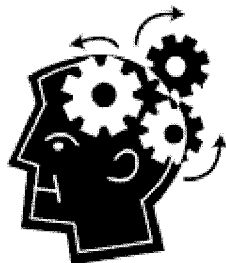
DO NOT READ UNTIL YOU BEGIN THE TEST

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage 1.



The Creativity Myth

A

It is a myth that creative people are born with their talents: gifts from God or nature. Creative genius is, in fact, latent within many of us, without our realising. But how far do we need to travel to find the path to creativity? For many people, a long way. In our everyday lives, we have to perform many acts out of habit to survive, like opening the door, shaving, getting dressed, walking to work, and so on. If this were not the case, we would, in all probability, become mentally unhinged. So strongly ingrained are our habits, though this varies from person to person, that sometimes, when a conscious effort is made to be creative, automatic response takes over. We may try, for example, to walk to work following a different route, but end up on our usual path. By then it is too late to go back and change our minds. Another day, perhaps. The same applies to all other areas of our lives. When we are solving problems, for example, we may seek different answers, but, often as not, find ourselves walking along the same well-trodden paths.

B

So, for many people, their actions and behaviour are set in immovable blocks, their minds clogged with the cholesterol of habitual actions, preventing them from operating freely, and thereby stifling creation. Unfortunately, mankind's very struggle for survival has become a tyranny - the obsessive desire to give order to the world is a case in point. Witness people's attitude to time, social customs and the panoply of rules and regulations by which the human mind is now circumscribed.

C

The groundwork for keeping creative ability in check begins at school. School, later university and then work, teach us to regulate our lives, imposing a continuous process of restrictions which is increasing exponentially with the advancement of technology. Is it surprising then that creative ability appears to be so rare? It is trapped in the prison that we have erected. Yet, even here in this hostile environment, the foundations for creativity are being laid; because setting off on the creative path is also partly about using rules and regulations. Such limitations are needed so that once they are learnt, they can be broken.

D

The truly creative mind is often seen as totally free and unfettered. But a better image is of a mind, which can be free when it wants, and one that recognises that rules and regulations are parameters, or barriers, to be raised and dropped again at will. An example of how the

human mind can be trained to be creative might help here. People's minds are just like tense muscles that need to be freed up and the potential unlocked. One strategy is to erect artificial barriers or hurdles in solving a problem. As a form of stimulation, the participants in the task can be forbidden to use particular solutions or to follow certain lines of thought to solve a problem. In this way they are obliged to explore unfamiliar territory, which may lead to some startling discoveries. Unfortunately, the difficulty in this exercise, and with creation itself, is convincing people that creation is possible, shrouded as it is in so much myth and legend. There is also an element of fear involved, however subliminal, as deviating from the safety of one's own thought patterns is very much akin to madness. But, open Pandora's box, and a whole new world unfolds before your very eyes.

E

Lifting barriers into place also plays a major part in helping the mind to control ideas rather than letting them collide at random. Parameters act as containers for ideas, and thus help the mind to fix on them. When the mind is thinking laterally, and two ideas from different areas of the brain come or are brought together, they form a new idea, just like atoms floating around and then forming a molecule. Once the idea has been formed, it needs to be contained or it will fly away, so fleeting is its passage. The mind needs to hold it in place for a time so that it can recognise it or call on it again. And then the parameters can act as channels along which the ideas can flow, developing and expanding. When the mind has brought the idea to fruition by thinking it through to its final conclusion, the parameters can be brought down and the idea allowed to float off and come in contact with other ideas.

Questions 1 – 5

Reading Passage 1 has five paragraphs, **A-E**.

Which paragraph contains the following information?

Write the correct letter A-E in boxes 1-5 on your answer sheet.

NB You may use any letter more than once.

- 1 the way parameters in the mind help people to be creative
- 2 the need to learn rules in order to break them
- 3 how habits restrict us and limit creativity
- 4 how to train the mind to be creative
- 5 how the mind is trapped by the desire for order

Questions 6 - 10

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

Write your answers in boxes 6-10 on your answer sheet.

6 According to the writer, creative people

- A** are usually born with their talents.
- B** are born with their talents.
- C** are not born with their talents.
- D** are geniuses.

7 According to the writer, creativity is

- A** a gift from God or nature.
- B** an automatic response.
- C** difficult for many people to achieve.
- D** a well-trodden path.

8 According to the writer

- A** the human race's fight to live is becoming a tyranny.
- B** the human brain is blocked with cholesterol.
- C** the human race is now circumscribed by talents.

D the human race's fight to survive stifles creative ability.

9 Advancing technology

A holds creativity in check.

B improves creativity.

C enhances creativity.

D is a tyranny.

10 According to the author, creativity

A is common.

B is increasingly common.

C is becoming rarer and rarer.

D is a rare commodity.

Questions 11 - 14

Do the following statements reflect the claims of the writer?

In boxes 11-14 on your answer sheet write

- YES** *if the statement agrees with the information in the passage*
- NO** *if the statement contradicts the information in the passage*
- NOT GIVEN** *if there is no information about the statement in the passage*

- 11** Rules and regulations are examples of parameters.
- 12** The truly creative mind is associated with the need for free speech and a totally free society.
- 13** One problem with creativity is that people think it is impossible.
- 14** The act of creation is linked to madness.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15-27 which are based on Reading Passage 2.

LOCKED DOORS, OPEN ACCESS

The word, 'security', has both positive and negative connotations. Most of us would say that we crave security for all its positive virtues, both physical and psychological - its evocation of the safety of home, of undying love, or of freedom from need. More negatively, the word nowadays conjures up images of that huge industry which has developed to protect individuals and property from invasion by 'outsiders', ostensibly malicious and intent on theft or wilful damage.

Increasingly, because they are situated in urban areas of escalating crime, those buildings which used to allow free access to employees and other users (buildings such as offices, schools, colleges or hospitals) now do not. Entry areas which in another age were called 'Reception' are now manned by security staff. Receptionists, whose task it was to receive visitors and to make them welcome before passing them on to the person they had come to see, have been replaced by those whose task it is to bar entry to the unauthorized, the unwanted or the plain unappealing.

Inside, these buildings are divided into 'secure zones' which often have all the trappings of combination locks and burglar alarms. These devices bar entry to the uninitiated, hinder circulation, and create parameters of time and space for user access. Within the spaces created by these zones, individual rooms are themselves under lock and key, which is a particular problem when it means that working space becomes compartmentalized.

To combat the consequent difficulty of access to people at a physical level, we have now developed technological access. Computers sit on every desk and are linked to one another, and in many cases to an external universe of other computers, so that messages can be passed to and fro. Here too security plays a part, since we must not be allowed access to messages destined for others. And so the password was invented. Now correspondence between individuals goes from desk to desk and cannot be accessed by colleagues. Library catalogues can be searched from one's desk. Papers can be delivered to, and received from, other people at the press of a button.

And yet it seems that, just as work is isolating individuals more and more, organizations are recognizing the advantages of 'team-work'; perhaps in order to encourage employees to talk to one another again. Yet, how can groups work in teams if the possibilities for communication are reduced? How can they work together if e-mail provides a convenient electronic shield behind which the blurring of public and private can be exploited by the less scrupulous? If voice-mail walls up messages behind a password? If I can't leave a message on my colleague's desk because his office is locked?

Team-work conceals the fact that another kind of security, 'job security', is almost always not on offer. Just as organizations now recognize three kinds of physical resources: those they buy, those they lease long-term and those they rent short-term - so it is with their human resources. Some employees have permanent contracts, some have short-term contracts, and some are regarded simply as casual labour.

Telecommunication systems offer us the direct line, which means that individuals can be contacted without the caller having to talk to anyone else. Voice-mail and the answer-phone mean that individuals can communicate without ever actually talking to one another. If we are unfortunate enough to contact organizations with sophisticated touch-tone systems, we can buy things and pay for them without ever speaking to a human being.

To combat this closing in on ourselves we have the Internet, which opens out communication channels more widely than anyone could possibly want or need. An individual's electronic presence on the Internet is known as a 'Home Page' - suggesting the safety and security of an electronic hearth. An elaborate system of 3-dimensional graphics distinguishes this very 2-dimensional medium of 'web sites'. The nomenclature itself creates the illusion of a geographical entity, that the person sitting before the computer is travelling, when in fact the 'site' is coming to him. 'Addresses' of one kind or another move to the individual, rather than the individual moving between them, now that location is no longer geographical.

An example of this is the mobile phone. I am now not available either at home or at work, but wherever I take my mobile phone. Yet, even now, we cannot escape the security of wanting to 'locate' the person at the other end. It is no coincidence that almost everyone we see answering or initiating a mobile phone-call in public begins by saying where he or she is.

Questions 15 - 18

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

Write your answers in boxes 15-18 on your answer sheet.

15 According to the author, one thing we long for is

A the safety of the home .

B security.

C open access.

D positive virtues.

16 Access to many buildings

A is unauthorised.

B is becoming more difficult.

C is a cause of crime in many urban areas.

D used to be called 'Reception'.

17 Buildings used to permit access to any users

A but now they do not.

B and still do now.

- C** especially offices and schools.
- D** especially in urban areas.

18 Secure zones

- A** do not allow access to the user.
- B** compartmentalise the user.
- C** are often like traps.
- D** are not accessible to everybody.

Questions 19 - 24

Complete the summary below using words from the box.

Write your answers in boxes 19-24 on your answer sheet.

The problem of physical access to buildings has now been **19** by technology. Messages are **20** with passwords not allowing **21** to read someone else's messages. But, while individuals are becoming increasingly **22** socially by the way they do their job, at the same time more value is being put on **23** However, e-mail and voice-mail have led to a **24** opportunities for person-to-person communication.

reducing of
decrease in
team-work
similar
no different from
solved

computer
computers
combat
developed
other people
cut-off

overcame
physical

isolating

Questions 25 - 27

Complete the sentences below with words taken from Reading Passage 2.

*Use **NO MORE THAN THREE WORDS** for each answer.*

Write your answers in boxes 25-27 on your answer sheet.

- 25 The writer does not like
- 26 An individual's Home Page indicates their on the Internet.
- 27 Devices like mobile phones mean that location is

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 28-40** which are based on Reading Passage 3.*

A
Between the Inishowen peninsula, north west of Derry, and the Glens of Antrim, in the east beyond the Sperrin Mountains, is found some of Western Europe's most captivating and alluring landscape.

B
The Roe Valley Park, some 15 miles east of Derry is a prime example. The Park, like so many Celtic places, is steeped in history and legend. As the Roe trickles down through heather bogs in the Sperrin Mountains to the South, it is a river by the time it cuts through what was once called the 'garden of the soul' - in Celtic 'Gortenanima'.

C
The castle of O'Cahan once stood here and a number of houses which made up the town of Limavady. The town takes its name from the legend of a dog leaping into the river Roe carrying a message, or perhaps

chasing a stag. This is a wonderful place, where the water traces its way through rock and woodland; at times, lingering in brooding pools of dark cool water under the shade of summer trees, and, at others, forming weirs and leads for water mills now long gone.

D

The Roe, like all rivers, is witness to history and change. To Mullagh Hill, on the west bank of the River Roe just outside the present day town of Limavady, St Columba came in 575 AD for the Convention of Drumceatt. The world is probably unaware that it knows something of Limavady; but the town is, in fact, renowned for Jane Ross's song *Danny Boy*, written to a tune once played by a tramp in the street. Limavady town itself and many of the surrounding villages have Celtic roots but no one knows for sure just how old the original settlement of Limavady is.

E

Some 30 miles along the coast road from Limavady, one comes upon the forlorn, but imposing ruin of Dunluce Castle, which stands on a soft basalt outcrop, in defiance of the turbulent Atlantic lashing it on all sides. The jagged-toothed ruins sit proud on their rock top commanding the coastline to east and west. The only connection to the mainland is by a narrow bridge. Until the kitchen court fell into the sea in 1639 killing several servants, the castle was fully inhabited. In the next hundred years so, the structure gradually fell into its present dramatic state of disrepair, stripped of its roofs by wind and weather and robbed by man of its carved stonework. Ruined and forlorn its aspect may be yet, in the haunting Celtic twilight of the long summer evenings, it is redolent of another age, another dream.

F

A mile or so to the east of the castle lies Port na Spaniagh, where the Neapolitan Galleas, Girona, from the Spanish Armada went down one dark October night in 1588 on its way to Scotland. Of the 1500-odd men on board, nine survived.

G

Even further to the east, is the Giant's Causeway stunning coastline with strangely symmetrical columns of dark basalt - a beautiful geological wonder. Someone once said of the Causeway that it was worth seeing, but not worth going to see. That was in the days of horses and carriages, when travelling was difficult. But it is certainly well worth a visit. The last lingering moments of the twilight hours are the best time to savour the full power of the coastline's magic; the time when the place comes into its own. The tourists are gone and if you are very lucky you will be alone. A fine circular walk will take you down to the Grand Causeway, past amphitheatres of stone columns and formations. It is not frightening, but there is a power in the place - tangible, yet inexplicable. The blackness of some nights conjure up feelings of eeriness and unease. The visitor realises his place in the scheme of the magnificent spectacle. Once experienced, it is impossible to forget the grandeur of the landscape.

H

Beyond the Causeway, connecting the mainland with an outcrop of rock jutting out of the turbulent Atlantic, is the Carrick-a-Rede Rope Bridge. When first constructed, the bridge was a simple rope handrail with widely spaced slats which was used mainly by salmon fishermen needing to travel from the island to the mainland. In time, the single handrail was replaced with a more sturdy caged bridge however, it is still not a crossing for the faint-hearted. The Bridge swings above a chasm of rushing, foaming water that seems to drag the unwary down, and away. Many visitors who make the walk one way are unable to return resulting in them being taken off the island by boat.

Questions 28 – 32

Look at the following list of places (Questions 28-32) from paragraphs A-E of reading passage 3 and their locations on the map.

Match each place with its location on the map.

Write your answers in boxes 28-32 on your answer sheet.

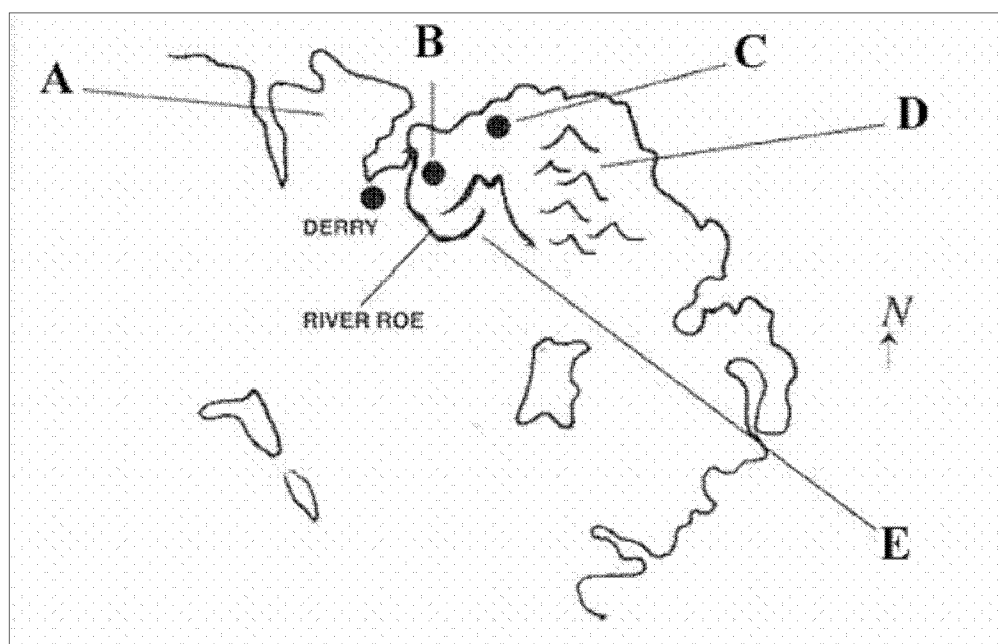
28 The Sperrin Mountains

29 Dunluce Castle

30 Inishowen

31 The Glens of Antrim

32 Limavady

*Questions 33 - 38*

Do the following statements reflect the claims of the writer in Reading Passage 3?

In boxes 33-38 on your answer sheet write

YES *if the statement agrees with the information in the passage*

NO *if the statement contradicts the information in the passage*

NOT GIVEN *if there is no information about the statement in the passage*

33 After 1639 the castle of Dunluce was not completely uninhabited.

34 For the author, Dunluce Castle evokes another period of history.

35 There were more than 1500 men on the Girona when it went down.

36 The writer believes that the Giant's Causeway is worth going to visit.

37 The author recommends twilight as the best time to visit the Giant's Causeway.

38 The more sturdy cage added to the Carrick-a-Rede Rope Bridge has helped to increase the number of visitors to the area.

Questions 39 and 40

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

Write your answers in boxes 39-40 on your answer sheet.

39 The writer feels that the Giant's Causeway is

A an unsettling place.

- B** a relaxing place.
- C** a boring place.
- D** an exciting place.

40 Which of the following would be a good title for the passage?

- A** The Roe Valley Park.
- B** The Giant's Causeway.
- C** Going East to West.
- D** A leap into history.

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com

Practice Reading Test 7

TEST PAPER

DO NOT READ UNTIL YOU BEGIN THE TEST

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage 1.

In or Out?

British further education colleges did not traditionally have any concerns about student drop-out, because the origins of the sector were in vocational apprenticeship training for employers where the apprentice could not drop out without endangering their job. In the 70s, this sector began to expand into more general education courses, which were seen both as an alternative to school for 16-18 year-olds and a second chance for adults.

The philosophy was mainly liberal with students regarded as adults who should not be heavily monitored, but rather free to make their own decisions; it was not uncommon to hear academic staff argue that attendance at classes was purely voluntary.

In the 80s, with an increased consciousness of equal opportunities, the focus of the further education college moved to widening participation, encouraging into colleges students from previously under-represented groups, particularly from ethnic minorities. This, in turn, led to a curriculum which was more representative of the new student body. For example, there were initiatives to ensure the incorporation of literature by black writers into A-level literature courses; history syllabuses were altered to move beyond a purely Eurocentric view of the world; and geography syllabuses began to look at the politics of maps.

A turning point came in 1991 with the publication of a report on completion rates by the government inspection body for education, Her Majesty's Inspectorate for England and Wales, (HMI 1991). However, this report was based on academic staff's explanations of why students had left. It suggested that the vast majority left either for personal reasons or because they had found employment and that only 10% left for reasons that could in any way be attributed to the college.

Meanwhile, Britain had been going through the Thatcherite revolution and, in parallel to the Reagan politics of

the US, a key principle was the need to focus on radical taxation reduction. At this point (and to a large extent still), further and higher education colleges were almost entirely funded from the public purse. There had been many cuts in this funding through the 80s, but no one had really looked at value for money. However in the early 90s, the Audit Commission with Office of Standards in Education (OFSTED) (the new version of HMI) turned the spotlight onto further education and published a seminal report, *Unfinished Business* (Audit Commission and OFSTED 1993), which showed that drop-out was happening on a significant scale and, crucially given the politics of the time, attributed a cost to the state of £500 million, arguing that this was a waste of public (i.e. taxpayers') money. To quote Yorke (1999), non-completion became political. The Audit Commission report coincided with government moves to privatise the functions of the state as much as possible; and with the decision to remove further education from the control of local government and give it a quasi-dependent status, where colleges were governed by independent boards of governors bidding to the state for funding to run educational provision. As part of this, a new series of principles for funding and bidding were developed (FEFC 1994) which incorporated severe financial penalties for student drop-out. In essence, the system is that almost all the state funding is attached to the individual student. There is funding for initial advice and guidance, on-course delivery and student achievement, but if the student drops out, the college loses that funding immediately, so that loss of students in the first term leads to an immediate loss of college funding for the other two terms. Not surprisingly, this focused the concern of colleges immediately and sharply on the need to improve student retention rates.

Recently, therefore, there has been considerable effort to improve retention but, as Martinez (1995) pointed out, there was no body of research on which to base strategies. An additional complexity was that colleges had been slow to computerise their student data and most colleges were in the position of not knowing what their retention rates were or any patterns involved. Where data did exist it was held separately by either administrative or academic staff with poor communication between these groups. Colleges, however, jumped into a number of strategies based largely on experience, instinct and common sense and publication of these began (Martinez 1996; Martinez 1997; Kenwright 1996; Kenwright 1997).

The main strategies tried are outlined in the literature as summarised by Martinez (1996). These include sorting activities around entry to ensure 'best fit', supporting activities including child care, financial support and enrichment/learner support, connecting activities to strengthen the relationship between the college and the student, including mentoring and tutorials and activities to transform the student, including raising of expectations and study/career development support and tutoring.

Questions 1 - 3

Look at the following dates (Questions 1-3) and key events in the development of further education below.

Match each date with a key event.

Write the correct letter A-G in boxes 1-3 on your answer sheet.

1 1991

2 1993

3 1994

Key Event

- A** Severe penalties for drop-out are developed as part of college funding mechanisms.
- B** Serious attempts are made to improve student support.
- C** An influential report showing that non-completion rates are significantly high is published.
- D** The lack of a strategical basis is officially recognised.
- E** The HMI is created.
- F** Data on student completion rates for further education are published.
- G** A minor report showing that non-completion rates are significantly high is published.

Questions 4 — 8

Complete the sentences below with words taken from Reading Passage 1.

*Use **NO MORE THAN THREE WORDS** for each answer.*

Write your answers in boxes 4-8 on your answer sheet.

- 4** Further education colleges in Britain were originally not worried about student drop-out, because students did not leave college for fear of
- 5** According to the writer, the philosophy at further education colleges was
- 6** As people became more aware of equal opportunities, colleges encouraged students from under-represented groups, as a move to

- 7 The HMI's report focused on completion rates, based on of reasons for students' departure from college.
- 8 In the early 1990s, the political situation, both in Britain and the US, demanded a major

Questions 9 – 14

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

Write your answers in boxes 9-14 on your answer sheet.

- 9 The report *Unfinished Business*
- A pointed out the politics of the time.
 - B gave £500 million to the state.
 - C linked drop-out to wasting money.
 - D turned the spotlight.
- 10 The new series of principles developed in 1994 by the FEFC
- A gave money to each student.
 - B was quasi-independent.
 - C meant colleges had to turn their immediate attention to improving student retention rates.
 - D was aimed at improving teacher retention rates.

- 11** Attempts to reduce the student drop-out rate were hindered, because
- A** there was a lack of research data upon which to base strategies.
 - B** colleges did not know what to do.
 - C** computers in colleges were slow.
 - D** colleges had no patterns.
- 12** Further hindrances in reducing the student drop-out rate were
- A** colleges' slowness in computerising data and not knowing their retention rates, nor what patterns of retention existed.
 - B** college inertia and administrative incompetence.
 - C** computer glitches and strikes, which occurred at most colleges.
 - D** colleges not knowing their retention rates or where the patterns were.
- 13** Colleges' strategies to deal with the problem of low retention
- A** brought administrative and academic staff together.
 - B** varied enormously.
 - C** jumped.
 - D** were based on something other than data.
- 14** The main strategies to improve retention included

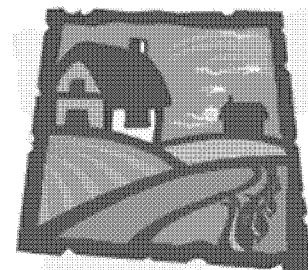
- A 'best fit' supporting activities.
- B activities to support and transform the student.
- C the raising of college expectations.
- D a summary by Martinez.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 15-28** which are based on Reading Passage 2.

Tyes and Greens

There are a number of settlements in this part of East Anglia with names containing the word 'tye'. The word is Anglo-Saxon in origin, and the Oxford English Dictionary quotes the earliest usage of the term as dating from 832. Essentially a 'tye' was a green, or a small area of open common land, usually sited away from the main village or settlement, perhaps at the junction of two or more routes. Local people and passing travellers had the right to pasture their horses, pigs and other farm animals on the tye.



In the Pebmarsh area there seem to have been five or six of these tyes, all, except one, at the margins of the parish. These marginal clearings are all away from the richer farming land close to the river, and, in the case of Cooks Green, Hayles Tye, and Dorking Tye, close to the edge of still existing fragments of ancient woodland.

It seems likely then that, here, as elsewhere in East Anglia, medieval freemen were allowed to clear a small part of the forest and create a smallholding. Such unproductive forest land would, in any case, have been unattractive to the wealthy baronial or monastic landowners. Most of the land around Pebmarsh village belonged to Earls Colne Priory, a wealthy monastery about 10 kilometres to the south, and it may be that by the 13th and 14th centuries the tyes were maintained by tenant farmers paying rent to the Priory.

Hayles Tye seems to have got its name from a certain John Hayle who is documented in the 1380s, although there are records pointing to occupation of the site at a much earlier date. The name was still in use in 1500, and crops up again throughout the 16th and 17th centuries, usually in relation to the payment of taxes or tithes. At some point during the 18th century the name is changed to File's Green, though no trace of an owner called File has been found. Also in the 18th century the original dwellings on the site disappeared.

Much of this region was economically depressed during this period and the land and its dwellings may simply have been abandoned. Several farms were abandoned in the neighbouring village of Alphamstone, and the population dwindled so much that there was no money to support the fabric of the village church, which became very dilapidated. However, another possibility is that the buildings at File's Green burnt down, fires being not infrequent at this time.

By 1817 the land was owned by Charles Townsend of Ferriers Farm, and in 1821 he built two brick cottages

on the site, each cottage occupied by two families of agricultural labourers. The structure of these cottages was very simple, just a two-storey rectangle divided in the centre by a large common chimney piece. Each dwelling had its own fireplace, but the two families seem to have shared a brick bread-oven which jutted out from the rear of the cottage. The outer wall of the bread-oven is still visible on the remaining cottage. The fireplaces themselves and the chimney structure appear to be older than the 1821 cottages and may have survived from the earlier dwellings. All traces of the common land had long disappeared, and the two cottages stood on a small plot of less than an acre where the labourers would have been able to grow a few vegetables and keep a few chickens or a pig. The bulk of their time was spent working at Ferriers farm.

Both cottages are clearly marked on maps of 1874, but by the end of the century one of them had gone.

Again, the last years of the 19th century were a period of agricultural depression, and a number of smaller farms in the area were abandoned. Traces of one, Mosse's Farm, still partly encircled by a very overgrown moat, may be seen less than a kilometre from File's Green. It seems likely that, as the need for agricultural labour declined, one of the cottages fell into disuse, decayed and was eventually pulled down. Occasional fragments of rubble and brick still surface in the garden of the remaining cottage.

In 1933, this cottage was sold to the manager of the newly-opened gravel works to the north-west of Pebmarsh village. He converted these two dwellings into one. This, then, is the only remaining habitation on the site, and is called File's Green Cottage.

Questions 15 – 18

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

Write your answers in boxes 15-18 on your answer sheet.

15 A tye was

- A** a green.
- B** a large open area.
- C** common land with trees.
- D** found at the junction of two or more routes.

16 The Pebmarsh area

- A** probably had seven tyes.

- B** probably had six tyes.
- C** appears to have had five or six tyes.
- D** was not in East Anglia.

17 The tyes in the Pebmarsh area were

- A** near the river.
- B** used by medieval freemen.
- C** mostly at the margins of the parish.
- D** owned by Earls Colne Priory.

18 According to the writer, wealthy landowners

- A** did not find the sight of forest land attractive.
- B** found the sight of forest land attractive.
- C** were attracted by the sight of forest land.
- D** considered forest land unproductive.

Questions 19 - 28

Complete the table below.

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

Write your answers in boxes 19-28 on your answer sheet.

| | |
|----------------|---|
| 1380s - | John Hayle who is documented apparently gave his name to Hayles Tye. |
| 1500s - | The name of Hayles Tye was still 19 and 20 again in the following two centuries in relation to taxes. |
| 18th Century - | Hayles Tye was renamed 21 ; the original dwellings may either have disappeared, or were 22 |
| 1817 - | Charles Townsend of Ferriers Farm 23 File's Green. |
| 1821 - | At File's Green, Charles Townsend built 24 cottages, which housed families employed as 25 The chimney structure and the 26 appear to pre-date the cottages. |
| 1933 - | The cottage now called File's Green Cottage was bought by the local 27 manager who converted the cottage into 28 |

READING PASSAGE 3

You should spend about 20 minutes on **Questions 29-40** which are based on Reading Passage 1.

Questions 29 – 35

Reading Passage 3 has eight paragraphs **A-H**.

From the list of headings below choose the most suitable heading for each paragraph.

Write the appropriate numbers i-xiii in boxes 29-35 on your answer sheet.

List of Headings

- i** Social solutions
- ii** The law backs noise
- iii** Some practical solutions
- iv** The beautiful countryside
- v** Noise from mobiles
- vi** Neighbour noise
- vii** Noisy travellers
- viii** Noise to entertain you
- ix** Noisy restaurants
- x** The law and noise
- xi** Rural peace shattered
- xii** A quiet evening at the restaurant
- xiii** Noise on the increase

Example

Answer

Paragraph **A**

xiii

29 Paragraph **B**

30 Paragraph **C**

- 31 Paragraph D
- 32 Paragraph E
- 33 Paragraph F
- 34 Paragraph G
- 35 Paragraph H

**A**

According to the Royal National Institute for Deaf People, there has been a threefold increase in hearing loss and, in the future, deafness will become an epidemic. It is hardly surprising that new research shows complaints about noise, in particular loud music and barking dogs, are on the increase. So dire has the situation become that the National Society for Clean Air and the Environment was even moved to designate 7 June 2000 as Noise Action Day.

B

There are so many different sources of noise competing for people's attention. Travelling on a train as it saunters gently through the countryside was once a civilised and enjoyable experience. That delight has but disappeared. Because we have to reach our destination more quickly, the train hurtles at break-neck speed along tracks not designed to carry carriages at such high velocity. The train is noisier, and so are the occupants. They have to compete with the din of the train and the conversations of their fellow travellers. And then there are the ubiquitous headphones (one set if you are lucky); not to mention that bane of all travellers, the mobile phone -not one's own, of course, because one has switched it off. The noise sensitive, a growing minority group, are hit by a double whammy here: the phone going off *and* the person answering in a loud voice, because they cannot believe the other person can hear. And let us not forget computer games making horrid noises given by parents to keep their children quiet! It is, however, gratifying to see that some train companies request people to keep the volume of their headphones down. It still strikes one as strange that people have to be reminded to do this. Like no-smoking carriages they should have more no-noise carriages: mobile-free, headphone-free, computer-free zones!

C

And the answer? Should people simply stay at home? No, not really. The neighbours do DIY: if you are lucky between 9 am and 7pm, and if you are not, 24 hours a day. They play loud music, sing, play the piano, rip up their carpets; they jump up and down on bare floorboards to annoy you further. They have loud parties to irritate you and cats, dogs and children that jump onto bare wooden floors and make your heart stop. And, because they want to hear the music in other parts of their flat they pump up the volume, so that you can feel the noise as well as hear it. And if you are very fortunate, they attach the stereo to the walls above your settee, so that you can vibrate as well. Even if you live in a semi-detached or detached property, they will still get you.

D

People escape to the countryside and return to the urban environment. They cannot tolerate the noise - the tractors, the cars and the motorbikes ripping the air apart as they career along country roads. Then there are the country dirt-track rallies that destroy the tranquillity of country weekends and holidays. And we must not forget the birds! Indeed, the dawn chorus is something to contend with. So, when you go to the countryside, make sure you take your industrial ear-muffs with you!

E

A quiet evening at the cinema, perhaps, or a restaurant? The former will have the latest all-round stereophonic eardrum-bursting sound system, with which they will try to deafen you. Film soundtracks register an average of 82 decibels with the climax of some films hitting as high as 120! And in the restaurant, you will be waited on by waiters who have been taking their employers to court, because the noise in their working environment is way above the legal limits. Normal conversation registers at 60 decibels but noise levels of up to 90 are frequent in today's restaurants. The danger level is considered to be any noise above 85 decibels! What is it doing to your eardrums then? Shopping is also out, because stereophonic sound systems have landed there, too.

F

Recently the law in the United Kingdom has been changed vis-à-vis noise, with stiffer penalties: fines, confiscation of stereo equipment and eviction for serious offences. Noise curfews could also be imposed in residential areas by enforcing restrictions on noise levels after certain times in the evenings, tighter legislation is a step in the right direction but there is no one solution to the problem, least of all recourse to the law. In some well-publicised cases, the legal and bureaucratic process has been unbearable enough to drive people to suicide.

G

The situation needs to be addressed from a variety of different angles simultaneously. There are practical solutions like using building materials in flats and houses that absorb sound: sound-proofing material is already being used in recording studios and, whilst it is far from cheap to install, with research and mass sales, prices will come down. Designers have begun to realise that there is a place for soft furnishings in restaurants, like carpets, soft wall-coverings and cushions. As well as creating a relaxing ambiance, they absorb the noise.

H

Informal solutions like mediation are also frequently more effective than legislation. And the answer may partly be found in the wider social context. The issue is surely one of public awareness and of politeness, of respect for neighbours, of good manners, and also of citizenship; in effect, how individuals operate within a society and relate to each other. Perhaps we need to be taught once again to tolerate silence.

Questions 36 - 39

Look at the following areas where noise is a problem (Questions 36-39) and the list of solutions for noise problems below.

Match each area with the correct solution.

Write the correct letter A-K in boxes 36-39 on your answer sheet.

36

Trains

- 37 Restaurants
- 38 Homes
- 39 Living in a rural setting

List of Solutions

- A** People should be sent to prison.
- B** More sophisticated sound systems are needed.
- C** Soft furnishings are needed.
- D** People should stay at home.
- E** Sound-proofing materials should be used.
- F** Music should be turned down.
- G** The noise laws should be relaxed.
- H** Shops should have restricted opening hours.
- I** Trains should be sound-proofed.
- J** More noise-free carriages should be introduced on trains.
- K** Visitors should take industrial ear-muffs with them.

Question 40

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

Write your answers in box 40 on your answer sheet.

40 Which of the following is the most suitable title for Reading Passage 3?

- A** The legal impact of increased noise
- B** Societal noise: problems and solutions
- C** A call for increased noise tolerance within neighbourhoods
- D** Deafness: a by-product of modern society
- E** Neighbourhood sounds on the increase

End of Sample Test

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com



Practice Reading Test 1

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottseenglish.com/>

Passage 1, Lab 1: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|---|--------|---|
| <p>Note: for questions 1-7, start FIRST by reading the passage and noting the main ideas of each paragraph and SECOND look for a match between your ideas and the possible answers given (in the box).</p> <p>These types of questions can take extra time so allow for this in the test!</p> | | |
| 1 | ix | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • notice <u>paragraph A</u> talks about 'mercury drops to...-7 degrees,' – these things relate to climate (remember, sometimes a synonym of the key word(s) will be used) and "...intensely sweet...", "savours of peach and apricot" – which relate to taste • once you are quite sure you have the right paragraph, read in depth to confirm your choice |
| 2 | viii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with |

| | | |
|---|-----|---|
| | | <p>your main ideas</p> <ul style="list-style-type: none"> • scan the passage to locate the key words • notice <u>paragraph B</u> talks about "...a disease known as dry rot" and, "...benign disease" also mentioned is "The world's great wines...are made from grapes with this benign disease" • again, read in depth to confirm your choice |
| 3 | ii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • notice <u>paragraph C</u> mentions that "...the subzero cold spell must last several days to ensure the berries remain frozen solid during picking..." and, "If the ice melts during a sudden thaw, the sugar in each berry is diluted" • again, read in depth to confirm your choice |
| 4 | x | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • notice <u>paragraph D</u> mentions "...predators (such) as grey rot, powdery mildew, unseasonable warmth, wind..." and "A strong wind or an ice storm could easily knock the fruit to the ground" also, "...harvesting ice wine (is an) uncomfortable business" all these are obstacles and can affect production • read in depth to confirm your choice |
| 5 | iii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • notice paragraph E states, "Once the tractor delivers the...boxes... to the winery" – thus this is the early part of the ice wine production. Notice also, "The presses have to be worked slowly otherwise the bunches will...yield nothing" – this is obviously a challenge for the wine makers.] • read in depth to confirm your choice |
| 6 | vi | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • notice paragraph F mentions "...grapes are harvested...The oily juice once extracted...is allowed to settle...it is then clarified...a special yeast is added..." all these things show the process from the harvesting of the grape to the production of the ice wine • read in depth to confirm your choice |
| 7 | i | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with |

| | | |
|----|---|---|
| | | <p>your main ideas</p> <ul style="list-style-type: none"> • notice paragraph G talks about 'medals at international wine competitions' – these things relate to awards (remember, sometimes a synonym of the key word(s) will be used) • once you are quite sure you have the right paragraph, read in depth to confirm your choice |
| 8 | B | <ul style="list-style-type: none"> • scan the text looking for ways nature attacks the grapes • Paragraph D lists many ways that nature attacks the grapes • Various ways nature attacks ("...birds, mildew and rot...a sudden storm") are mentioned |
| 9 | C | <ul style="list-style-type: none"> • scan the text looking for the key words 'rice husks' • Answer is located in paragraph E • rice husks are used to "...pierce the skins...(so the) juice flow(s)" |
| 10 | A | <ul style="list-style-type: none"> • Scan for the surname <i>Reif</i> once located, read in depth for his view on Canadian icewine • Answer is located in Paragraph G • The juice from grapes in Canada "...comes out like honey..." whereas in Germany "...it drops like ordinary wine." The wine comes out like honey refers to <i>how it flows</i>. |
| 11 | D | <ul style="list-style-type: none"> • Answer is located in paragraph B • "They were amazed by the abnormally high concentration of sugar..." |
| 12 | A | <ul style="list-style-type: none"> • Answer is located in paragraph B • "...great dessert wines...are made from grapes afflicted by this...disease" |
| 13 | F | <ul style="list-style-type: none"> • Answer is located in paragraph D • "...pickers fortified with tea and brandy..." • 'fortified' is a difficult word but, reading it carefully in context we can work out that it has something to do with using (drinking) to keep warm. |
| 14 | C | <ul style="list-style-type: none"> • Answer is located in paragraph G • "...winemakers cannot produce (wine) every year (but) Canadian winemakers can..." |

Passage 2, Lab 1: Answers and Rationale

| Question Number | Answer | Scott's Tips for Answering the Question |
|-----------------|--------|---|
| 15 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |

| | | |
|----|----|---|
| 16 | T | <ul style="list-style-type: none"> locate key words in the question and scan for them key words are <i>heavy storm</i> and <i>landslide</i> read in detail to find out about these terms locate the words, "...in two common ways: landslides...or...after storm surges..." |
| 17 | F | <ul style="list-style-type: none"> locate the key words in the question key words are <i>Cuba</i> and <i>Haiti</i> scan for them read in detail to find out if there have been many floating islands locate the words, "...sighting of floating islands is rare...unscheduled, short-lived and usually undocumented" |
| 18 | NG | <ul style="list-style-type: none"> There is nothing in the passage about this! |
| 19 | T | <ul style="list-style-type: none"> locate the key words in the question key words are <i>scientists</i> and <i>local residents</i> read in detail to "Accounts of how the floating islands were formed have been given by local residents. These accounts have not been disputed in scientific literature." |
| 20 | H | <ul style="list-style-type: none"> scan for the name 'Burns'. once located, read carefully what is written before and after locate the words "...comparatively low wind...mobilise(s) free-floating islands with vegetation...two meters...tall" |
| 21 | A | <ul style="list-style-type: none"> scan for the name 'Peterson' once located, read carefully what is written before and after locate the words "...floating islands...are analogous to floating mobile ice chunks..." |
| 22 | G | <ul style="list-style-type: none"> scan for the name 'McWhirter' once located, read carefully what is written before and after a long description of the floating island in Cuban waters begins with the words "McWhirter described the island..." |
| 23 | C | <ul style="list-style-type: none"> scan for the name 'Hesser' once located, read carefully what is written before and after locate the words "...from lakes (Hesser 1983)...". Unlike a river or the open sea, a lake is a confined body of water so we conclude Hesser made the statement. |
| 24 | F | <ul style="list-style-type: none"> study the two diagrams carefully locate the section of the reading passage which deals with the Pirron Yallock Islands notice that the 5th paragraph states, "This causeway restricted flow between the depression and its former southern arm." the section of the diagram is clearly positioned in the south therefore, the causeway must be the answer |

| | | |
|----|---|---|
| 25 | B | <ul style="list-style-type: none"> • study the two diagrams carefully • locate the section of the reading passage which deals with the Pirron Yallock Islands • notice that the 6th paragraph states, "The main island then broke up into several smaller islands which...range in size from 2 to 30 meters in diameter." • the section of the diagram is clearly positioned over the largest island so it must be the maximum size mentioned – 30 meters. |
| 26 | D | <ul style="list-style-type: none"> • study the two diagrams carefully • locate the section of the reading passage which deals with the Pirron Yallock Islands • notice that the 6th paragraph states, "The main island then broke up...drift(ing) slowly for up to 200 meters within the confines of the lake." • the section of the diagram clearly relates to the total length of the lake and the maximum distance given is 200 meters so this is the answer. |
| 27 | C | <ul style="list-style-type: none"> • study the two diagrams carefully • locate the section of the reading passage which deals with the Pirron Yallock Islands • notice that the 6th paragraph states, "Peat...had been isolated by the fire (and) broke away from the rocky, basalt floor." • the section of the diagram is clearly pointing to the floor or base of the lake therefore, it must be the basalt floor |

Passage 3, Lab 1: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|--|--------|--|
| Questions 28-32 test your <i>skimming</i> ability and <i>overall understanding</i> of each paragraph. | | |
| 28 | D | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words • the key words in this question are "plankton, carbon dioxide, vehicles" • skim the passage looking for those key words and/or their synonyms • the answer is paragraph D. |
| 29 | G | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words • the key words in this question are "animals affected, ice bergs, break off" |

| | | |
|----|---|---|
| | | <ul style="list-style-type: none"> skim the passage looking for those key words and/or their synonyms the answer is located in the latter part of paragraph E. |
| 30 | A | <ul style="list-style-type: none"> Read the information in the questions carefully and determine the key words the key words in this question are "impact, higher temperatures" skim the passage looking for those key words and/or their synonyms the answer is in the middle part of paragraph A. |
| 31 | F | <ul style="list-style-type: none"> Read the information in the questions carefully and determine the key words the key words in this question are "naming icebergs" skim the passage looking for those key words and/or their synonyms the answer is paragraph F. |
| 32 | E | <ul style="list-style-type: none"> Read the information in the questions carefully and determine the key words the key words in this question are "importance phytoplankton, food chain" skim the passage looking for those key words and/or their synonyms the answer is paragraph E. |

Questions 33-40: Remember, incorrect spelling will be marked wrong!

| | | |
|----|------------------------------|--|
| 33 | wind(s) | <ul style="list-style-type: none"> Read the questions carefully selecting key words. The key words are "iron, transported to ocean". Scan the passage for those key words and locate the area that addresses the gist of the passage. Paragraph B makes mention of "...powerful <u>winds</u> that sweep iron-containing dust across the oceans..." Make sure you use the word(s) directly from the passage. |
| 34 | phytoplankton (productivity) | <ul style="list-style-type: none"> Read the questions carefully selecting key words. The key words are "increase in greenhouse gasses, decrease in." Scan the passage for those key words and locate the area that addresses the gist of the passage. Paragraph D states that, "The loss of plankton productivity in the oceans also means the loss of an important factor in removing much of the principal <u>greenhouse gas</u> that has been a primary cause of the world's climate to warm for the past century or more." Make sure you use the word(s) directly from the passage. |
| 35 | base | <ul style="list-style-type: none"> Read the questions carefully selecting key words The key words are "phytoplankton, food web." scan the passage for those key words and locate the area that addresses the gist of the passage paragraph E makes mention of "...a vast ocean area of |

| | | |
|----|--------|--|
| | | <p>phytoplankton that is the base of the food web..."</p> <ul style="list-style-type: none"> • Make sure you use the word(s) directly from the passage. |
| 36 | calved | <ul style="list-style-type: none"> • Read the questions carefully selecting key words • the key words are "piece, detached ice, main block" • scan the passage for those key words and locate the area that addresses the gist of the passage • paragraph G states. "Huge as it is, the C-19 iceberg is only the second-largest recorded in the Ross Sea region. An even larger one, dubbed B-15, broke off, or 'calved' in 2001." • Make sure you use the word(s) directly from the passage. |

Questions 37-40: Remember the words *must* come from the passage or you will be marked *incorrect*.

You might be able to guess the missing words from the context, but make sure you confirm your guess with a word(s) *from the passage*.

Before you begin answering, read the summary through at least once.

| | | |
|----|----------------------|--|
| 37 | satellites and ships | <ul style="list-style-type: none"> • Identify the <i>key words</i> in the summary sentences. • In the first sentence "decline, plant life and validated" are the key words. • Scan the paragraphs A-C for the key words or synonyms of those key words. • Read the sentence(s) which relate to the key words. In paragraph A it states that the diminishing (or declining) productivity of microscopic plants is being confirmed (validated) by <u>satellites and ships</u>. |
| 38 | phytoplankton | <ul style="list-style-type: none"> • Identify the <i>key words</i> in the summary sentences. • In the third sentence "...rise in ocean temperatures, 1980s, 1990s..." are the key words. • Scan paragraphs A-C for the key words or synonyms of those key words. • Read the sentence(s) which relate to the key words. In paragraph A it states that "...the greatest loss of <u>phytoplankton</u> has occurred where ocean temperatures have risen most significantly between the early 1980s and the late 1990s." |
| 39 | iron | <ul style="list-style-type: none"> • Identify the <i>key words</i> in the summary sentences. • In the fourth sentence "higher temperatures, deficiencies, decline in plankton" are the key words. • Scan the paragraphs A-C for the key words or synonyms of those key words. • Read the sentence(s) which relate to the key words. In paragraph B it states, "...winds sweep <u>iron</u>-containing dust across the oceans from continental deserts. When those winds diminish or fail, plankton can suffer." |

| | | |
|----|--------------|---|
| 40 | carbon cycle | <ul style="list-style-type: none">• Identify the <i>key words</i> in the summary sentences.• In the fifth sentence "impacts upon, world's" are the key words.• Scan the paragraphs A-C for the key words or synonyms of those key words and the relationship with the previous sentence in the summary.• Read the sentence(s) which relate to the key words. In paragraph C it states, "The significant decline in plankton productivity has a direct effect on the world's <u>carbon cycle</u>." |
|----|--------------|---|

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com

Practice Reading Test 2

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

Passage 1, Lab 2: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|---|--------|---|
| <p>Questions 1-4: These types of questions test your scanning ability and overall understanding of each paragraph.</p> <p>Remember: The answers to these types of questions can appear in any order throughout the passage.</p> | | |
| 1 | E | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "most fresh water, located" • Scan the passage looking for those key words or synonyms of them. • Paragraph E states, "Of all the water in the world, only about 2.5 percent is fresh and two thirds of this is locked up in glaciers and ice caps." • Double check your answer by comparing the overall point of the paragraph with the question |
| 2 | B | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "Mexican women, obtain water" • Scan the passage looking for those key words or synonyms of them. • Paragraph B states, "In Oaxaca, south of Mexico City, women line up at dawn to fill a few plastic containers from a passing water truck." • Double check your answer by comparing the overall point of the paragraph with the question |

| | | |
|---|---|--|
| 3 | A | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "effect of waste, Mexican rivers" • Scan the passage looking for those key words or synonyms of them. • Paragraph A states, "Like many cities in the world, less than half of the city's waste is treated. The rest sinks into underground lakes or flows toward the Gulf of Mexico, turning rivers into sewers." • Double check your answer by comparing the overall point of the paragraph with the question |
|---|---|--|

| | | |
|---|----|---|
| 4 | C | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "Mexico, financial commitment, water" • Scan the passage looking for those key words or synonyms of them. • Paragraph C states, "Under complex water agreements with the United States, Mexico can take water from the Rio Grande but must pay it back. President Vicente Fox has promised to pay the debt..." • Double check your answer by comparing the overall point of the paragraph with the question |
| 5 | Y | <ul style="list-style-type: none"> • locate the key word(s) in the question • key words are <i>illness</i> and <i>children</i> - scan for them (or synonyms of them) • read in detail to "...children are contracting digestive diseases due to poor water storage." |
| 6 | N | <ul style="list-style-type: none"> • locate the key word(s) in the question • key words are <i>Mexicans</i>, <i>moving</i> and <i>water shortages</i> – scan for them or synonyms of them • read in detail to "A forced exodus from parched cities...no one suggests it will happen next week..." |
| 7 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |
| 8 | Y | <ul style="list-style-type: none"> • locate the key word(s) in the question • key words are <i>drinking water</i>, <i>Canada</i>, <i>polluted</i>, <i>industry</i> – scan for them or synonyms of them • read in detail to "...too many rivers have been contaminated by industrial activity". |

Questions 9-13:

Remember your answers *must* come from the passage or you will be marked *wrong*!

You might be able to guess the missing words, but make sure you confirm your guess with a word(s) *from the passage*.

| | | |
|---|---------------|--|
| 9 | population(s) | <ul style="list-style-type: none"> Identify the key words and summary sentences. In the first sentence "main issue, cities, poor water" are the key words. Scan the paragraphs for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph F, the passage states that "The huge problem (main issue) however, is the rapidly increasing populations in places that lack adequate water resources (their water is poor)..." |
|---|---------------|--|

| | | |
|----|-------------|---|
| 10 | 5.6 percent | <ul style="list-style-type: none"> Identify the key words and summary sentences. In the first half of the second sentence "Canada, world's fresh water" are the key words. Scan the paragraphs for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph F, the passage states that "Canada, with only 0.5 percent of the world's population, has <u>5.6 percent</u> of its usable fresh water supply." |
|----|-------------|---|

| | | |
|----|---------------|---|
| 11 | sterilisation | <ul style="list-style-type: none"> Identify the key words and summary sentences. In the second half of the second sentence "dealt with water pollution, process" are the key words. Scan the paragraphs for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph G, the passage states that "In an attempt to solve this issue the main solution put forward by scientists is sterilisation of the water." |
|----|---------------|---|

| | | |
|----|-----------|---|
| 12 | cancer(s) | <ul style="list-style-type: none"> Identify the key words and summary sentences. In the third sentence "dangerous pollution, health experts, cause" are the key words. Scan the paragraphs for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph G, the passage states that "Drinking such (treated/sterilised) water over a long period can cause bladder and colon <u>cancers</u>." |
|----|-----------|---|

| | | |
|----|---------------|--|
| 13 | bottled water | <ul style="list-style-type: none"> Identify the key words and summary sentences. In the fourth sentence "not all people, drink town water, added, demand for (an increase or a demand for something)" are the key words. |
|----|---------------|--|

Passage 2, Lab 2: Answers and Suggestions

| | | |
|------------------------|---------------|--|
| Question Number | Answer | <ul style="list-style-type: none"> Scan the paragraphs for the key words or synonyms of those key words. Scott's Tips for Answering the Question Read the sentence(s) which relate to the key words. In paragraph F, the passage states, "As a result (of the town water being sterilised), the <u>bottled water</u> business is booming.." |
|------------------------|---------------|--|

| | | |
|---|--------------------|---|
| <p>Questions 14-18: Remember the words <i>must</i> come from the passage or you will be marked <i>incorrect</i>.</p> <p>You might be able to guess the missing words from the context, but make sure you confirm your guess with a word(s) <i>from the passage</i>.</p> <p>Before you begin answering, read the summary through at least once.</p> | | |
| 14 | annual costs | <ul style="list-style-type: none"> Identify the <i>key words</i> in the summary sentences In the first sentence "training, down time, guest satisfaction" are the key words. Scan the paragraphs A-D for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph A, the passage states, "...<u>annual cost</u>...large...was based on...money spent hiring and <u>training</u> replacements; the cost to the business in lower productivity due to (employees new jobs); and...poor guest satisfaction levels." |
| 15 | turnover costs | <ul style="list-style-type: none"> Identify the <i>key words</i> in the summary sentences In the second sentence "solution to problems, reduction in (something)" are the key words. Scan the paragraphs A-D for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph B, the passage states, "The Chief Executive knew that in order to save his company (<i>synonym: solve problems</i>), he had to reduce the high <u>turnover costs</u>." |
| 16 | plan | <ul style="list-style-type: none"> Identify the <i>key words</i> in the summary sentences In the third sentence "hotel, addressed issues, 4 ways, through implementation of (something)" are the key words. Scan the paragraphs A-D for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph B, the passage states, "But the hotel boss decided to tackle the issue head-on by implementing a 4 point <u>plan</u>." |
| 17 | guest satisfaction | <ul style="list-style-type: none"> Identify the <i>key words</i> in the summary sentences In the fourth sentence "chief executive, decreased down time, reduced employee turnover, resulted in improvements" are the key words. Scan the paragraphs A-D for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraph C, the passage states, "The annual employee turnover was reduced by 78 percent and this impacted upon down time due to training and <u>guest satisfaction</u>." |

| | | |
|----|---------|---|
| 18 | savings | <ul style="list-style-type: none"> Identify the <i>key words</i> in the summary sentences In the last sentence "not common, big companies experience (something), difficulty determining why" are the key words. Scan the paragraphs A-D for the key words or synonyms of those key words. Read the sentence(s) which relate to the key words. In paragraphs C & D, it is stated that, "The result was a \$10 million <u>savings</u> for the company. Because most do not know the root causes of employee turnover and costs have often not been accurately estimated, causes are usually not known..." |
| 19 | NG | <ul style="list-style-type: none"> There is nothing in the passage about this! there is no mention of how people responded to the results |
| 20 | Y | <ul style="list-style-type: none"> locate key words in the question and scan for them key words are <i>high costs</i> and <i>length of training</i> read in detail to find out about these terms locate the words, "Positions that involved a substantial amount of time in training...attracted the highest costing..." |
| 21 | Y | <ul style="list-style-type: none"> locate key words in the question and scan for them key words are <i>new employees</i> and <i>incorrect description</i> read in detail to find out about these terms locate the words, "...candidates (new employees) were being over-sold (incorrect description) the job..." |

| | | |
|---|---|-----------------------------------|
| <p>Questions 22-26: Note: for questions 1-7, I start FIRST with the key words in the box and SECOND go looking for them in the passage.</p> <p>These types of questions <i>can</i> take extra time so allow for this in the test!</p> | | |
| 22 | A | <p>ANSWERS CAN BE WRIT</p> |
| 23 | D | |

| | | | |
|----|---|---|---|
| | | ~ | <ul style="list-style-type: none"> • in this question the key words are "clearly d expectations" • scan quickly to see if you can find any of th from the question in the reading passage • Notice <u>paragraph H</u> states, "...when staff are they are clearly told what is expected in the job" • Once you are quite sure you have the right p read in depth to confirm your choice |
| 24 | E | | <ul style="list-style-type: none"> • determine the key word(s) from the statements written in the box • in this question the key words are "own staff recruiting" • scan quickly to see if you can find any of the key words from the question in the reading passage • Notice <u>paragraph G</u> states, "As far a recruiting was concerned, they changed their approach by getting personnel from the hotel to handle it." • once you are quite sure you have the right paragraph, read in depth to confirm your choice |
| 25 | H | | <ul style="list-style-type: none"> • determine the key word(s) from the statements written in the box • in this question the key words are "bonuses, committed new staff" • scan quickly to see if you can find any of the key words from the question in the reading passage • Notice <u>paragraph G</u> states, "...they made new staff aware that bonuses would be offered to newly-hired employees at the end of their first three months..." • once you are quite sure you have the right paragraph, read in depth to confirm your choice |
| 26 | J | | <ul style="list-style-type: none"> • determine the key word(s) from the statements written in the box • in this question the key words are "implemented support program" • scan quickly to see if you can find any of the key words from the question in the reading passage • Notice <u>paragraph G</u> states, "...and a support program was also introduced to help all staff..." • once you are quite sure you have the right paragraph, read in depth to confirm your choice |

| Question Number | Answer | Scott's Tips for Answering the Question |
|-----------------|--------|---|
| 27 | C | <ul style="list-style-type: none"> • Remember that multiple choice questions follow the order of the passage. • Locate the key words in the question: "fathers, mothers, join, workforce". • Search for these key words and/or synonyms. • Locate "...the reasons for <u>both being involved in the workforce</u> revolve around the need to add to the <u>family's current financial base.</u>" |
| 28 | D | <ul style="list-style-type: none"> • Remember that multiple choice questions follow the order of the passage. • Locate the key word, "spillover". • Find in paragraph B that spillover refers to how "...attitudes toward work are carried over into family life." |
| 29 | B | <ul style="list-style-type: none"> • Remember that multiple choice questions follow the order of the passage. • Locate the key word, "Winthrop". • Find in paragraph F that Winthrop said, "Even though a woman may enter the workforce...the care of her husband and children and living quarters (home) is...(her) domain" |
| 30 | C | <ul style="list-style-type: none"> • Remember that multiple choice questions follow the order of the passage. • Locate the key word concludes. This means the answer will probably be in the final paragraph • Locate the words "Work-family conflict has a significantly negative impact upon job satisfaction" |
| 31 | A | <ul style="list-style-type: none"> • Scan for the key words, "segmentation theory" - once located, read in detail for the meaning. • Regarding segmentation theory paragraph F states, "Segmentation theory proposes that work and family are actually two entirely separate domains..." |
| 32 | D | <ul style="list-style-type: none"> • Scan for the key words, "self-determination theory" - once located, read in detail for the meaning. • Regarding self-determination theory paragraph E states, "Studies built on the theory of self-determination point out that if people have a high level of self-determination, they decide which activities to devote themselves to and will thus participate in a positive way, making it difficult for family alienation to occur." |
| 33 | C | <ul style="list-style-type: none"> • Scan for the key words, "compensation theory" - once located, read in detail for the meaning. • Regarding compensation theory paragraph C states, "Compensation theory ...assumes that the relationship between work and family is negative by pointing out that high involvement in one |

| | | |
|----|----|--|
| 34 | B | <ul style="list-style-type: none"> • Scan for the key words, "developmental theory" - once located, read in detail for the meaning. • Regarding developmental theory paragraph D states, "the relationship between work and family is constantly changing over a person's life. The developmental approach therefore...explore(s) the dynamics of the relationship between individual, family, and career developments in the life-span of a worker..." |
| 35 | T | <ul style="list-style-type: none"> • locate key words in the question and scan for them • key words are <i>lack of money, father, mother, enter workforce</i> • once located, read in detail to determine if it is a 'main reason' • locate the words, "...the reasons for both (father and mother) being involved in the workforce revolve around the need to add to the family's current financial base" |
| 36 | T | <ul style="list-style-type: none"> • locate the key words in the question and scan for them • key words are conflict, increases, size, family • once located, read in detail to find, "...drain on family time is significantly related to work-family conflict with an escalation in conflict as the number of family members increase. |
| 37 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |
| 38 | F | <ul style="list-style-type: none"> • locate the key words in the question and scan for them • key words are <i>men, handle better, stresses, women</i> • once located, read in detail to find, "...Despite this, there has been no positive link shown that one sex experiences greater difficulty in managing work-family conflicts over another. |
| 39 | T | <ul style="list-style-type: none"> • locate the key words in the question and scan for them • key words are <i>irregular work hours, main reason, family conflict</i> • Locate the words, "Perhaps the <u>most positive relation</u> that could be established between <u>work and conflict</u> was in regard to <u>irregular work hours</u>." |
| 40 | D | <ul style="list-style-type: none"> • This question is testing your overall comprehension of the passage. • You should have taken notice as you read of the key ideas (by circling key words and making notes in the margin of key ideas). • All the ideas presented relate to work, family, conflict and job satisfaction. • The only answer which includes all these elements is 'D' |

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com



Practice Reading Test 3

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenhlish.com/>

Reading Passage 1, Lab 3: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|-----------------|--------|---|
| 1 | E | <ul style="list-style-type: none"> • scan for the name <i>Kovacs</i> • once located, read in detail was is written in connection with Kovacs • locate the words, "...sun treatment is often helpful to persons suffering from general debility – repeated colds, respiratory diseases, influenza and the like" |
| 2 | H | <ul style="list-style-type: none"> • scan for the name <i>Rollier</i> • once located, read in detail was is written in connection with Rollier • Locate the words, "August Rollier...opened his first <u>high-Alps</u> sanatorium in 1903" |
| 3 | C | <ul style="list-style-type: none"> • scan for the name <i>Coblentz</i> • once located, read in detail was is written in connection with Coblentz |

| | | |
|---|----|---|
| | | <ul style="list-style-type: none"> • Locate the words, "...the sun cure is a <u>major factor</u> in the treatment of at least <u>23 skin diseases</u>, ranging from acne and eczema to ulcers and wounds" |
| 4 | F | <ul style="list-style-type: none"> • scan for the name <i>Dodds</i> • once located, read in detail was is written in connection with Dodds • locate the words, "(the sun) is a general stimulus to the body, <u>more potent if applied after a period when it has been lacking which gradually loses its effect</u> if exposure is over prolonged..." |
| 5 | F | <ul style="list-style-type: none"> • locate the key words in the question • key words are <i>doctors, agree, benefits, sun</i> - scan for them • read in detail to find out if the doctors agree • locate the words, "The medical world appears to be divided on the effects of the sun...Doctors agree on <u>one</u> benefit..." |
| 6 | T | <ul style="list-style-type: none"> • locate the key words in the question • key words are <i>beach, best, suntan, less pollution</i> – scan for these words • note that the third paragraph is talking about sun tans • locate the words, "...seashore (beach) is best of all, with its air estimated to have at least a fifth of a percent more oxygen than inland ether..." |
| 7 | T | <ul style="list-style-type: none"> • locate the key words in the question • key words are <i>women, applied, fat</i> – scan for these words • locate the words, "...ladies of ancient Egypt first began to apply the fat...waging this battle against damage to skin...contribute...to a multi-million dollar global sun screen business." |
| 8 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |
| 9 | F | <ul style="list-style-type: none"> • locate the key words in the question • key words are <i>eye, cannot heal, sun damage</i> – scan for these words • locate the words, "...a few hours in the bright sun without sunglasses could cause a significant loss of vision – a loss that <u>might take several</u> |

weeks from which to recover.” This shows one can recover from eye sun damage.

Questions 10-14: Before you begin answering, read the summary through at least once.

Of course you will not use all the words in the box and although some of the words appear to be ‘fit’, they do not actually reflect how they were used in the reading passage – choose your words carefully!

| | | |
|----|----------|---|
| 10 | affected | <ul style="list-style-type: none"> • locate the key words in the question • in the second sentence “primarily, face and hands” are the key words - the damage that the sun can cause to face and hands • scan the passage, looking for those key words or synonyms of them • damage affects someone/something so the answer to question 10 is ‘affected’ • remember that your summary should accurately reflect the main ideas expressed in the reading passage |
| 11 | blend | <ul style="list-style-type: none"> • locate the key words in the question • in the third sentence “human skin, exposed to sun, defence, oils, acids” are the key words • scan the passage, looking for those key words or synonyms of them • The 5th paragraph states, “The first line of defence against permanent sun damage is the skins’ own natural fatty matter and sweat, which <u>combine</u> to form an oily acid surface shield against the ultra violet rays • a synonym of ‘combine’ which fits into the passage is ‘blend’ • remember that your summary should accurately reflect the main ideas expressed in the reading passage |
| 12 | caring | <ul style="list-style-type: none"> • locate the key words in the question • in the fourth sentence “women, more effective than men, caring skin” are the key words. • scan the passage, looking for those key words or synonyms of them • The 5th paragraph states, “Over the years, women have shown far greater wisdom in the <u>care</u> of their skin than men.” |

| | | |
|----|----------|---|
| | | <ul style="list-style-type: none"> remember that your summary should accurately reflect the main ideas expressed in the reading passage |
| 13 | slowly | <ul style="list-style-type: none"> locate the key words in the question in the fifth and sixth sentences, “eyes, negatively affected, damage, undetected” are the key words scan the passage, looking for those key words or synonyms of them The 6th paragraph states, “So gradual was the change (ie. the loss of vision/sight) that the lifeguards were unaware that their sight had been affected.” remember that your summary should accurately reflect the main ideas expressed in the reading passage |
| 14 | overcome | <ul style="list-style-type: none"> locate the key words in the question in the seventh and eighth sentences, “hair, dry, brittle, lanolin, ” are the key words - the damage that the sun can cause to face and hands scan the passage, looking for those key words or synonyms of them The last paragraph states, “Hair care professionals recommend a nutritional cream treatment with a substance containing lanolin to bring your hair back its natural softness...” remember that your summary should accurately reflect the main ideas expressed in the reading passage |

Reading Passage 2, Lab 3: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|---|--------|---|
| <p>Note: for questions 15-19, start FIRST by reading the passage and noting the main ideas of each paragraph and SECOND look for a match between your ideas and the possible answers given (in the box).</p> <p>These types of questions can take extra time so allow for this in the test!</p> | | |
| 15 | vii | <ul style="list-style-type: none"> read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) read the words in the question (in the box) and find a match with your |

| | | |
|----|----|--|
| | | <p>main ideas</p> <ul style="list-style-type: none"> • <u>Section B</u> talks about ‘The need to accurately measure distances using air photos gave birth to the process of <i>photogrammetry</i>.’ • Once you are quite sure you have the right paragraph, read in depth to confirm your choice. |
| 16 | v | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • <u>Section C</u> mentions, "After World War II had ended, this new technology led to an increased interest in cartography." • Once you are quite sure you have the right section, read in depth to confirm your choice. |
| 17 | ix | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • <u>Section D</u> talks about ‘Soviet satellite Sputnik 1...Pageos 1, The Landsat 1 satellite...More than 20 other...satellites orbit the earth...What took months to plot...can now be easily done in one hour.' This paragraph clearly shows the impact of satellites on map-making. • once you are quite sure you have the right paragraph, read in depth to confirm your choice. |
| 18 | ii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • <u>Section E</u> talks about "...some very advanced computer hardware has been designed to aide cartographers in map production...There is basically an unlimited amount of information which can be superimposed on a map using this (computer) system" • Once you are quite sure you have the right section, read in depth to confirm your choice. |

| | | |
|---|-----|--|
| 19 | iii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • <u>Section F</u> talks about "Most recently, attention has shifted to short-lived phenomena such as tornados, air pollution and floods, and to visualization of the results of conceptual modelling...It is clear today that cartography is closely associated with the broader field of scientific visualization." • Once you are quite sure you have the right section, read in depth to confirm your choice. |
| Questions 20-23: This type of question tests your ability to scan for key words as well as your understanding of main ideas. | | |
| 20 | A | <ul style="list-style-type: none"> • Note the key words in each question. • The key words are "first images, earth, taken in space". • Locate the area of the passage by scanning for those key words. • Once located, determine the time frame for those events. • Locate the words in section D, "...in 1959 the first space photograph of earth was received." |
| 21 | C | <ul style="list-style-type: none"> • Note the key words in each question. • The key words are "parts, mapped, radio waves". • Locate the area of the passage by scanning for those key words. • Once located, determine the time frame for those events. • Locate the words in section D, "Two years later (ie 1968), the American Satnav system was launched utilising six carefully positioned Transit satellites which fed back information for mapping based upon the Doppler effect (radio waves)." |

| | | | |
|--|---|---------------------|--|
| <p>Questions 24-26: This is simply a 'bigger' multiple choice question. Take careful note that you must select three (3) answers</p> <ol style="list-style-type: none"> 1. Locate the key words in the question, "factors, contributed, improvements in cartography". 2. Note the factors and scan the passage for them. 3. Once located, read the information before and after taking note of whether the factor has contributed to improvements in cartography. | | | |
| 24 | A | in any order | <ul style="list-style-type: none"> • Scan for the word "magnetometers" • It is located in section C • Notice the words, "...magnetometers...From these precision instruments came maps <u>packed with information.</u>" |
| 25 | C | | <ul style="list-style-type: none"> • Scan for the words "World War II" • It is located in section B • Notice the words, "One of the biggest influences upon map creation or <i>cartography</i> was World War II." |
| 26 | D | | <ul style="list-style-type: none"> • Scan for the word "stereoplotters" • It is located in section C • Notice the words, "...the photogrammetric stereoplotter improved upon the technology used by the stereoscope allowing cartographers to precisely measure the elevation of features in air photos and then transfer them to paper." |

Passage 3, Lab 3: Answers and Suggestions

| Question Number | Answers | Scott's Tips for Answering the Questions |
|-----------------|----------------------|--|
| 27 | what children lacked | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "early research, child capabilities, focus"—scan for these words and/or their synonyms • Notice the 3rd paragraph deals with children's capabilities; locate the words, "...focussed almost entirely on what <u>children lacked</u>". |

| | | |
|----|--|--|
| 28 | 20 th century psychologists | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "infants, communicate verbally, advanced comprehension" – scan for these and/or their synonyms • Locate the words, "It was further thought that verbal communication was a prerequisite for abstract thought..."; Who thought this about abstract or advanced comprehension? <u>20th century psychologists.</u> |
| 29 | the first 2 years | <ul style="list-style-type: none"> • locate the key words in the question • key words are <i>period, growth, infants, awareness of time</i> – scan for these and/or their synonyms • locate the words, "He (Piaget) showed that their initial representations of such things as space and time...are constructed only gradually during the <u>first 2 years.</u>" |
| 30 | 'blank slate' (tabula rasa)/ computer | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are TWO things, human mind, compared – scan for these and/or their synonyms. • You are looking for comparisons. Locate the words, "a newborn's mind is a <u>tabula rasa</u> or blank slate..." and "...the metaphor of the mind as <u>computer</u>..." |
| 31 | T | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are <i>children learn, similar, adults learn</i> – scan for them and/or their synonyms • Locate the words, "...there are also quite a number of surprising commonalities across all learners of all ages." |
| 32 | T | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "20th century, psychologists, infants unintelligent, asleep" – scan for them or their synonyms • Locate the words, "Since babies...spend most of their early months asleep, they certainly appear passive and unknowing." |
| 33 | F | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "early research methods, similar, more recently" - scan for them or their synonyms. • Locate the words, "Their research stood in <u>great contrast</u> to the older emphases which focussed almost entirely on..." |

| | | |
|----|--------|---|
| 34 | F | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are <i>Piaget, learning, builds, previous one</i> – scan for them and/or their synonyms. • Locate the words, "...he (Piaget) concluded that...development of the mind proceeds through certain stages, each involving <u>radically different</u> thinking processes." |
| 35 | T | <ul style="list-style-type: none"> • Locate the key words in the question. • key words are Vygotsky's research, positive impact, primary school teachers - scan for them and/or their synonyms • Locate the words, "It (i.e. Vygotsky's research) has also contributed...the relationship between (children's) formal and informal teaching." |
| 36 | active | <ul style="list-style-type: none"> • Read the question carefully selecting the key words. • The key words are "learning new concepts, recent research, children, competent". • Scan the passage for those key words. • Notice the 3rd paragraph states, "...young children are both competent and <u>active</u> when it comes to their conceptual development". • Make sure you use and copy the word form the passage correctly. • Remember: incorrect spelling and/or grammar will be marked <u>wrong!</u> |

| | | |
|----|---|--|
| 37 | <p>organise it</p> <p>OR</p> <p>organise information</p> | <ul style="list-style-type: none"> • Read the question carefully selecting the key words. • The key words are "young children, capable, assembling information". • Scan the passage for those key words. • Notice the 6th paragraph states, "...theories...shared an emphasis on considering children as active learners, those who actually assemble and <u>organise information</u>." • Make sure you use and copy the word form the passage correctly. • Remember: incorrect spelling and/or grammar will be marked <u>wrong!</u> |
| 38 | <p>sucking</p> <p>OR</p> <p>habituation</p> <p>OR</p> <p>visual expectation</p> | <ul style="list-style-type: none"> • Read the question carefully selecting the key words. • The key words are "one way, scientists measured infant preference" • Scan the passage for those key words. • Notice the 6th paragraph states, "New ways were developed for measuring what infants prefer to look at and detecting changes in events to which they are sensitive. Three such methods that were used were <u>sucking, habituation, and visual expectation</u>." • Remember: incorrect spelling and/or grammar will be marked <u>wrong!</u> |
| 39 | organised | <ul style="list-style-type: none"> • Read the question carefully selecting the key words. • The key words are "indicator, cognitive development, knowledge must". • Scan the passage for those key words. • Notice the 6th paragraph states, "...cognitive development involves the acquisition of organised knowledge..." • Make sure you use and copy the word form the passage correctly. • Remember: incorrect spelling and/or grammar will be marked <u>wrong!</u> |
| 40 | social environment | <ul style="list-style-type: none"> • Read the question carefully selecting the key words. |

- The key words are "Vygotsky, key to learning, individual's".
- Scan the passage for those key words.
- Notice the last paragraph states, "Vygotsky (believed) all cognitive skills and patterns of thinking are not primarily determined by the skills people are born with; they are the products of the activities practiced in the social environment in which the individual grows up."
- Make sure you use and copy the word form the passage correctly.
- Remember: incorrect spelling and/or grammar will be marked wrong!

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com



Practice Reading Test 4

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenhlish.com/>

Passage 1, Lab 4: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|-----------------|--------|--|
| 1 | F | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "Greeks, Egyptians, polished silver, make mirrors" – scan for them and/or their synonyms • Locate the words, "...Greeks and Romans experimented with polished silver to produce simple mirrors." |
| 2 | F | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "first mirrors, bronze" - scan for them and/or their synonyms. • locate the words, "...first man-made mirrors were produced but mirrors made of brass are mentioned in the Bible" |
| 3 | T | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "wealthy, afford, first mirrors"- scan for them and/or their synonyms. • Locate the words, "During the early periods of their development, |

| | | |
|----|----|--|
| | | mirrors were rare and expensive". |
| 4 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |
| 5 | T | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "spherical mirrors, cars". • Locate the words, "Spherical mirrors...(are used as) rear-view mirrors for vehicles. |
| 6 | H | <ul style="list-style-type: none"> • Study the diagram carefully. • Locate the section of the reading passage which discusses how a mirror is made (the 4th one). • Carefully scan for the key words mentioned in the question (box) and in the passage. Note the words, "A solution of silver nitrate is poured on the glass and left undisturbed for about 1 hour" |
| 7 | E | <ul style="list-style-type: none"> • Study the diagram carefully. • Locate the section of the reading passage which discusses how a mirror is made (the 4th one). • Carefully scan for the key words mentioned in the question (box) and in the passage. Note the words, "The deposit (the silver nitrate) is dried, coated with shellac..." |
| 8 | I | <ul style="list-style-type: none"> • Study the diagram carefully. • Locate the section of the reading passage which discusses how a mirror is made (the 4th one). • Carefully scan for the key words mentioned in the question (box) and in the passage. Note the words, ""The deposit (the silver nitrate) is dried, coated with shellac and painted." |
| 9 | F | <ul style="list-style-type: none"> • Study the diagram carefully. • Locate the section of the reading passage which discusses how a mirror is made (the 4th one). • Carefully scan for the key words mentioned in the question (box) and in the passage. Note the words, "Glass is used <u>on top</u> because it is smooth, clear, and protects the reflective surface." |
| 10 | A | <ul style="list-style-type: none"> • Scan the text looking for the key words "mirror, stars". |

| | | |
|----|---|--|
| | | <ul style="list-style-type: none"> • The 5th paragraph discusses the uses of mirrors. • Notice the mention of <i>telescopes</i> these are used to look at stars. • Notice the words, "A paraboloidal mirror is one which is often used...in a telescope mirror". |
| 11 | A | <ul style="list-style-type: none"> • Scan the text looking for the key words "17th century craftsmen" • The answer is located in the second last paragraph. • Notice the words, "Craftsmen...often produced elaborately carved mirror frames to match a complete decorative ensemble." • If something matches, it blends in well with something else. |
| 12 | A | <ul style="list-style-type: none"> • Scan the text looking for the key words "18th century craftsmen" • The answer is located in the second last paragraph. • Notice the words, "Focusing heavily on the effect created by mirrors, 18th century designers..." • The uniqueness of mirror properties was therefore the focus. |
| 13 | C | <ul style="list-style-type: none"> • Scan the text looking for the key words "19th century craftsmen". • The answer is located in the last paragraph. • Notice the words, "...they (craftsmen) regularly incorporated (mirrors) into pieces of furniture - such as wardrobes and sideboards..." • This is very similar to saying that mirrors were used extensively in bedroom furniture. |

Passage 2, Lab 4: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|--|--------|---|
| <p>Questions 14-17: These types of questions test your scanning ability and overall understanding of each paragraph.</p> <p>Remember: The answers to these types of questions can appear in any order throughout</p> | | |

| the passage. | | |
|---------------------|---|--|
| 14 | D | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "natural process, oxygen production" • Scan the passage looking for those key words or synonyms of them. • Note in paragraph D, "Green plants produced the oxygen..." • Before you decide upon your answer, compare the overall point of the paragraph with the question one last time. |
| 15 | B | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "standard after-competition procedure" • Scan the passage looking for those key words or synonyms of them. • Note in paragraph B, "...after each competition, athletes are exposed to vigorous medical examinations and follow-up training..." • Before you decide upon your answer, compare the overall point of the paragraph with the question one last time. |
| 16 | A | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "areas of study, improve athletic performance." • Scan the passage looking for those key words or synonyms of them. • Note in paragraph A, "...analyses all aspects of sports science from the role of the <u>auditory system</u> in sporting achievement to the power of the mind and its role in the ability to win. <u>Everything, it seems, is open to scrutiny.</u> Recently, the focus has been evaluating the <u>visual acuity</u> of cyclists and long distance runners but they also focus on the more traditional areas of sports research, among them <u>psychology, nutrition, anthropology, biochemistry and odontology.</u>" • Before you decide upon your answer, compare the overall point of the paragraph with the question one last time. |
| 17 | C | <ul style="list-style-type: none"> • Read the information in the questions carefully and determine the key words. • The key words are "Mexican viewpoint on winning" • Scan the passage looking for those key words or synonyms of them. |

| | | |
|----|----|---|
| | | <ul style="list-style-type: none"> Note in paragraph D, "When an athlete wins for Mexico, it is always as a result of a combined team effort." Before you decide upon your answer, compare the overall point of the paragraph with the question one last time. |
| 18 | D | <ul style="list-style-type: none"> Scan the text looking for they key words "hyperbaric chamber" paragraph D discusses this Notice the words, "Due to our purchase of the hyperbaric chamber, athletes are able to recover from an intense workout in a much shorter space of time." |
| 19 | B | <ul style="list-style-type: none"> Scan the text looking for they key words "electroencephalograph (EEG)". paragraph E discusses this notice the words, "doctors are able to monitor any weaknesses in the way the heart responds." |
| 20 | A | <ul style="list-style-type: none"> Scan for the text looking for they key words "life-span, individuals, Mexico, increased". paragraph F deals with these issues Notice the words, "People are living longer and this is due in large part to the advances of modern science." |
| 21 | F | <ul style="list-style-type: none"> Locate the key words in the question. The key words are "limits, sporting enquiry" – scan for them and/or their synonyms Locate the words, "Everything (ie all sports enquiry), it seems, is open to scrutiny." |
| 22 | NG | <ul style="list-style-type: none"> There is nothing in the passage about this! |
| 23 | T | <ul style="list-style-type: none"> Locate the key words in the question. The key words are "Mexico, Germany, similar sporting resources" – scan for them and/or their synonyms. locate the words, "the quality of Mexico's facilities puts them on a par with...Germany in terms of access to resources" |
| 24 | T | <ul style="list-style-type: none"> Locate the key words in the question. The key words are "lack of money, stops athletic improvement, poor countries" – scan for them and/or their synonyms. |

| | | |
|----|----|---|
| | | <ul style="list-style-type: none"> • Locate the words, "poorer countries, sportsmen and women are stifled in their development due to budgetary constraints." |
| 25 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |
| 26 | T | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "Mexican athletes, support, government" – scan for them and/or their synonyms. • Locate the words, "The Mexican government has allocated a substantial sum of money for the provision of the latest equipment..." |

Passage 3, Lab 4: Answers and Suggestions

| Question Number | Answer | Scott's Tips for Answering the Question |
|-----------------|--------|---|
| 27 | N | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "control pollution, ethanol" – scan for them and/or their synonyms. • In the 2nd paragraph locate the words, "...it was first used as lamp fuel. Later on, due to skyrocketing oil prices in the 1970s, E10 was produced..." |
| 28 | Y | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "Brazil, more ethanol, transportation, America" – scan for them and/or their synonyms. • In the 2nd paragraph locate the words, "Today, Brazil is the largest transportation ethanol fuel market in the world." |
| 29 | Y | <ul style="list-style-type: none"> • Locate the key words in the question. • The key words are "crops, more expensive, ethanol production" – scan for them and/or their synonyms. • Locate the 3rd paragraph the words, "...it increases the monetary value of feed grains grown by farmers." |
| 30 | N | <ul style="list-style-type: none"> • Locate the key words in the question. |

| | | |
|---|----|--|
| | | <ul style="list-style-type: none"> • The key words are "Australian sugar industry, benefit, production ethanol" – scan for them and/or their synonyms. • Locate in the 4th paragraph the words, "...the money sugarcane growers get for their cane is not determined by the domestic consumption or domestic demand for ethanol..." |
| 31 | NG | <ul style="list-style-type: none"> • There is nothing in the passage about this! |
| <p>Questions 32-35: FIRST scan for the key words in the box SECOND read what is written in relation to those key words.</p> <p>Scan the questions and see if the information matches the description.</p> | | |
| 32 | B | <ul style="list-style-type: none"> • Look for a substance that is "half the cost" of something else • Locate the sentence in the 4th paragraph which states, "In Australia, fuel ethanol costs around 70 cents per litre compared with around 35 cents per litre for <u>unleaded petrol</u>." • The answer is unleaded gasoline. |
| 33 | C | <ul style="list-style-type: none"> • Look for a substance that "reacts poorly with some metals". • Locate the sentence in the 4th paragraph which states, "...it (ethanol) can absorb water, which can cause oxidation, rust and corrosion." • The answer is ethanol. |
| 34 | C | <ul style="list-style-type: none"> • Look for a substance that caused "trucks (to be) fitted with larger fuel tanks" • Look for the sentence in the 4th paragraph which states, "...<u>ethanol</u> trucks require larger fuel tanks to achieve the same range as a diesel-powered vehicle • The answer is ethanol. |
| 35 | D | <ul style="list-style-type: none"> • Look for a substance that is "commonly used in the trucking industry" • Locate the sentence in the 4th paragraph which states, "Compared to <u>diesel</u> – the standard fuel in the heavy moving industry..." • The answer is diesel. |
| <p>Questions 36-40: this type of question tests your ability to scan for key words and your understanding of main ideas</p> <p>The questions do not necessarily follow the order of the text.</p> | | |

| | | |
|----|---|---|
| 36 | A | <ul style="list-style-type: none"> • Note the key words in the question: "makes ethanol, sugar cane". • Locate the area of the passage by scanning for those key words. • Once located, determine which country applies to the statement. • Locate the words in the 4th paragraph, "<u>Australian Bureau of Agriculture</u>...points out that the money sugarcane growers get for their cane..." • By scanning the passage for the key words, you should have noticed that other than Australia, there is no other incidence of sugar cane being used for ethanol production. |
| 37 | B | <ul style="list-style-type: none"> • Note the key words in the question: "uses more ethanol". • Locate the area of the passage by scanning for those key words. • Once located, determine which country applies to the statement. • Locate the words in the 3rd paragraph, "In fact, <u>in the U.S.A.</u>, the largest ethanol consuming nation in the world..." • Note: Brazil uses the most for transportation, but America uses the most <u>overall</u>. |
| 38 | B | <ul style="list-style-type: none"> • Note the key words in the question: "receives government assistance, ethanol production". • Locate the area of the passage by scanning for those key words. • Once located, determine which country applies to the statement. • Locate the words in the 4th paragraph, "<u>In America</u>, one report revealed that even with government assistance, ethanol is close to 35 percent more than the price of diesel." |
| 39 | C | <ul style="list-style-type: none"> • Note the key words in the question: "proved, ethanol production, costly" • Locate the area of the passage by scanning for those key words. • Once located, determine which country applies to the statement. • Locate the words in the 4th paragraph, "The cost of production also represents some challenges. In <u>Australia</u>, fuel ethanol costs around 70 cents per litre compared with around 35 cents per litre for unleaded petrol. In <u>America</u>, one report revealed that even with government assistance, ethanol is close to 35 percent more than the price of diesel." |

| | | |
|----|---|--|
| | | <ul style="list-style-type: none">• The challenge is that it is costly to produce ethanol. |
| 40 | B | <ul style="list-style-type: none">• Notice the key words in the question, “government bought ethanol-friendly cars”• Locate the area of the passage by scanning for those key words.• Once located, determine which country applies to the statement.• Locate the words in the 3rd paragraph, "...more efficient fuels with many state governments in America's Mid-west purchasing fleet vehicles capable of running on E-85 fuels." |

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com



Practice Reading Test 5

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

Passage 1, Lab 5: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|--------|--|
| 1 | iv | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • The paragraph is about the link between tea and hospitality. The answer is not iii, because the paragraph is about the continuing tradition of the past it is not limited to Britain and China. It is tempting to put vii as the answer, but, if you look at the text, you will see that the information relating to this heading is between commas. It is additional information and can easily be removed. You can compare it to a non-defining relative clause. So it is not central to the meaning of the whole paragraph. Moreover, the passage states <i>in many parts of the world</i>, not <i>in all</i> |
| 2 | viii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas |

| | | | | | | | | | | |
|--|---|---|-------------------|-------------------|--------------------------------|---|--|----------------------------------|--|--|
| | | <ul style="list-style-type: none"> The heading here should be fairly obvious. | | | | | | | | |
| 3 | i | <ul style="list-style-type: none"> read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) read the words in the question (in the box) and find a match with your main ideas The paragraph deals with the various ways in which tea has been drunk. The answer is not v; see paragraph H, where the whole paragraph deals with milk in relation to tea drinking. Compare the answer to Paragraph A for background/foreground information. | | | | | | | | |
| 4 | x | <ul style="list-style-type: none"> read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) read the words in the question (in the box) and find a match with your main ideas The paragraph is about the cost of tea, in financial terms. The paragraph sets the scene, showing that tea is for the middle classes, but when the price falls the poor start drinking it. The answer is not xi, as value has a different meaning. | | | | | | | | |
| 5 | ii | <ul style="list-style-type: none"> read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) read the words in the question (in the box) and find a match with your main ideas The theme of the paragraph is the fact that most religious groups do not object to tea drinking, i.e. few do. The answer is not vi, as this does not reflect the theme of the paragraph. It is again subsidiary or background information. So it is important for you to see how the pieces of information in a paragraph relate to each other. A plan of the paragraph is as follows: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Foreground</td> <td style="width: 50%;">Background</td> </tr> <tr> <td>Few objections to tea drinking</td> <td><i>In Islamic cultures no objection</i></td> </tr> <tr> <td></td> <td><i>Tea/coffee versus alcohol</i></td> </tr> <tr> <td>Seventh-Day Adventists/caffeine frowned upon</td> <td></td> </tr> </table> Note how the points <i>in italics</i> give <u>background information</u> to the main point in the text. It is sometimes difficult for students to make the distinction between these two types of information. The example of the Islamic cultures supports the | Foreground | Background | Few objections to tea drinking | <i>In Islamic cultures no objection</i> | | <i>Tea/coffee versus alcohol</i> | Seventh-Day Adventists/caffeine frowned upon | |
| Foreground | Background | | | | | | | | | |
| Few objections to tea drinking | <i>In Islamic cultures no objection</i> | | | | | | | | | |
| | <i>Tea/coffee versus alcohol</i> | | | | | | | | | |
| Seventh-Day Adventists/caffeine frowned upon | | | | | | | | | | |

| | | |
|----|--|--|
| | | <p>point of there being no objections. The second piece of background information develops this further comparing tea/coffee with alcohol. The paragraph then comes back to the central issue of there being few objections, by giving the example of a group who object to tea. You may use this mechanism to look at the other paragraphs here and elsewhere.</p> |
| 6 | xii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • This paragraph focuses on tea drinking in Africa. The answer is not ix, as the origin of the tea itself is not said to be African. |
| 7 | v | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • The paragraph is about the importance of the addition of milk to tea in many parts of the world. Compare paragraph C. Heading xii would not be right here, as it describes only part of the paragraph. |
| 8 | iii | <ul style="list-style-type: none"> • read each paragraph and note the main ideas (main ideas usually have a lot of information written about them) • read the words in the question (in the box) and find a match with your main ideas • See the answer for Paragraph A. |
| 9 | rituals of hospitality OR hospitality | The answer is in paragraph A. The first phrase is probably the better of the two. |
| 10 | grade(s) and blend(s) OR different grades OR different blends | The answer is in the last sentence of paragraph D. |
| 11 | contains caffeine | The answer is in paragraph E. Because of the word limit and the grammar of the sentence in the exercise, the words <i>the stimulant</i> cannot be included. |

| | | |
|----|---|---|
| 12 | nomadic Bedouin(s) OR Bedouin(s) | The answer is in paragraph F. |
| 13 | sugar and spices | The answer is in paragraph H. Because of the word limit, the word <i>some</i> has to be excluded from the phrase. |

Passage 2, Lab 5: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|-----------------|--|
| 14 | glamour | The answer is in the first sentence of the second paragraph. |
| 15 | research | The answer is in the second paragraph towards the end. |
| 16 | editing process | The answer is in paragraph 3, the fourth sentence. The phrase <i>first draft</i> does not fit here, as the sentence would not then reflect the meaning of the passage. Nor is the word <i>writing</i> correct for the same reason. And it would not fit the grammar of the summary; the article <i>the</i> in the summary would have to be omitted, as the writer is talking about all writers not specifically himself. |
| 17 | summary | The answer is at the end of the fourth paragraph. Note the word <i>summary</i> is a synonym for <i>synopsis/outline</i> . |
| 18 | readers | At the start of the sixth paragraph it says that <i>readers</i> (not publishers) <i>vet books</i> . |
| 19 | Alterations | The answer is in the sixth paragraph. |
| 20 | writing | The answer is in the last paragraph. The word <i>publishing</i> is not correct, because the writer is talking about writing throughout the passage; publishing comes afterwards. |
| 21 | ups and downs | The answer is in the last paragraph. Note the word <i>roller-coaster</i> is not possible here. It does not make sense. The word does not carry the meaning of the latter part of the last sentence on its own. Nor is it grammatically lot possible: the summary has a plural verb and the word <i>roller-coaster</i> is singular. |
| 22 | A | The answer is a paraphrase of the last sentence of paragraph 2: <i>Sometimes, instinct takes the place of market research...</i> B is the opposite. As for C, the text does not say whether it is essential. D is not correct, because the text says <i>sometimes</i> — therefore, note the word <i>can</i> in A. |
| 23 | D | The answer is a paraphrase of the penultimate sentence of the third paragraph. A is not correct, because although e the text says |

| | | |
|----|--|--|
| | | that <i>a passage may end up nothing remotely like the original</i> , the writer does not say that this is a problem. B is not possible, because the writer does not say the use is unfortunate; he is expressing an opinion, when he says <i>unfortunately</i> . C is incorrect, because the problem is not a luxury. |
| 24 | appraisal | The answer is at the beginning of paragraph 4. |
| 25 | some invaluable advice OR invaluable advice OR some advice OR advice OR hints | The answer is in the fifth paragraph. Note you cannot give the examples here as there would be too many words. You can use the word <i>hints</i> from the last sentence of the paragraph as it is a synonym, which summarises the advice and the examples. |
| 26 | radical redrafting OR redrafting OR reworkings OR text amputations | The answer is at the end of paragraph 6. |
| 27 | creation period | The answer is in the last sentence of paragraph 6. |

Passage 3, Lab 5: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|--------|--|
| 28 | F | The answer is in the third paragraph in the first sentence. A is incorrect, because it was an anthropologist friend of Koestler who said this. B is not correct, because Koestler was talking about his friends rather than immigrants in general; and E is not stated as a general principle. |
| 29 | B | The answer is in paragraph 3, in the last sentence. F is incorrect, because Fishberg was talking about immigrants in general, not his friends. |
| 30 | D | The answer can be found in the fourth paragraph, in the second sentence. C is incorrect, because Emerson says this is a mistaken impression. |

| | | |
|----|-----------|--|
| 31 | Not Given | The text does not mention anything about this statement. |
| 32 | No | The answer can be found in paragraph 4, in the last sentence: <i>a completely different and no less important issue</i> , which means, in effect, equally important. |
| 33 | Yes | The answer is in the second sentence of paragraph 5. The word <i>these</i> refers back to <i>speech organs</i> . |
| 34 | Not Given | The answer is in the same place as question 33. The passage says that practice is needed to learn new phonemes, but does not mention whether or not they are difficult to learn. |
| 35 | Yes | The answer is at the end of paragraph 5. The words <i>parody</i> and <i>mock</i> are synonyms of <i>make fun of</i> . |
| 36 | Not Given | The text does not mention anything about this statement. |
| 37 | D | The answer is in paragraph 7, and is a paraphrase of <i>help their students acquire the distinctive sound of the target pronunciation</i> . F is incorrect, as it is incomplete. |
| 38 | A | This answer can also be found in the seventh paragraph. A mental aid is said to be <i>employed</i> i.e. <i>used</i> . I is incorrect, because the cause and effect are the wrong way round. H is not correct, because there is no mention of which of the two accents is easier. |
| 39 | E | The answer is in the first part of the last paragraph. B is incorrect, because it is the answer to the question that is said to be irrelevant. |
| 40 | G | The answer is in the second part of the last paragraph. C is incorrect, because it is not pronunciation that is worth investigating, but the link between pronunciation and physiognomy. |

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com



Practice Reading Test 6

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

Passage 1, Lab 6: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|--------|---|
| 1 | E | The paragraph is about the fact that parameters help our minds to be creative. |
| 2 | C | The answer lies in the key phrases <i>keeping creative ability in check</i> (in the first sentence) and <i>Such limitations are needed so that once they are learnt, they can be broken</i> (the last sentence of the paragraph). The focus sentence is a combination of these two ideas. Note how the word <i>yet</i> divides the paragraph. It indicates the focus of the paragraph against the background in the first part. It also marks the division of information in the whole passage. |
| 3 | A | The writer wrote the paragraph to show that habits limit our creativity and the habits we need to survive play a role in this limitation. |
| 4 | D | The theme of the paragraph is how creativity works. |
| 5 | B | The paragraph deals with how parameters help the mind to be creative. |
| 6 | C | The answer is in the first line of the passage: <i>It is a myth that creative people are born with their talents.</i> Here, <i>it is a myth</i> = are not. |

| | | |
|----|-----------|--|
| 7 | C | The answer is in paragraph A. The actual words are not in the paragraph, but the meaning is clear. A is not correct, because this is a myth; B is not correct, because the passage states that <i>when we try to be creative, our automatic response takes over</i> . D is not correct, because the <i>well-trodden paths</i> prevent creativity. Compare number 13 below. |
| 8 | D | The answer is in paragraph B: <i>Unfortunately, mankind's very struggle for survival has become a tyranny</i> . The answer paraphrases this statement. A is not correct, because the passage says the <i>struggle has become i.e. is a tyranny</i> , not that it is becoming so; B is not correct, because cholesterol is not mentioned in relationship to the brain, but the mind. C is incorrect, because it is the mind which is circumscribed. |
| 9 | A | The answer is in paragraph C: <i>a continuous process of restrictions, which is increasing exponentially with the advancement of technology</i> . The statement is a paraphrase of this section. Note B and C are basically the same; it is, therefore, not possible to have either of these two alternatives as your answer. Watch out for this feature in multiple choice questions! |
| 10 | D | The answer is in paragraph C: <i>Is it surprising then that creative ability appears to be so rare?</i> This is a question and has the same meaning as the statement given, i.e. it is not surprising. Note C is not possible, because the passage doesn't indicate whether the rarity is increasing or decreasing. |
| 11 | Yes | The answer is at the beginning of paragraph D: <i>...and one that recognises that rules and regulations are parameters</i> . |
| 12 | Not Given | There is no reference to this statement in the passage. |
| 13 | Yes | The answer is in paragraph D: <i>The difficulty in this exercise and with creation itself is convincing people that creation is possible</i> . The answer is a paraphrase of this part of the text. Compare number 7 above. |
| 14 | Yes | The answer is at the end of paragraph D: <i>leaving the safety of one's own thought patterns is very much akin to madness; akin to = like</i> |

Passage 2, Lab 6: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|--------|---|
| 15 | B | The answer is in the second sentence of paragraph 1: <i>we crave security</i> . |

| | | |
|--|------------------------|--|
| 16 | B | The answer is in paragraph 2. The key word is <i>increasingly</i> = becoming. A , C and D are all mentioned in the paragraph, but not in the correct context. |
| 17 | A | The answer is in the first sentence of paragraph 2: <i>now do not</i> . B is the opposite and C and D are just phrases lifted from the text. |
| 18 | D | The answer is in paragraph 3, the key phrase is <i>bar entry to the uninitiated</i> , which the answer paraphrases. A is incorrect, because only some access is not allowed. B is not true, because it is the working space that is compartmentalised, not the user, and C is not correct, because 'traps' are not the same as 'trappings'. |
| <p>Questions 19-24: Suggested approach</p> <p>First read the summary through quickly to get an idea of the overall meaning.</p> <p>As you read, decide what kind of word you need to find in each case. [E.g.: does the blank require a verb in the imperative form, a noun, an adjective or an adverb?]</p> <p>Also think of words that could fill the blanks so that when you look at the original passage the answers will come to you more easily.</p> | | |
| 19 | solved | Although the word <i>combat</i> appears in the original, it does not fit here grammatically. The past participle is needed. Note <i>overcame</i> is the Simple Past, not the Past Participle. |
| 20 | computers | The plural is needed here. Paragraph 4 contains the answer. |
| 21 | other people | |
| 22 | cut-off | The word <i>isolating</i> does not fit grammatically. You need an adjective made from the past participle of the verb. Compare 20 above. |
| 23 | team-work | |
| 24 | decrease in | |
| 25 | touch-tone systems | The answer is in paragraph 7: <i>if we are unfortunate enough to contact an organization with a sophisticated touch-tone system</i> . The key word here is <i>unfortunate</i> , which shows that the writer is negative about the topic. The writer does not comment on the other means of communication in the same way. |
| 26 | electronic presence | The answer is in paragraph 8. |
| 27 | no longer geographical | The answer is in paragraphs 8 and 9: <i>...now that location is no longer geographical...An example of this is the mobile phone</i> . The important thing here is to recognise the link between the paragraphs. |

Passage 3, Lab 6: Answers and Suggestions

| Quest. Number | Answer | Scott's Tips for Answering the Question |
|---------------|-----------|---|
| 28 | E | |
| 29 | C | |
| 30 | A | |
| 31 | D | |
| 32 | B | |
| 33 | Not Given | The answer is in paragraph E. Scan the text for the name and the date. We have only information about people living in the castle before 1639. The text mentions the castle fell into a state of disrepair, but nothing about people living there. Note the double negative in the statement. |
| 34 | Yes | The answer is in the last sentence of paragraph E: <i>...it is redolent of another age, another dream.</i> |
| 35 | Yes | The answer is in the first sentence of paragraph F: <i>...1500-odd men</i> means more than 1500. |
| 36 | Yes | The answer is in the second sentence of paragraph G: <i>Someone once said...But it is certainly worth a visit.</i> |
| 37 | Yes | The author recommends visiting the coastline at twilight. <i>The last lingering moments of the twilight hours are the best time to savour the full power of the coastline's magic.</i> |
| 38 | Not Given | There is nothing about this! |
| 39 | A | The answer is in the latter half of paragraph G. It is a summary of the feelings described in this part of the text. |
| 40 | D | Alternatives A and B reflect only part of the text. As for C, the direction of the journey is West to East! |

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenGLISH.com



Practice Reading Test 7

ANSWERS WITH SUGGESTIONS

**DO NOT VIEW UNTIL YOU
HAVE COMPLETED THE TEST**

Disclaimer: The tests available from this site are not official IELTS® tests. All materials have been created by Scott's English Success for practice purposes only and are only representative of the style of tests students will encounter in an official IELTS® exam. Actual real test scores and results may vary.

<http://www.scottsenGLISH.com/>

Passage 1, Lab 7: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|--|--|
| 1 | F | The answer is in paragraph 3. The answer is not E, because there is no mention of when the HMI was created. |
| 2 | C | The answer is in the fourth paragraph. Note that G is not possible, because the passage says the report was <i>seminal</i> . i.e. important/influential. |
| 3 | A | The answer is in paragraph 4. |
| 4 | endangering their job | The answer is in the first paragraph. The sentence is a paraphrase of the first sentence of the text. |
| 5 | (mainly) liberal | The answer is at the beginning of the last sentence of the first paragraph. |
| 6 | widening participation OR widen participation | The answer is in the second paragraph. Note that the gerund can be changed to the infinitive. |
| 7 | academic staff's explanations | The answer is in the second sentence of the third paragraph. |

| | | |
|----|--|---|
| 8 | taxation reduction OR tax reduction | The answer is in the first sentence of the fourth paragraph. |
| 9 | C | The answer is in the fourth paragraph. A is incorrect, as this was not what the report did. B is not right, as the report did not give the money, and D is incomplete. |
| 10 | C | The answer is in paragraph 4. A is not right, because the money is not given to the student (it is given to the college for the student). B is incorrect, because it was the further education that became quasi-independent, not the principles, and D is not possible, as the text does not say this. |
| 11 | A | The answer can be found in the first sentence of the fifth paragraph. The phrase <i>to reduce the student drop-out rate</i> is a paraphrase of <i>to improve retention</i> . It is important to look out for ways in which sections of the text are paraphrased in the various types of questions. B, C and D are incorrect, because all three contain phrases lifted from the text, but used here in the wrong context. |
| 12 | A | The answer can be found in the second sentence of the fifth paragraph. Note that the sentence gives three complexities, which hinder the reducing of drop-out rates. B is not mentioned in the text, nor is C. The first element of D is correct, but the second one is nonsensical. |
| 13 | D | The answer is in the second half of the fifth paragraph. The last sentence gives the answer, i.e. something other than data. A and B are not stated, and C is incomplete. |
| 14 | B | The answer is in the final paragraph, and is a summary of the examples given. A is a phrase lifted from the text and is past of two ideas — note the comma in the text. C is incorrect, because the passage refers to raising the students' expectations, not those of the college. D is not correct, because Martinez outlined the strategies, so Martinez's summary included the strategies, and not the other way round. |

Passage 2, Lab 7: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|---------------|--------|---|
| 15 | A | The answer is in paragraph 1. A ty is not large, so B is not correct. We do not know if there were trees, so C is correct. And D was not always the case. |

| | | |
|----|--------------------------------------|---|
| 16 | C | The answer is in the first sentence of the second paragraph. The answer is not A or B, because the text does indicate any degree of possibility/probability, nor does it state a specific number. D is obviously wrong. |
| 17 | C | The answer is in paragraph 2, in the first sentence: ... <i>all except one at the margins of the parish</i> . A is not one - see the second sentence of the paragraph. B is 'likely', but the answer is not categorically given. D is incorrect, because <i>most</i> not all, of the land was owned by the Priory. |
| 18 | D | The answer is in paragraph 2. Note the tense: ... <i>would, in any case, have been unattractive...</i> , indicating what writer interprets as having happened. Note that the word <i>unattractive</i> here does not mean visually. It means that they would have liked it, because it was not producing anything. So A and B are wrong because they talk about <i>sight</i> . C is obviously wrong. |
| 19 | in use | This is in the second sentence of paragraph 3. |
| 20 | crops up | The answer is in the second sentence of paragraph 3. Note the different tenses and the verb forms here. You can change the present simple <i>crops up</i> into the gerund and you can use the simple tense. They all fit the grammar of the text in the exercise. |
| 21 | File's Green | The answer is in the third sentence of paragraph 3. |
| 22 | abandoned OR burnt down | The answers are at end of paragraph 3. Both answers are correct. |
| 23 | owned | The answer is in the first sentence of paragraph 4. |
| 24 | two OR two brick | The answer is in the first sentence of paragraph 4. |
| 25 | agricultural labourers | The answer is in first sentence of paragraph 4. |
| 26 | fireplaces | The answer is in the 4th paragraph. <i>The fireplaces themselves and the chimney structure appear to be older (pre-date) the 1821 cottages.</i> |
| 27 | gravel works | The answer is in the last paragraph. Note this phrase is an adjective here. Note that you cannot add the word <i>newly-opened</i> . In the reading passage the word describes the word <i>works</i> , but in the exercise it would describe the word <i>manager</i> ! |
| 28 | one dwelling | The answer is in the last paragraph. Note that there were two cottages. Each cottage had two families, i.e. two dwellings. One cottage was destroyed leaving one cottage with two dwellings, which the manager converted into a cottage with one dwelling. Note you cannot have the word <i>one</i> on its own. |

Passage 3, Lab 7: Answers and Suggestions

| Quest. Number | Answer | Tips for Answering the Question |
|----------------------|---------------|---|
| 29 | vii | |
| 30 | vi | |
| 31 | xi | Heading iv is not suitable as it does not really talk about the countryside, but the noise there. Nor is there any mention of beauty. |
| 32 | viii | Heading ix is not suitable as the paragraph does not just talk about restaurants. |
| 33 | x | |
| 34 | iii | |
| 35 | i | |
| 36 | J | The answer is at the end of paragraph B. |
| 37 | C | The answer is in paragraph G. Restaurants are talked about in paragraph E, but the solution is given in paragraph. |
| 38 | E | The answer is in paragraph G in the second sentence. |
| 39 | K | The answer is in paragraph D. |
| 40 | B | Although A, C, D and E are all mentioned in the text, they are only dealt with to a lesser degree than E. B is the best answer as the whole passage details several problems that occur in society and concludes with some suggestions for solving the problem of noise in society. |

© Mascot Corporation Pty Ltd
Scott's English Success

www.scottsenhlish.com