



Basic IELTS

Reading

Zhang Juan



- Consolidating Your English Ability
- Improving Your English Reading Skill
- Providing General Knowledge
- Developing Your Test Taking Skill



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Part 1

IELTS Reading Question Types and IELTS Reading Tips



Unit 1 IELTS Reading Question Types

The IELTS Reading test contains forty questions and you are given exactly one hour to answer all the questions. Remember that in the IELTS Reading test (unlike the IELTS Listening test), no extra time is given to transfer your answers onto your answer sheet. Hence, it is very important that you keep an eye on the time and timely transfer your answers onto your answer sheet as you complete each reading section.

There are many types of questions used in the Reading test. You should be familiar with these types.

1. Multiple-Choice Questions
2. Short-Answer Questions
3. Sentence-Completion Questions
4. Note/Summary/Diagram/Flow Chart/Table-Completion Questions
5. Choosing from a Heading Bank for Identified Paragraphs/Sections of a Passage
6. Identification of Writer's Viewpoints/Claims and Information in a Passage – Yes/No/Not Given; True/False/Not Given
7. Classification
8. Matching Lists/Phrases

The IELTS Reading test is, in fact, not as difficult as it seems to be. If you know the right approach, you can easily obtain a high band score.

1. Multiple-Choice Questions

Multiple-Choice Questions are designed to test a wide variety of reading skills. The questions may require you to have an overall understanding of the main points of the text in which you will need to be able to read for the gist. Or they may require you to have a detailed understanding of particular points in which you will need to be able to read for specific details. Multiple-Choice Questions may also ask you to identify facts or opinions in the text.

There are two types of Multiple-Choice Questions:

- Standard Multiple Choice
- Modified Multiple Choice

1.1 Standard Multiple-Choice Questions

Standard Multiple-Choice Questions are the most typical form of Multiple-Choice Questions used in the IELTS test with one question and four possible answers.



1.2 Modified Multiple-Choice Questions

Modified Multiple-Choice Questions are a little different from the Standard Multiple-Choice Questions. This type of question requires two or more answers for one question. On the answer sheet, candidates have to write either two or more answers for one numbered question or one answer for each of the two or more numbered questions. They are used only occasionally in the test but you should know how to answer them.

Example

The main elements required for survival are food, fire, shelter and water. Their order of importance will depend upon where you happen to be. In the desert water will head the list; in polar regions shelter and fire will be the main concerns. Ordering your priorities is the first step to survival.

It takes a healthy person quite a long time to die of starvation, for the body can use up its stored resources, but exposure to wind, rain and cold can be fatal even in mild climates and death comes in only minutes in the icy waters of the poles. Food is rarely the first priority. Even in those places where it is difficult to find, there are usually other problems to face first. Shelter will often be the prime necessity in extremes of climate or temperatures such as in the frozen polar regions or in the baking deserts. The need for fire is closely linked.

Water is something that most people in the modern world take for granted. They are so used to turning on a tap that until an extreme drought causes water rationing they seldom think about it. Yet the survivor at sea, or after a flood, though surrounded by water, may be desperate for drinkable water. And there are many places where, unless it rains, no obvious water is available. Although there could be other survival necessities to deal with, water is always universally important.

Questions 1-4

Read the passage and answer the following multiple-choice questions by circling the letter of the correct answer.

- The factor which decides the order of importance or the main elements required for survival is

A. your health.	C. your job.
B. your location.	D. your strength.
- The basic need that may NOT be equally important as the others in extremely cold places is

A. water.	C. fire.
B. shelter.	D. none of above.

3. Fire is described as

- A. universally important. C. the prime necessity.
B. being taken for granted. D. closely linked with shelter.

4. According to the passage, which of the following statements is TRUE?

- A. Exposure to wind is not dangerous in mild climates.
B. People may die quickly in the water of polar regions.
C. Looking for food is the first thing to do most of the time.
D. Survivors after a flood won't need water for drinking.

2. Short-Answer Questions

This question type is more difficult than it appears. In the instructions, you are asked to write an answer of between one and four words. Most often, you are instructed to write each answer in **NO MORE THAN THREE WORDS**. This is important because if you write four words (even if it contains the correct answer), it is marked wrong. The spelling has to be correct, too!

Example

The Peace Corps

On March 1, 1961, President John F. Kennedy issued an order creating the Peace Corps. Its mission was to promote world peace and friendship by providing qualified volunteers to interested countries. Today it sends an average of 6,000 U.S. citizens abroad each year.

Volunteers live at a local level in their host countries. They are paid in local currency. Each month they receive a small sum of money that covers basic living expenses, and varies with the local economy. For example, volunteers in Micronesia make the equivalent of \$300 per month, while those in Turkmenistan make \$75. Most volunteers live with host families. This is a great chance to learn the language and the culture.

For each month that they spend overseas, volunteers receive a sum of about \$200. This money helps them to get back on their feet in the United States.

Serving countries all over the world, the Peace Corps lives up to its promise as “the toughest job you’ll ever love.” Volunteers do everything from teaching English to sharing tips on growing food to providing preventive health care. However, the application process to become a Peace Corps volunteer is very competitive. You must be a U.S. citizen, at least eighteen years old, in good health, and willing to serve for two years. Nearly all volunteers have a bachelor’s degree in their chosen field, and about 18 percent have their master’s or doctorate degrees. Knowing a language, especially French and Spanish, helps.



Questions 1-5

Read the passage *The Peace Corps* and answer the following questions with **NO MORE THAN THREE WORDS** taken from the passage.

1. What kind of U.S. citizens does the Peace Corps send abroad to fulfil its mission?
2. What does the monthly payment in local currency to volunteers cover?
3. Whom do the volunteers stay with in their host countries?
4. What is the shortest time that volunteers can work for the Peace Corps?
5. Which languages are given as an example of what can benefit volunteers?

3. Sentence-Completion Questions

Sentence-Completion Questions test your ability to find details to complete sentences. You will be provided with a number of incomplete sentences which you need to complete, using the information from a reading passage. Generally, you must complete each statement in three words or fewer, but confirm this with the instructions.

In doing this task, you need to skim for general information, scan for details, and understand paraphrases in incomplete sentences.

Example**Solar Collector**

Solar collectors absorb heat from the sun's rays. They can be used to effectively heat and cool buildings. The most common type of collector for space heating is a flat plate designed to absorb both radiation falling directly on it, as well as radiation scattered by the atmosphere.

Collectors are usually panels of aluminium, copper, or steel. The panels are usually painted black. The black colouring inhibits reflection and encourages absorption. Insulation is placed behind the collector to prevent heat loss.

The collector is covered with glass or plastic. This layer allows short-wave radiation – or light – to enter the collector. As the radiation passes through the glass or plastic, it is transformed from short-wave radiation to long-wave radiation – or heat. Long-wave radiation cannot pass through the glass or plastic back into the atmosphere. Therefore, the heat is trapped within the collector. Collectors are usually placed at an angle to maximise the amount of radiation falling on them.

A transfer agent (air or water) is circulated through the collector and becomes heated. As it leaves the collector and travels through the heating ducts of a house, it warms the air inside the house or brings hot water to sinks, tubs, and appliances. With solar collectors, storage is a problem: great amounts of heat must be stored for nighttime use and for use during cloudy days.



Questions 1-5

Refer to the passage *Solar Collector* and choose from the passage **NO MORE THAN THREE WORDS** to complete the following sentences.

1. Solar collectors can heat and cool houses with heat absorbed from _____.
2. Collectors are coloured black to prevent _____.
3. Glass and plastic are used to cover the collector so that short-wave radiation can _____.
4. The glass or plastic cover on the collector helps to trap the _____.
5. For nighttime and cloudy days, heat needs to be _____.

4. Note/Summary/Diagram/Flow Chart/Table-Completion Questions

Diagrams, tables and flow charts are drawings or notes about the information in a reading passage. You should complete them by finding the missing information (words and/or numbers) from the reading passage.

4.1 Note/Summary-Completion Questions

Note/Summary-Completion Questions are questions that test your ability to locate and identify particular details in a reading passage.

There are two types of Note/Summary-Completion Questions:

- questions with a box of possible answers (i.e. you choose answers from a box of answers given)
- questions without a box of possible answers (i.e. you find appropriate words or expressions from the reading passage)

4.1.1 Note/Summary-Completion Questions with a box of possible answers

For the first type of Note/Summary-Completion Questions, you will be given a one-paragraph summary of either the whole reading passage or a part of the passage. In the summary, there are a number of blank spaces (blanks) that show where there are words missing. You will then have to choose from the box given the most appropriate words or word groups to complete the blank spaces.

4.1.2 Note/Summary-Completion Questions without a box of possible answers

The second type of Note/Summary-Completion Questions is more difficult because it does not give you a box of possible answers. That means you yourself have to find an appropriate word or a few words from the reading passage to complete the summary. The instructions will tell you the word limit – from one to three words.

It is very important that you complete the blank spaces for the summary with the exact words from a certain reading passage. In other words, you should not change the words from the passage to fit the note/summary.



4.2 Diagram / Flow Chart / Table-Completion Questions

A diagram/flow chart/table is used to summarise a process that is explained in a passage.

Example

How to Borrow Books

Most libraries require you to register before you are allowed to borrow any of their materials. This means you will probably be asked to fill out and sign a registration card. When you do this, you are not only giving the library your name and address for their files, you are also signing an agreement. The agreement says, basically, that you will obey the rules of the library. A parent or guardian is sometimes also required to sign the card.

To be entitled to use your school library, you probably must only be enrolled in that school. Once you are registered, you will be issued a library or borrower's card. On this card will be your name and a number. Each time you check out, that is, officially borrow something from the library, you will have to present this card to the librarian.

If your library is large enough, it may have film equipment that you may borrow. To do so, however, the library usually requires a separate registration. You may also have to take and pass a course the library gives on how to operate the different pieces of equipment.

You usually check out and return borrowed materials at the same desk. The sign on this desk may read Circulation Desk, Check Out Here, or perhaps Charge Desk.

The library staff member at this desk will take your card and stamp the book card with a date. This is the date by which you are expected to return the material to the library, so others can have the chance of borrowing it. Many libraries allow you to renew the book if it has not been requested by others.

Some libraries charge a fine for each day a library book is overdue, kept out beyond the date stamped on the book card. There are also often fines for books returned damaged or written in. Should you lose a library book, you may be required to pay the library the amount it was worth. Not paying fines could result in your losing all library privileges.

Questions 1-6

Complete the summary below by choosing **NO MORE THAN THREE WORDS** from the passage *How to Borrow Books* for each answer.

Most libraries require you to register before you borrow any books. First of all, you will need to fill out and sign 1. _____ and while doing so, you are also 2. _____ with the library. Later each time you check out, you will have to present a library card to the librarian. In some libraries, you will be required to make a separate registration if you want to

borrow 3. _____ and at the same time, you will have to take and 4. _____ on how to operate the equipment. When you borrow library books, the librarian will put a 5. _____ on the book card so that you know when to return them. If you want to keep the books longer, you can 6. _____ it if nobody requests them.

5. Choosing from a Heading Bank for Identified Paragraphs/Sections of a Passage

This type of question tests your ability to identify the main ideas of paragraphs. Here you will be given a list of headings. Your job is to find the most suitable heading for each of the paragraphs of a reading passage. There will be more headings than paragraphs, and you should not use any heading more than once unless the instructions tell you that you can.

To complete this task well, you need to be able to identify the main focus of each paragraph. The correct headings usually sum up the main ideas of the paragraphs.

Example

The Cancer-Prone Personality

Paragraph A

One of the reasons scientists think that there is a link between stress and cancer is the idea that there may be a cancer-prone personality. The cancer-prone personality consists of a set of personality traits that are found more frequently in people who have cancer than in those who do not.

Paragraph B

What personality traits make up the cancer-prone personality? Most often, people who are polite, unaggressive, and agreeable are said to have this type of personality. They seem to have trouble showing when they are angry. Even in situations in which they should be angry, they appear to be calm and happy.

Paragraph C

When faced with a stressful event, people with the cancer-prone personality do not show stress outwardly. Instead, they keep their emotions bottled inside. They repress, or hide, their emotions, even from themselves.

Paragraph D

The cancer-prone personality is linked to the likelihood of getting cancer, and the same personality traits seem to help affect a cancer victim's recovery. For example, some studies have looked at cancer patients who accept the cancer without getting angry. These patients get sick faster and they die sooner than people who became angry at their cancer and fight the disease.

Paragraph E

However, it is important to keep in mind that some scientists interpret these research findings differently. First of all, not everyone who has a cancer-prone personality gets cancer. And not everyone who has cancer has a cancer-prone personality. Even more important, there is no proof that having a cancer-prone personality causes cancer. In fact, it may be the other way around: getting cancer may cause people to develop a cancer-prone personality.

Questions 1-5

The reading passage *The Cancer-Prone Personality* has 5 paragraphs A-E. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (I-VII). There are more headings than you can use.

- | | |
|-----|-------------------------------|
| I | Get angry, live longer |
| II | Nothing to see on the surface |
| III | Try to overcome anger |
| IV | Which one causes which? |
| V | Who is likely to get cancer? |
| VI | Why join stress and cancer? |
| VII | Scientists agree |

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

6. Identification of Writer's Viewpoints/Claims and Information in a Passage – Yes/No/Not Given; True/False/Not Given

This question type is used to test your ability to recognise the writer's opinion as well as to distinguish fact from opinion on a topic in a passage.

A fact is a piece of information that has been discovered or proved true.

An opinion is a statement that reflects a person's individual viewpoint on a topic. Opinions or viewpoints are often based on facts, which is why some readers find it difficult to distinguish between fact and opinion. Also, most writers do not put *I think* in front of every opinion they give. As a reader, you need to look for other words that help to indicate a personal opinion.



These tasks ask you to either identify the writer's viewpoints or claims (Yes/No/Not Given) or identify information (True/False/Not Given) in the passage.

True/False/Not Given Questions ask you to decide if specific information is:

- true according to the information in the passage
- false according to the information in the passage
- not mentioned in the passage

Example

Friends of the Earth Trust

Friends of the Earth Trust is an educational charity set up to help people of all ages become aware of the threats to our environment. Pollution is just one of these. The destruction of wildlife and wasting our natural resources are others.

In Britain, the countryside is disappearing or being destroyed – modern farming, mining, motorways and power stations are all adding to this destruction. By the year 2010, about half the world's animal and plant species could be extinct.

Every year a forest the size of Wales is cut down to make paper for use in Britain. If more people used recycled paper, fewer trees would be cut down, and there would be less waste to dispose of. Another important benefit would be the new jobs created in the collection of waste paper.

New jobs would also be created if there was a large programme to save energy in buildings. It is cheaper to save energy than to produce electricity, but vast amounts of money are spent on nuclear power. From the mining of uranium to the disposal of radioactive waste, there are a number of threats to the environment. In addition, there are close connections between nuclear power and nuclear weapons. There are safer sources of energy.

Energy could also be saved if more short journeys were made by bicycle. This would reduce pollution and traffic congestion. Cycleways should be built to make cycling safer.

The threats to our environment are all related. For instance, building cycleways instead of unnecessary new roads would save energy and reduce pollution and the destruction of our wildlife.



Questions 1-5

Read the passage *Friends of the Earth Trust* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

1. Friends of the Earth Trust organises lots of activities to help people understand the environmental problems.
2. The forest cut down every year to make paper in Britain is bigger than the size of Wales is.
3. Using recycled paper and saving energy in buildings can both create new jobs.
4. It is more difficult to save energy than to produce it.
5. People can reduce pollution and traffic jams by using more bicycles on short journeys.

7. Classification

This question type asks you to classify information given in a reading passage.

Classification is often according to the writer's opinion or according to a period of time or place. Your goal is to find the relevant parts in the passage. Therefore, discover the most suitable category, and also remember that a particular category could be used more than once while some categories might not be used at all.

Example

When you visit a supermarket you probably think you know exactly what you are going to buy, but the truth is you are very easily persuaded. Over half the decisions you make are made suddenly, on impulse, while you are inside the store, so it is important that a product is displayed in an eye-catching position if it is to have any chance of success.

Today's supermarkets invest millions of pounds in powerful computers which tell them what product sells best and where. "Space management" is the name given to a highly complicated way of influencing the way we shop to make sure that stores make the maximum profit.

You walk into a supermarket. You pull out a trolley and stare up and down row after row of packed shelves. You step out into the aisles. You are faced with possibly the widest choice of food and drink in the world. But over the next hour or so, you will shop in a completely predictable way. This is what the space management teams who work for supermarkets have found out. They believe that everything depends on the following rules about our behaviour in supermarkets:



The modern supermarket offers too many images for our brains to absorb so we switch off and notice only parts of the goods on display. A product will be more noticeable in some parts of the store than others, so manufacturers and retailers must work hard to attract our attention.

In general, products sell best when they are placed at eye level.

Products placed at the beginnings of aisles don't sell well. In tests, secret fixed cameras have filmed shoppers' movements around a store over a seven-day period. When the film is speeded up, it clearly shows that we walk straight past these areas on our way to the centre of the aisle. These early shelves are known as "the graveyard".

When we finally stop to consider in the centre of an aisle, we look along the length of it. And because we read from left to right, we look from left to right too. So, we see products displayed on the left side of the aisle first. As a result, more products are taken from those shelves.

Any spot where the supermarket can be sure we are going to stand still and concentrate for more than a few seconds is good for sales. That is why the shelves at the check-out have long been a favourite for manufacturers of sweets, perhaps the most popular "impulse" buy of all.

Questions 1-6

Look at the following list of places in supermarkets and use the information provided in the passage to answer the questions. Write

- A. for places where products tend to sell well;
- B. for places which tend to be neglected by the customers;
- C. for places not mentioned in the passage.

1. shelves which are at the same level as your eyes
2. shelves along the left wall of the supermarket
3. shelves at the beginning of an aisle
4. left-side shelves in the middle of an aisle
5. shelves by the cashiers
6. shelves along the middle aisle

8. Matching Lists/Phrases

With regard to List/Phrase-Matching Questions, this task is similar to Sentence-Completion Questions. You will be provided with two lists in which your job is to match one half of a sentence to the other half.



This type of question tests whether you understand the gist and paraphrasing. Also, it tests your ability of scanning for specific information.

Example

Crowding Human Life

In 1950, there were only 2.5 billion people in the world. Now there are 5.3 billion. Human population may reach 8.5 billion by the year 2025. Experts disagree about how serious a problem this very fast growth is. And they disagree about what should be done about it.

It could be said that growth is slowing down. Most industrial countries – Japan, Canada, the United States, and the nations of Europe – are hardly growing at all. In Asia, Africa, and Latin America, growth is somewhat slower than it was twenty years ago.

Industrial nations all went through a time of fast growth when their industry was developing. When they reached the point where most people could live in comfort, population growth slowed. Many experts believe that today's developing nations will go through a similar change. The best way to control population, they say, is to raise the standard of living.

Industrial nations are beginning to look for ways to produce goods without the pollution that is one of the harmful effects of overcrowding. Developing countries will also use such methods if they are to take care of their people. Educating children everywhere is expensive, but the cost is worthwhile because children will contribute to their country's development when they are grown. Perhaps children now in school will invent ways to help people live at peace with the earth.

Questions 1-4

Read the passage *Crowding Human Life* and choose, according to the passage, one phrase (A-F) from the list of phrases to complete each key point below. There are more phrases than key points, so you will not use them all.

1. By the year of 2025, _____.
2. Experts argue about _____.
3. In industrial countries, _____.
4. It is worth the cost to _____.

- A. ways to solve the problem of population
- B. educate the new generation
- C. effects of fast growth of population
- D. the population was once growing fast
- E. there may be a lot more people in the world
- F. produce better products without pollution



Unit 2

IELTS Reading Tips (1)

One of the main difficulties experienced by candidates doing the IELTS Reading test is they do not have enough time to complete the test. It is, therefore, essential to read both efficiently and effectively.

There are a few main skills that you will need in order to do well in the IELTS Reading test. It is useful to apply the following hints for each passage that is given.

1. Previewing

(a) Study the passage by noting: *titles, subheadings, illustrations, diagrams, any print in boldface or italics.*

(b) Study key parts of the passage by skimming. Skimming is reading fast to get the gist or the general idea of the text. There are different techniques of doing skimming. You can run your eyes over the passage getting the general meaning, not stopping at words that you do not understand as this will slow you down. The important thing with skimming is speed. You could just read the title/heading, subheadings and illustrations if there are any. Another way to skim is to just read the first paragraph which often focuses on the main idea. The first sentence of each paragraph is usually the topic sentence which expresses the key points of the paragraph. Generally, the concluding paragraph provides a summary of the given passage.

Now practise skimming through the passage below to find out roughly what it is about.

Example

Polluting the Air

Every moment, all of us are affecting the atmosphere. Plants take the gas carbon dioxide (CO_2) from the air and return oxygen (O_2). Animals breathe in O_2 and breathe out CO_2 . The air protects us. It blocks dangerous X-rays, gamma rays, and ultraviolet rays from the sun.

Now we have upset the balance. By burning coal and oil, we release carbon that was locked up underground millions of years ago. The amount of CO_2 in the air is growing. Carbon dioxide holds the sun's heat in the atmosphere just as the glass roof of a greenhouse holds heat in the greenhouse. Many scientists believe that more CO_2 will create a greenhouse effect. The earth will get warmer, causing harmful changes in our climate.

A group of gases called chlorofluorocarbons are contributing to the greenhouse effect. They are also destroying the ozone layer, a part of the atmosphere that protects us from the sun's ultraviolet radiation. These gases, often called CFCs, are used in refrigerators, air



conditioners, and some aerosol spray cans. When they escape they rise high into the air. There they meet ozone, a kind of oxygen that stops ultraviolet rays. They break up the ozone and let ultraviolet rays through to the earth.

By quickly reading the title and the first sentence of each paragraph, you can grasp the general idea of the passage: *We, human beings, are affecting the atmosphere; we have now upset the balance; and a group of gases are also contributing to the greenhouse effect.*

2. Skimming through the title/heading, subheadings and illustrations

An important part of “comprehending” a given passage or part of a passage (a paragraph) is to understand its theme. A theme is, in fact, the main idea or concept.

If a reader can locate and/or understand the theme or main idea, then comprehending the rest of the passage becomes a lot easier.

How to locate and comprehend the theme

The theme of a passage can usually be found in the title/heading and subheadings. Most candidates of the IELTS test feel more comfortable in attempting the questions in the test if they have an idea of what a passage is about. The easiest way to do so is to read the title/heading and subheadings. Most headings clearly define the theme of a passage.

Example

A Democratic Meeting

There are three principles that are all-important to democracy, and they are all-important to the running of any kind of group. If you join a club or a group, they are a guarantee of liberty to you and every other member.

Here they are:

Respect all members. When you protect the rights of others you protect your own rights. If you listen quietly to other members, they will listen to you. In a meeting, every member has rights equal to those of every other member.

When you join a group or a club, you accept this contract. Membership means you are willing to join a group of equal partners and acknowledge that everyone has the same rights.

Respect the wishes of the majority. At the next group outing, the rest of the group may want to go cross-country skiing and you may want to go to a movie about cross-country skiing. Obviously, you can't do both at the same time. As a member of a group, you have to go along with the majority (more than half of the members voting). You have to give a little to get a little.



Protect the right of the minority. Sometimes you will disagree with some members of the group and feel certain you are right. If fewer than half the voting members agree with you, you are part of the minority. Parliamentary procedure in a group meeting insures that you will have a chance to be heard. Further, it guarantees your right to disagree.

It is no disgrace to be in the minority. It is often the brave position, and many minority ideas have won out in the end.

From the title *A Democratic Meeting* and the three subheadings *Respect all members*, *Respect the wishes of the majority*, and *Protect the right of the minority*, you can easily find out the theme of this passage: three factors of a democratic meeting. In addition, you can easily locate the answers to some specific questions which are related to a particular paragraph. For example, to answer a certain question related to the first factor, you just read the paragraph under the first subheading: *Respect all members*.

3. Reading charts and tables

It is important for candidates to learn how to read information in formats other than narrative texts. Learning to read charts and tables is another way for candidates to understand how information is collected and organised. It also helps candidates to become skilled in gathering information quickly as well as categorising information to develop their own charts and tables in a variety of subject areas.

Example 1

Some industries in the United States use huge amounts of water while others use very little. Paper companies are always located along rivers that provide the large amounts of water required for the production of paper products. Producing one ton of paper for books may require as much as 184,000 gallons of water. Steel mills and oil refineries also require large volumes of water, and many are located along the coast. Some 60,000 gallons of water is needed to refine a barrel of crude oil. This includes 10 gallons of water for each gallon of gasoline produced.

Water use in the eastern part of the States differs from its use in the western part. The chart below shows how the water is used in each region of the country.

East versus West – Water Usage Ranked in Descending Order

The West	The East
Irrigated agriculture	Energy
Domestic and Commercial	Manufacturing
Energy	Irrigated agriculture
Minerals	Minerals



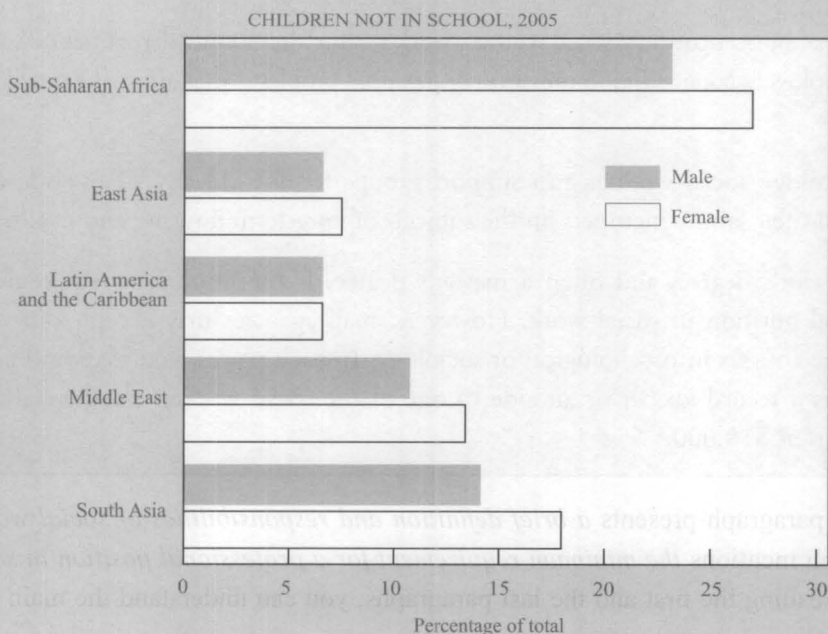
The passage mentions *water use in the two parts of the United States*. Before reading the whole passage, you should skim through the table to grasp the key points: The heading *East versus West – Water Usage Ranked in Descending Order* can tell you the global idea, and the categories classified in the two columns can quickly show you some related details.

Example 2

Despite the progress in raising educational enrolment rates for both males and females in the past three decades, growth in educational opportunities at all levels for females lags behind that for males.

The latest available figures show that 77 million girls of primary school age (6-11 years) are not in school, compared with 52 million boys. Moreover, even these gross enrolment rates are often accompanied by high dropout rates. Dropout rates are notably high in low-income countries but vary by gender worldwide and within regions. The rates for girls tend to be linked to age, reaching the highest at about grade 5 and remaining high at the secondary level. Cultural factors, early marriage, pregnancy, and household responsibilities affect the likelihood that girls will remain in school.

More Girls than Boys Fail to Attend Primary School.



Skimming through the charts before reading the passage in detail: *More Girls than Boys Fail to Attend Primary School* (the heading of the chart) can help you to form a general idea of what the passage is about. You can then predict that the passage may refer to this situation together with some data and its causes.



4. Reading the first paragraph and the concluding paragraph

The first paragraph often focuses on the main idea. Generally, the last paragraph provides a summary of a given passage.

Example

Social workers are often the first people met by a person in need of human services. Social workers spend part of their day in an office setting or group residence and the rest of it going to people's homes.

Children welfare workers help children and teens in abusive situations. They investigate and report instances of neglect or abuse and take action if necessary to place children in foster homes.

Medical social workers help patients and their families when diseases such as AIDS or Alzheimer's cause suffering. They help a patient and his family adjust to the new situation.

School social workers work within school systems to help children who have emotional problems. These students are often put into special education classrooms simply because they can't control their behaviours. A school social worker works with the family of such a student to try to integrate him or her back into the general school population.

Industrial or occupational social workers work within a personnel department of a business to help employees cope with job pressures or personal problems that affect the quality of their work.

Gerontology social workers run support groups for the elderly. They also advise the elderly and their family members on the subjects of long-term housing and health care.

A bachelor's degree, and often a master's degree, is the minimum requirement for a professional position in social work. However, small agencies may accept some community college courses in psychological or sociology. In such places, you may find a position available as a record keeper or an aide to one of the social workers on the staff. Salaries usually start at \$18,000.

The first paragraph presents *a brief definition and responsibilities of social workers*. The last paragraph mentions *the minimum requirement for a professional position in social work*. By quickly reading the first and the last paragraphs, you can understand the main idea of the whole passage.

5. Reading the topic sentence of each paragraph

A paragraph is a series of sentences that are organised and coherent, and are all related to a single topic. A well-organised paragraph supports or develops a single controlling idea, which



is expressed in a sentence called the topic sentence. Recognising the topic sentence can help you to quickly understand the general idea of the whole passage.

1 The topic sentence is the first sentence in a paragraph.

A topic sentence summarises the main idea of a paragraph and also indicates to the reader what the paragraph will be about. That is why topic sentences usually appear at the very beginning of paragraphs.

Example

Farmers are looking for better ways to solve the problem. Some are trying organic farming. They are farming without chemicals. They use animal manure or dead plants for fertilisers. They use natural methods to control pests. Farmers who irrigate their crops are finding ways to grow food with much less water. Irrigation water sometimes puts salt into the soil. Crops cannot grow in salty soils. Less water means less salt.

Farmers are looking for better ways to solve the problem is the topic sentence which states the main point of the paragraph. The following sentences develop the main idea with specific ideas.

2 The topic sentence is not always at the beginning of a paragraph.

A topic sentence does not always have to be at the beginning of a paragraph though this is usually the most logical place for it. Sometimes a transitional sentence or two will come before a topic sentence.

Example

Compared to some other professions, human services work does not pay very well. *However, on a personal level, it can be very rewarding.* Human services work brings you into contact with people every day. To be good at this kind of work, you need to like people. The challenge of the work is to help people become independent, and not to rely on the services that you provide. A person under the guidance of a good human services worker learns how to help himself.

The first sentence of this paragraph is transitional: it prepares the way for the topic sentence which is the second one. The rest of the paragraph contains supporting sentences that explain or develop the main idea of the topic sentence with arguments.

3 The topic sentence may be placed at the end of a paragraph.

Sometimes in more creative writings, writers save a topic sentence for the end of a paragraph.



Example

What are the prospects for acquiring Government land? Is there a lot of free land around? How difficult is it to buy public land? How much land is available for sale each year? These are only a few of the questions Government agencies receive every day. Many people apparently have read advertisements giving the impression that Uncle Sam is still distributing "free" public land for homesteading or selling it for next to nothing the way the Federal Government did in the days of the Old West. Unfortunately, there is no truth to such claims. There is no free public land available to private individuals, and such parcels as the Government occasionally does sell cost as much as, if not more than, any privately-owned land. *Homesteading on public lands is a thing of the past.*

This paragraph starts with some specific questions and ideas given to the *Government*, and then gradually comes to the conclusion that *Homesteading on public lands is a thing of the past*. This sentence is actually the topic sentence which aims at summarising the ideas of the whole paragraph.

4 There is no topic sentence in the paragraph.

Sometimes a paragraph helps to develop the same point as in the previous paragraph, so a new topic sentence would be redundant. Sometimes the evidence in a paragraph makes the writer's point so effective that a topic sentence can remain implicit.

Example

One of the most common butterflies of the ten thousand species in North America is the monarch butterfly. It is also one of the most beautiful. The adult lays tiny green eggs on the leaves of the milkweed plant, which the young will eat when the eggs hatch. The baby butterfly does not have wings. It is a caterpillar. It will shed its skin four times as it matures. Monarchs leave their northern homes when summer is over and travel in large groups to find a warm winter home in the south. In the spring, they return north again.

There are a lot of details in this paragraph. It describes *the life circle of monarch butterflies*, which is implied in the paragraph.

6. Looking for the details based on key words

This is an important technique in IELTS reading as you are often searching for some specific information. When you are looking at test questions, you need to recognise what form the answer should take (Is it a number, date, reason, etc.?). You should read the question first, and then you search for key words or ideas associated with the question. Scanning is a bit more difficult to practise than skimming.



Key words usually involve lexical items of time, locations, people's names, figures, events and proper nouns.

Example

Population Growth

In the next decade, population growth will probably add to world hunger problems. As the population grows, according to the World Hunger Programme, so will the number of malnourished people. The world's population, estimated at 5.6 billion in 1994, may reach 11.5 billion by the year 2150, and most of that growth is occurring in the world's poorest countries. At least 95 percent of the global population growth over the next thirty-five years will take place in the hunger-belt regions of Africa, Asia, and Latin America. For countries that already have a hard time feeding their populations, growth on a scale of even 3 percent a year could add significantly to their food problems. This level of growth is already occurring in Namibia and in South Africa, and many other countries are not far behind.

In 1981, the United States recorded a population on the African continent of 481 million people. This number topped 800 million by the year 2000. Africa would have to increase its food production by 4 percent a year to meet the food needs of its increased population. But Africa's food production is growing by only 1 percent a year, which means that nations already struggling to meet their people's food needs will have an even greater struggle as populations grow. "When food supply grows slower than population," says Professor DeGregori, "a country is in trouble."

Question 1

What will be increased, according to the World Hunger Programme, together with the rapid growth of population?

The key words in this question are *the World Hunger Programme*. Basing on these key words, you can easily find out the ideas associated with the question *As the population grows, according to the World Hunger Programme, so will the number of malnourished people*. Therefore, the answer to this question is *the number of malnourished people*.

Question 2

For some countries, a population growth of even 3 percent a year can worsen their _____.

The key words in this question are both a figure *3 percent a year* and a phrase *a population growth*. You can scan through the passage and find out the sentence *For countries that already have a hard time feeding their populations, growth on a scale of even 3 percent a year could add significantly to their food problems*. So, the answer to this question is *food problems*.

Question 3

In Africa, according to the passage, food production _____.

- A. has been greatly increased in recent years
- B. is growing more slowly than the population
- C. can eventually meet the needs of population

The key words in this question are both a location *Africa* and a noun phrase *food production*. The two sentences including these key words are *Africa would have to increase its food production by 4 percent a year to meet the food needs of its increased population. But Africa's food production is growing by only 1 percent a year, which means that nations already struggling to meet their people's food needs will have an even greater struggle as populations grow.* Carefully reading the three options and comparing them with the question, you can identify option B that represents the correct answer to this question.



Unit 3 IELTS Reading Tips (2)

Working out unfamiliar vocabulary

When reading a passage in the IELTS test, it is most likely that you will come across words with which you are unfamiliar. Be prepared for this. You may not need to understand the exact meaning of an unknown word unless there is a question directly related to it.

If you do need to know the meaning of an unfamiliar word, do not panic. There are various strategies that you can use to work out the meaning of unknown words.

1. Using common roots, affixes to guess the meaning of unknown words

Sometimes knowledge of common roots, affixes can help you to identify the meaning of unknown words (Look at the table of roots and affixes in this Unit).

1 Using prefixes

A prefix is a word or letter(s) placed at the beginning of another word (a base word) to adjust or qualify its usage or meaning. Prefixes can express the ideas of negation, direction, quantity, etc.

Example 1

If you have ever touched something very hot, you will know the importance of your sense of touch. When the nerve endings in your hand detect heat, they flash a warning message through your nervous system. You do not even have to think what to do next, because an *automatic* reaction takes emergency action. Almost before you know it, muscles in your arm contract, and your hand is pulled away from danger.

What does the word “automatic” mean in the paragraph?

automatic _____

automatic means *able to work or move by itself; done without thought*. Prefix **auto-** means *self; on one’s own; from oneself*.

Example 2

Plants and animals live in communities. Communities need space. They need enough room to provide a habitat or home to population of all species. Many of the rare and *endangered* species in the world are in danger simply because they have no place to live. Their habitats have been turned into cities and farms.

What does the word “endanger” mean in the paragraph?

endanger _____



endanger means *to cause danger to*. Prefix **en-** (also **em-** before b, m, p) means *to put into or on* (e.g. engulf, encase); *to bring into the condition of* (e.g. enlighten, embitter); *to intensify* (e.g. enrich, enrage).

Example 3

All the world must work together to protect these persecuted animals. African nations may want help in stopping illegal hunting. All nations need to stop the buying and selling of horns, ivory, and skins taken from these animals. And all nations must stop the pollution that kills both animals and humans.

What does the word "illegal" mean in the paragraph?

illegal _____

illegal means *against the law*. Prefix **il-** means *not; negative; against*. The root **legal** means *connected with the law; allowed by the law*.

Example 4

Family abuse occurs when a person commits abusive or violent acts against a family member. Family members include any biological, step-, or foster family members. Sometimes the term family violence is used interchangeably with family abuse. The term domestic violence is also sometimes used to mean any violence occurring in the home. However, in this book, domestic violence will refer specifically to partner abuse. The word maltreatment is also frequently used to refer to acts that are either violent or abusive.

What do the following words mean in the paragraph?

biological _____

interchangeably _____

maltreatment _____

biological means *of biology*. Prefix **bio-** means *of life and living things*.

interchangeably means *which can be used in place of each other/something*. Prefix **inter-** means *between, among*.

maltreatment means *the action of treating roughly or cruelly*. Prefix **mal-** means *bad or badly*

2 Using suffixes

Suffixes are groups of letters attached to the ends of roots, words, and word groups. Suffixes serve a grammatical function. A suffix can indicate what part of speech (noun, verb, adjective, or adverb) to which a word belongs. Suffixes can also modify and extend meaning. Learn-



ing something about how suffixes function in the English language can help you to improve general reading comprehension. Suffixes help you to use context and etymological clues to make educated guesses about the meaning of unfamiliar words.

Example 1

Kennedy's father planned what each of his sons should do in life. He decided that his oldest son, Joseph, should become a *politician*. John was going to become a writer and teacher. However, Joseph was killed during World War II. The family wanted John Kennedy to be a politician instead.

What does the word "politician" mean in the paragraph?

politician _____

Suffix *-ian* expresses a noun which means *a person with a certain career or status or characteristics*. It is added to the noun *politics* to form the noun *politician* which means *a person or member of a government or law-making organisation*.

Example 2

First, the danger of leaving explains why many women stay in *abusive* situations. Many women fear that leaving will not stop and may *intensify* the abuse. Victims may also develop survival skills that focus on minimising the risk of danger and just making it through the day, rather than planning escape. Emotional bonds with the abusive partner, the victim's physical and mental *exhaustion*, or a belief that she deserves the abuse or is *helpless* to change the situation are also factors that keep women from leaving.

What do the following words mean in the paragraph?

abusive _____

intensify _____

exhaustion _____

helpless _____

Suffix *-ive* expresses an adjective which means *having a tendency to do or cause an action*. It is added to the verb *abuse* (*to use or treat someone or something wrongly or badly*) to form the adjective *abusive* which means *using or containing unkind, cruel, or rude language*.

Suffix *-ify* expresses a verb which means *to make or become*. It is added to the adjective *intense* (*extreme and strong*) to form the verb *intensify* which means *to (cause to) become more intense*.

Suffix *-ion* expresses a noun which means *the action, state or process of*. It is added to the verb *exhaust* (*to make someone extremely tired*) to form the noun *exhaustion* which means *the state of being tired out*.



Suffix **-less** expresses an adjective which means *lacking, without*. It is added to the noun **help** (*the process of helping someone or what you do to help someone*) to form the adjective **helpless** which means *unable to look after oneself or to act without help*.

3 Using roots

Many words are made up of a root (or base word) and an affix. Sometimes knowledge of common roots, affixes and possible similarity of words in another language can help you to identify their meaning.

The root is the main part of a word to which affixes are added. Knowing the “building blocks” of the English language – prefixes, suffixes and root words – helps you to understand the meaning of new words and their spelling convention.

Root words are very useful in a moment of doubt.

Example 1

Touch works mostly through the skin, your largest sense organ. It has millions of nerve endings, which are *sensitive* to light and heavy pressure, heat, cold, and pain. Some parts of the body, such as the hands, are crammed with nerve endings, making them more sensitive than other parts.

What does the word “sensitive” mean in the paragraph?

sensitive _____

The root **sens-** means *one of the natural abilities that most people have to see, hear, smell, taste, and touch things, known as the five senses*. The suffix **-tive** is added to it to form the adjective **sensitive** which means *quick to be aware of the presence of something*.

Example 2

Sound is created when something vibrates. When you switch on a radio, for example, it converts radio signals into movement. Although you cannot see it, the radio’s speaker vibrates rapidly, and this sends pulses of energy into the air around it. Your ears detect these pulses, and the result is what you experience as sound.

Your ears work very much like a radio set in *reverse*. Each of them channels the vibrating air into an opening in your skull.

What does the word “reverse” mean in the paragraph?

reverse _____

The root **-verse** meaning *turn* combines with the prefix **re-** (*back*) to form the noun **reverse** which means *the opposite; the other way round*.



2. Examining the context to guess the meaning of unknown words

When reading a passage, you should ask yourself this question: *Are there any clues in the surrounding words or phrases?* Look particularly at the words just before and just after certain unfamiliar words (such as definitions, explanations, synonyms, antonyms, and examples), or use your personal experience or background knowledge to guess their meaning. Observe the relationship of the unknown word – ‘X’ – to other words and concepts with which you are more familiar. Often this is enough to answer questions that include ‘X’.

1 Definitions, explanations

Sometimes writers realise that a certain word is an uncommon one, so they define, restate, explain or give an example. Words that signal meaning often include *is, means, refers to, that is, consists of*.

Example 1

The hardest parts of your body are not your bones, as you might expect, but your teeth. Bone is very hard, but it cannot cope with years of cutting and chewing. To eat your food, you rely on *enamel* – the mineral coating of your teeth that is so hard that it can last a lifetime.

What does “enamel” mean in the paragraph?

enamel _____

enamel seems to be a new word to you, but reading on, you can easily understand its meaning thanks to the definition given right after it: *the mineral coating of your teeth that is so hard that it can last a lifetime*.

Example 2

Unlike us, many mammals are *nocturnal*, which means that they are active by night and sleep through the day. Long ago, the first mammals moved about under the cover of darkness to escape predatory dinosaurs. Many of the smaller mammals have remained nocturnal, and mammalian predators, such as foxes, are active at night in order to catch them.

What does “nocturnal” mean in the paragraph?

nocturnal _____

The new word *nocturnal* is modified by the adjective clause *which means that they are active by night and sleep through the day*, which can help you to know its meaning.



2 Synonyms

Most of the questions in the IELTS Reading test require candidates to find out the same information in a reading passage. Yet, the particular information that is asked to be looked for is disguised with only two different masks, namely, synonyms or antonyms and paraphrases. A synonym is the exact equivalent of any particular word or expression.

Example

Erosion from overfarming the land caused millions of acres to be withdrawn from production. Further, the use of chemical fertilisers, which was increased greatly between 1950 and 1984, had an *adverse*, or *harmful*, effect on water supplies.

What does "adverse" mean in the paragraph?

adverse _____

harmful is the synonym of *adverse*. If you know the meaning of *harmful*, then *adverse* will likely become a familiar word.

3 Antonyms

Another useful clue for better reading comprehension is antonyms. An antonym is a word that has the opposite meaning of a given word.

Example 1

Tunisia is the smallest country in the North Africa. It lies between Algeria and Libya. On the north is the Mediterranean Sea. The northern part of the country contains very *fertile* soil while the southern area is very *dry*. The two areas are separated by the Atlas Mountains.

What does "fertile" mean in the paragraph?

fertile _____

The conjunction *while* joins the two parts of a complex sentence to show contrast. Thus, *fertile* and *dry* mentioned in this sentence can be inferred as opposites of each other. If you are familiar with *dry*, you can guess the meaning of *fertile*.

Example 2

Positive events can produce stress, but *negative* ones are generally more stressful. In part, negative events are more likely to cause stress because they place more demands on us. We actively try to avoid negative events. When they occur, we have to find a way to solve the problem. This takes time, effort, and energy. In sum, it is stressful.

What does "positive" mean in the paragraph?

positive _____



The conjunction **but** in a compound sentence also shows contrast. So, **negative and positive** in this sentence can easily be understood. If you have known the meaning of **negative** which means *giving more attention or emphasis to bad possibilities than good ones*, you can then easily guess the concept of **positive** (*giving more attention or emphasis to good possibilities than bad ones*).

4 Examples

An example is something that the writer mentions in order to show the type of thing that he is talking about and to help to explain what he means. Examples can help you to guess the meaning of unknown words.

Example

The tasks of an assistant for any of the above counselling careers are many. They may include helping a client get *benefits* such as health or life insurance; examining tax returns to see if the client is eligible for *federal aid* such as welfare or food stamps; or arranging transportation for a patient to get to group meetings, adult day care programmes, or doctor's appointments.

What do "benefit" and "federal aid" mean in the paragraph?

benefit _____

federal aid _____

Health or life insurance is an example given to show the meaning of **benefit** (*money or help that an insurance company gives to somebody*); *welfare or food stamps* is an example given to make clear the meaning of **federal aid** (*money, food, or other help that the national government gives to an area where people need it*).

5 Personal experience or background knowledge

From the information in a passage, you can use your own personal experience or background knowledge to guess the meaning of unfamiliar words.

Example

Your teeth, like those of most hunting mammals, do not grow once they have been formed. To make up for this, you change teeth as you get older. Your first set, called "baby teeth," starts to appear when you are about six months old. They are quite small, and are gradually replaced by your adult or *permanent* teeth, which are much bigger. Sometimes your first adult teeth can look much too big for you, but the rest of your body eventually catches up in size.

What does "permanent" mean in the paragraph?

permanent _____



This paragraph introduces the development of human teeth. The phrases *baby teeth* and *adult or permanent teeth* could help you to guess the meaning of *permanent* which means *happening or existing for a long time or for all time in the future*.

Common Roots and Affixes

Roots and Affixes	Meanings	Examples
-able, -ible	capable of	eatable, payable
-al	relating to	national, political
-ance, -ence	state, action or quality of	appearance, difference
-an, -ian	of or belonging to	American, Christian
anti-	against	antislavery, antiwar
audi-, audio-	connecting with hearing	auditor, auditorium
auto-	by oneself or by itself	automatic, autobiography
bi-	two	bicycle, bimonthly
bio-	of life and living things	biology, biography
cent-, centi-	hundred or hundredth	century, centimetre
counter-	opposite, against	countermarch, counterattack
dic-	say, speak	diction, dictate
dis-	not, negative	disagree, dishonest
en-	put into; cause to be	endanger, enrich
-en	make or cause to be	widen, strengthen
-er, -or	a person or thing that does an action	teacher, actor
-ent, -ant	that is or does sth	different, pleasant
-ese	nationality or language	Chinese, Japanese
ex-	former	ex-wife, ex-student
-ful	full of; having the qualities of; an amount that fills sth	handful, joyful
-fy, -ify	make or become	purify, terrify
geo-	of the earth	geology, geography
-graph-	something written or drawn	autograph, graphology
-hood	state or quality of	childhood, livelihood
homo-	same, like	homosexual, homophone
il-	not, negative, against	illegal, illogical
im-	not, into	impossible, import
in-	not, into	incomplete, inhale
inter-	between, among	international, intermediate
intra-	inside, within	intracity, intracompany



Roots and Affixes	Meanings	Examples
ir-	not, negative	irresponsible, irregular
-ish	having the nature of; from the country mentioned	childish, Swedish
-ism	principles or teaching of	Buddhism, socialism
-ist	a person who is skilled in an area	artist, scientist
-ive, -tive	having the nature of	effective, sensitive
-ize, -ise	cause to be or become	realise, nationalise
kilo-	1000	kilogram, kilometre
-less	lack of, without	careless, helpless
-logy, -ology	the science or study of	psychology, biology
-ly	in the manner of	quickly, quietly
mal-	bad or badly	malpractice, maltreat
-ment	the action or condition of	movement, statement
milli-	1000 th part of	milligram, millimetre
mini-	very small or short	miniskirt, minicab
mis-	bad, wrong or badly, wrongly	misfortune, misunderstand
mono-	one, single	monologue, monotonous
multi-	many	multiply, multinational
-ness	the condition of	sadness, illness
non-	not, lack of	nonfiction, non-profit
-ous	having the nature of	joyous, monotonous
out-	do more than, greater, better	outrun, outnumber
over-	too much	overwork, oversleep
-phon-	sound, voice	telephone, phonology
-port-	carry, movement	transport, portable
post-	after	postwar, postgraduate
pre-	before	prewar, pretest
re-	back, again	replay, rewrite
semi-	half; happening twice	semicircle, semiannual
-sens-	feel	sensitive, sensitise
-ship	the quality or state of	friendship, scholarship
-spect-	look, see	spectator, inspect
sub-	under; less important	subzero, subeditor
super-	over; more than usual	supernatural, superpower
tele-	over a distance	television, telegram
thermo-	related to heat	thermometer, thermoplastic



Roots and Affixes	Meanings	Examples
-tion, -sion, -ion, -ation, -ition, -xion	the action or process of	explanation, explosion
trans-	across	translate, transplant
tri-	three	tricycle, triangle
un-	not, negative	unfortunate, unfair
uni-	one, single	uniform, unisex
under-	not enough	underworked, undercook
vis-	see	vision, visible
-ward, -wards	in the direction of	downward, northward
-y	in the condition of	rainy, cloudy



Part 2

IELTS Reading Practice



Unit 4

Reading Practice (1)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the words in boldface as well as the italicised words.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Have you ever read a notice about fire procedures in a hotel?
 - B. What is the notice about?
 - C. What do you do if the hotel where you stay in is on fire?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.

Read the following *Emergency Fire Procedures*.

CROWNE PLAZA

Los Angeles Airport

Emergency Fire Procedures

- If you detect a fire, call emergency, 1999, and the Fire Department, 9+911. Engage the fire alarm, alert other guests, and exit the building.
- If a fire is detected inside the room, exit the room immediately, close the door, and activate the nearest emergency alarm. Notify in-house personnel by dialling 1999 and the Fire Department at 911.
- If you are alerted to fire in the building, make sure it is safe to leave your room. Check for heavy smoke. Once you have determined it is safe, take your room key and proceed to the exit nearest to you.
- If it is not safe to leave your room, fill your bathtub and other containers with water. Block all openings, such as vents and under the door, with wet towels. This will prevent fumes from entering your room. Call the hotel staff, informing them of your location.
- If smoke already exists in your room, hold a wet towel over your mouth and stay low.
- Do not break any windows unless absolutely necessary. This will only worsen the situation.



- Do not try to exit by use of the elevators.

It is important to remember that in any emergency situations your ability to STAY CALM during the evacuation process is the key to success.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- If you detect a fire, call emergency, 1999, and the Fire Department, 9+911.
A. see B. hear C. both of the above
- If a fire is detected inside the room, exit the room immediately, close the door, and activate the nearest emergency alarm.
A. run fast to B. shake with all might C. bring into use
- Once you have determined it is safe, take your room key and proceed to the exit nearest to you.
A. check carefully B. move forward to C. look for
- Block all openings, such as vents and under the door, with wet towels.
A. holes that smoke can come through
B. places that can hold back water
C. places that can block the smoke

Exercise 2 Multiple-Choice & Sentence-Completion Questions

Refer to *Emergency Fire Procedures* and choose one answer from the choices given or complete the following sentences with NO MORE THAN THREE WORDS taken from the passage.

- Which one of the following steps may NOT be correct when the hotel you stay in is on fire?
A. Activate the emergency alarm.
B. Run to the nearest elevator.
C. Block the space between the floor and the door.
D. Take the room key.
E. Fill the sink with water.
- When you decide it is safe to leave your room, run quickly to the nearest _____.
- When you don't feel it is safe to leave the room, call the hotel staff to tell them about _____.



8. If you detect heavy smoke in your room, cover your mouth with _____.
9. Unless necessary it is not suggested to _____.
10. The key to success in all emergency situations is _____.

Vocabulary

activate /'æktiveit/ v.

alarm /ə'lɑ:m/ n.

alert /ə'lɜ:t/ v.

bath tub /'bɑ:θtʌb/ n.

container /kən'teinə/ n.

detect /di'tekt/ v.

determine /di'tɜ:min/ v.

dial /'daɪəl/ v.

elevator /'eliveitə/ n.

emergency /i'mɜ:dʒənsi/ n.

engage /in'geɪdʒ/ v.

evacuation /i,vækju'eɪʃən/ n.

fumes /fju:mz/ n.

location /ləu'keɪʃən/ n.

notify /'nəʊtɪfaɪ/ v.

personnel /pɜ:sə'nel/ n.

procedure /prə'si:dʒə/ n.

proceed /prə'si:d/ v.

staff /stɑ:f/ n.

towel /'tauəl/ n.

vent /vent/ n.

Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised. Can you guess what the title means?
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Why are lots of wild animals being killed?
 - B. What kinds of animals are being killed?
 - C. Is it illegal to kill wild animals?
 - D. What should people do about the illegal killing?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. things that happened during the late 1980s?
 - B. animal protection movements?



Out of the Wild, into Our Homes

Many of the earth's creatures die because of choices humans make. These choices have nothing to do with food or shelter or anything else that helps humans survive. What kills these millions of animals from all over the world is human greed – the desire for money.

People use parts of animals for everything from hats to handbags, from ornamental jewellery and ashtrays to powders that supposedly improve a person's life. Declaring a species endangered and protecting it by laws is not always enough. Poachers, people who kill wildlife illegally, rarely get caught.

During the late 1980s, saving elephants became a popular cause. Wildlife protection groups made sure everyone saw pictures or films of elephants with their faces sawed off for their ivory tusks. These groups also proved that certain populations of elephants were dwindling.

As a result, most people stopped buying objects made of ivory. Laws against poaching were strengthened. Many countries made bringing ivory in from other countries illegal. Killing elephants for their ivory became more risky and less profitable.

However, concern for a certain species tends to fade after a while. In the late 1970s, people protested against the slaughter of seal pups. Everyone was shocked at the sight of pups being clubbed to death in their icy habitat. The brutality came to a halt. But ten years later, the number of seal pups killed was higher than ever.

Other animal protection movements have come and gone, such as saving the whales and protecting dolphins from the tuna fishermen. The whale population appears to have increased for now. And the laws are finally changing in the United States to protect the dolphins that swim with tuna fish in parts of the Pacific Ocean.

In the 2010s, the protests and the publicity will probably turn to some other endangered species. Plenty of them urgently need attention. During this time, will the elephants be forgotten?

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

1. Declaring a species endangered and protecting it by laws is not always enough.

A. in danger

B. out of danger

C. causing danger

2. These groups also proved that certain populations of elephants were dwindling.

A. becoming more

B. becoming smaller

C. becoming weaker



3. However, concern for a certain species tends to fade after a while.
 - A. strengthen
 - B. disappear
 - C. change
4. Everyone was shocked at the sight of pups being clubbed to death in their icy habitat.
 - A. shot
 - B. kicked
 - C. beaten

Exercise 2 Short-Answer Questions

Read the passage *Out of the Wild, into Our Homes* and answer the following questions with NO MORE THAN THREE WORDS taken from the passage.

5. According to the passage, what do people use to make things that people think can improve their lives?
6. What do people kill elephants and cut their faces off for?
7. What animal is mentioned after elephants as a victim of humans?
8. Whom do some animal protection movements want to protect dolphins from?

Exercise 3 True/False/Not Given Questions

Refer to the reading passage *Out of the Wild, into Our Homes* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

9. Many of the animals on Earth die because humans have to survive.
10. It is normally enough when an animal species is declared endangered and protected by laws.
11. People who kill animals illegally often get away without being caught.
12. Wildlife protection groups proved that the number of some elephant species is decreasing.
13. Poachers are severely punished if they kill the endangered species such as elephants.
14. In the late 1980s, people killed more seal pups than they did in the late 1970s.
15. The whale population is finally increasing because of stricter laws.
16. In the 2010s, people may not be so concerned about elephants as before.



Vocabulary

ashtray /'æʃtrei/ *n.*

brutality /bru:'tæliti/ *n.*

club /klʌb/ *v.*

dolphin /'dɒlfɪn/ *n.*

dwindle /'dwaɪndl/ *v.*

endanger /ɪn'deɪndʒə/ *v.*

fade /feɪd/ *v.*

greed /gri:d/ *n.*

habitat /'hæbɪtæt/ *n.*

halt /hɔ:lt/ *n.*

icy /'aɪsi/ *adj.*

illegally /ɪ'li:gəli/ *adv.*

ivory /'aɪvəri/ *n.*

ornamental /ɔ:nə'mentl/ *adj.*

poacher /'pəʊtʃə/ *n.*

profitable /'prɒfɪtəbl/ *adj.*

publicity /pʌb'lɪsɪti/ *n.*

pup /pʌp/ *n.*

saw /sɔ:/ *v.*

shelter /'ʃeltə/ *n.*

slaughter /'slɔ:tə/ *n.*

species /'spi:ʃi:z/ *n.*

supposedly /sə'pəʊzɪdli/ *adv.*

survive /sə'vaɪv/ *v.*

tuna /'tju:nə/ *n.*

tusk /tʌsk/ *n.*

urgently /'ɜ:dʒəntli/ *adv.*



Unit 5

Reading Practice (2)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised. Pay attention to the words in boldface.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Have you ever stayed in a hotel?
 - B. What types of services do hotels normally offer?
 - C. How to get the hotel services?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about
 - A. when to dine?
 - B. how to use the phone?
 - C. where to do laundry?
 - D. where to put valuables?
 - E. where to get cash?



Read the *Hotel Directory of Services* and answer the questions that follow.

<p>ATM CASH MACHINE-----1880 Lobby Level</p> <p>CASHIER/FRONT DESK-----1884 For information about your account, check cashing and credit.</p> <p>CATERING-----1840</p> <p>CHECK-OUT TIME (at 12 noon)</p> <p>CROWNE PLAZA CLUB LEVEL Located on 16, this unique floor with its own private lounge features special amenities and services. Contact our Concierge at 1884 for more information, or a tour of the floor.</p> <p>DRY CLEANING & LAUNDRY-----1884 Same day dry cleaning and laundry service available Monday through Saturday. Articles given to Bellmen by 9:30 a.m. will be returned by 6:30 p.m.. In addition, we provide overnight dry cleaning and laundry service. Articles left at Bell Desk 11 p.m. returned 7 a.m. next day, Monday through Friday only. Call for information or pick up.</p> <p>DIALLING PROCEDURES</p> <p><i>Local Calls</i>-----9+Number Only several nearby communities are considered local calls. If 9+Number results in a busy signal, call 9+1+Number.</p> <p><i>Long Distance</i>-----9+1+Area Code+Number</p> <p><i>Credit Card or Collect</i> -----9+0+Area Code+Number</p> <p><i>International</i> -----9+011+Country Code+Number+ “#”</p> <p><i>Local Information</i>-----9+411</p> <p><i>Long Distance Information</i> -----9+1+Area Code+555-1212</p> <p><i>Room to Room, Floors 3 – 9</i>---7+Room Number</p> <p><i>Room to Room, Floors 10 – 15</i>---Room Number</p> <p>Our phone system will automatically connect you to your call destination once you have completed the proper dialling procedures (an Operator will not intercept). Due to our computer system real-time billing, you will be charged the prevailing rate should your call ring more than 30 seconds.</p> <p>EMERGENCY-----1999 Fire – Police – Medical</p> <p>EXERCISE ROOM-----1882 2nd floor 5 a.m. – 11 p.m. Children must be accompanied by an adult.</p> <p>FOREIGN CURRENCY EXCHANGE During business hours, available for selected currencies at prevailing exchange rate.</p> <p>FORGET SOMETHING?-----1884 Contact our Bell Desk if you have forgotten any essential toiletries. Several complimentary items are available and will be delivered to your door.</p> <p>HOUSEKEEPING-----1806 Our Housekeeping Department will assist you with extra room supplies, or special needs such as a bedboard.</p> <p>ICE MACHINES Ice and soda machines are located on floors 3 – 16 near the elevators.</p>	<p>LAUNDROMAT A coin-operated laundry facility is located on the 15th floor near the ice and soda machines. Laundry supplies are available in the Laundromat. See Front Desk for key.</p> <p>MESSAGES-----89 A voice-messaging system is installed in the hotel for your convenience and privacy. When the message light is on, you may retrieve your messages by dialling 89.</p> <p>NEWSSTAND-----1887 Lobby Level 7 a.m. – 11 p.m.</p> <p>PARKING-----1889 Valet service is available for a fee at the front entrance of the hotel. Our self-parking facility is located adjacent to the hotel. Contact the Front Desk for an in/out pass. (hotel guests only)</p> <p>CROWNE PLAZA PREFERRED LEVEL BUSINESS FLOORS Located on 15, 14, 12, 11 and 10, these private access floors feature special amenities for the business traveller. Contact our Manager on Duty (extension 1888), or Hotel Operator for more information, or a tour of these floors.</p> <p>RESTAURANTS</p> <p><i>Pascaline’s – Fine Dining</i> Lobby Level. Our Fine Dining Room offers California Cuisine and superb service. Dinner 6 p.m. – 10:30 p.m. Monday – Saturday</p> <p><i>Strings Lounge</i> Enjoy your favourite beverage and sporting events. 11 a.m. – 1 a.m. daily.</p> <p>SAFE DEPOSIT BOXES-----1880 Safe deposit boxes are provided at the Front Desk at no charge. Please do not leave valuables in your room. We cannot assume responsibility for losses, unless valuables are secured in safe deposit boxes.</p> <p>SECURITY-----1874 For your safety, please:</p> <ul style="list-style-type: none"> - Double lock your door - Use the viewpoint - Use safety latch - Utilise safe deposit boxes at Front Desk - Notify security if assistance is needed <p>SHOESHINE-----1875 Lobby Level Mon – Fri</p> <p>THEATRE/CONCERTS-----1884 For information and tickets assistance, contact our Concierge.</p> <p>VOICEMAIL</p> <p><i>From Inside Your Room:</i> ~ Lift the handset ~ Touch 89 ~ Listen to your messages</p> <p><i>From Outside Your Room:</i> ~ Inside the hotel, touch 0 ~ Outside the hotel (310)645-7500. The Operator will connect you to voicemail.</p> <p><i>Once message is played:</i></p> <ul style="list-style-type: none"> - Touch 5 to save message - Touch 7 to replay message - Touch 3 to delete message
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Exercise 1 Word Use

Match the following words with the definitions.

- | | |
|---------------|--|
| 1. laundry | A. necessary |
| 2. lounge | B. a public room for waiting |
| 3. essential | C. to recover or regain |
| 4. prevailing | D. something that is worth a lot of money |
| 5. valuable | E. most common or general |
| 6. retrieve | F. a place where clothes are washed and ironed |

Exercise 2 Short-Answer Questions

Refer to the *Hotel Directory of Services* and write down the telephone numbers you can dial for the following services in the hotel.

7. If you want to call Room 408, Floor 4
8. If you are interested in concerts
9. If you detect a fire in the corridor
10. If you need an extra pillow
11. If you wish to have a tour of the 11th and 12th floors

Exercise 3 Yes/No/Not Given Questions

Read the *Hotel Directory of Services* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

12. You can go to the Lobby Level when you want to read newspapers.
13. Overnight laundry service is provided every day in the hotel.
14. You have to pay if the call you make rings more than half a minute.
15. The hotel is responsible for losses only if you inform the Front Desk that you have valuables in your room.
16. There is a parking lot outside the hotel with space for more than 30 cars.
17. If your friend comes at 10:35 p.m. on Saturday, you will still be able to take him to Pascaline's for a meal.
18. When you hear a busy tone after you dial a local number, you may try dialling again by adding 1 between 9 and the number.



19. From outside the hotel you can leave a message on the voicemail by dialling 89.
20. It is suggested that you should notify the guards when leaving the hotel.

Vocabulary

access /'ækses/ <i>n.</i>	latch /lætʃ/ <i>n.</i>
adjacent /ə'dzeisənt/ <i>adj.</i>	laundromat /'lə:ndrəmət/ <i>n.</i>
amenity /ə'mi:niti/ <i>n.</i>	laundry /'lə:ndri/ <i>n.</i>
article /'ɑ:tɪkl/ <i>n.</i>	lobby /'lɒbi/ <i>n.</i>
assume /ə'sju:m/ <i>v.</i>	lounge /laundʒ/ <i>n.</i>
automatically /,ɔ:tə'mætɪkli/ <i>adv.</i>	park /pɑ:k/ <i>v.</i>
available /ə'veɪləbl/ <i>adj.</i>	prevailing /pri'veɪlɪŋ/ <i>adj.</i>
beverage /'bevərɪdʒ/ <i>n.</i>	retrieve /ri'tri:v/ <i>v.</i>
coin-operated /'kɔɪn,ɒpəreɪtɪd/ <i>adj.</i>	superb /sju:'pɜ:b/ <i>adj.</i>
complimentary /,kɒmplɪ'mentəri/ <i>adj.</i>	toiletries /'tɔɪlɪtrɪz/ <i>n.</i>
destination /,destɪ'neɪʃən/ <i>n.</i>	unique /ju:'ni:k/ <i>adj.</i>
essential /ɪ'senʃəl/ <i>adj.</i>	utilise /'ju:tilaɪz/ <i>v.</i>
extension /ɪk'stenʃən/ <i>n.</i>	valet /'vælit/ <i>n.</i>
feature /'fi:tʃə/ <i>v.</i>	valuable /'væljuəbl/ <i>n.</i>
install /ɪn'stɔ:l/ <i>v.</i>	viewpoint /'vjʊ:pɔɪnt/ <i>n.</i>

Reading Passage Two

Pre-Reading Strategies

- Skim through the passage on the next page to find out roughly what it is about and how it is organised.
- Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - Why do many animal species gradually disappear?
 - What do human beings do to the natural habitats?
 - Is the situation getting any better?
- Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
- In which paragraphs of the passage will you probably find information about
 - natural habitats?
 - President Carter?
 - the 1980s?



What Is Happening to Our Planet?

Sometimes humans kill animals indirectly. Few places on the planet are untouched by humans. The ever-increasing human population needs more space. Industries use more and more of the Earth's natural resources. The result: in less than one hundred years, as many as two hundred known species of birds and mammals have vanished.

How? Many natural habitats are disappearing. The Earth's rainforests are being destroyed, along with their inhabitants. Toxic wastes, air pollution, and radiation take terrible tolls on wildlife. Changes in the planet's ozone layer and in its climate threaten all animals, including humans.

In 1977, President Jimmy Carter asked for an official study of the environment. What, he asked, would our planet be like in the year 2000 if present trends continue? This study was done by several U.S. government departments at the direction of Dr. Gerald Barney. Published in 1980, the Global 2000 Report to the President provided startling warnings and predictions about the fate of the Earth if we do not make changes in the way we treat it.

The report predicted, among other things, that "between half a million and 2 million species – 15 to 20 percent of all species on earth – could be extinguished by the year 2000." It warned of more hardship for the Earth's human inhabitants as well – more starvation, for example.

This report strongly urged the government to take immediate action. It gave recommendations for change. But by the time the study was completed, Ronald Reagan had been elected president and his administration ignored the report.

The 1980s were not a good decade for the environment. It is likely that a global report now would be even bleaker than the one published after the 1970s. Many environmentalists wonder if we can stop the destruction of our planet before it is too late. When, they ask, will humans realise that they are not meant to be masters of the Earth, only one of its guests?

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- The result: in less than one hundred years, as many as two hundred known species of birds and mammals have vanished.
 A. changed B. disappeared C. decreased
- The Earth's rainforests are being destroyed, along with their inhabitants.
 A. animals which live in a particular place
 B. animals which are being destroyed
 C. animals which move to other places



3. Published in 1980, the Global 2000 Report to the President provided startling warnings and predictions about the fate of the Earth if we do not make changes in the way we treat it.
- A. shocking B. serious C. terrible
4. This report strongly urged the government to take immediate action.
- A. forced B. supported C. encouraged
5. It is likely that a global report now would be even bleaker than the one published after the 1970s.
- A. more discouraging B. more shocking C. more encouraging

Exercise 2 Sentence Completion

Refer to the passage *What Is Happening to Our Planet?* and choose from the passage NO MORE THAN THREE WORDS to complete the following sentences.

6. Humans kill animals indirectly because industries need more and more of the _____ on the Earth.
7. The changes in the Earth's _____ as well as its climate are harmful to all animals.
8. The official study of the environment in 1977 was directed by _____.
9. One of the difficulties which humans were warned of by the report is _____.

Exercise 3 True/False/Not Given Questions

Read the passage headed *What Is Happening to Our Planet?* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

10. The increase of human population and the needs of industries result in the death of lots of birds and mammals.
11. In 1977, President Jimmy Carter believed that the present trends would continue.
12. According to the report, more than 2 million species on earth would disappear by 2000.
13. Ronald Reagan was elected president after the study was completed.
14. Ronald Reagan's administration didn't think that the report was necessary.
15. It is possible that it will be too late when we stop the destruction of the Earth.
16. The environmentalists don't think that humans are masters of the Earth.



Vocabulary

administration /əd,mini'streɪʃən/ *n.*

bleak /bli:k/ *adj.*

decade /'dekeɪd/ *n.*

destruction /di'strʌkʃən/ *n.*

environmentalist /in,vaiəɾən'mentəlɪst/ *n.*

extinguish /ɪk'stɪŋgwɪʃ/ *v.*

global /'gləʊbəl/ *adj.*

hardship /'hɑ:dʃɪp/ *n.*

ignore /ɪg'nɔ:/ *v.*

inhabitant /in'hæbɪtənt/ *n.*

official /ə'fɪʃl/ *adj.*

ozone layer /'əʊzəʊn'leɪə/ *n.*

predict /prɪ'dɪkt/ *v.*

resource /rɪ'sɔ:s/ *n.*

startling /'stɑ:tɪlɪŋ/ *adj.*

starvation /stɑ:'veɪʃən/ *n.*

toll /təʊl/ *n.*

toxic /'tɒksɪk/ *adj.*

trend /trend/ *n.*

urge /ɜ:dʒ/ *v.*

vanish /'vænɪʃ/ *v.*

Refer to the passage headed 'What is Happening to Our Planet?' and choose from the passage NO MORE THAN THREE WORDS to complete the following sentences.

6. Humans kill animals indirectly because industries need more and more of the _____ on the Earth.

7. The changes in the Earth's _____ animals.

8. The official study of the environment in 1977 was directed by _____.

9. One of the difficulties which humans were warned of by the report _____.

Read the passage headed 'What is Happening to Our Planet?' and look at the following statements. Write

10. The increase of human population and the needs of industries have led to the death of lots of birds and mammals.

11. In 1977, President Jimmy Carter believed that the present trends would continue.

12. According to the report, more than 2 million species on earth would be lost by 2000.

13. Ronald Reagan was elected president after the study was completed.

14. Ronald Reagan's administration didn't think that the report was important.

15. It is possible that it will be too late when we stop the destruction of the environment.

16. Environmentalists don't think that humans are masters of the Earth.

Unit 6

Reading Practice (3)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What is stress?
 - B. Do you ever feel stressed? And what feelings do you have?
 - C. What causes the stress?
 - D. How do you deal with stress?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. what some researchers say?
 - B. what causes people to think that a situation causes stress?

What Is Stress?

Most people would say they know what stress is. But for scientists who study stress, it has been surprisingly hard to define. This is because there are so many ways of looking at stress.

Some researchers have studied how our bodies react to stress. You know how your heart beats faster, you perspire more heavily, and your words do not come out right when you are placed in a stressful situation. But knowing how we feel when we experience stress does not explain it; nor does it tell us what causes it.

Other scientists have looked at stressors: events or situations that produce stress. A deadline, a poor test performance, or bothersome noises all may be thought of as stressors. Even pleasant events can be stressors. Planning a party or starting a new job can be just as stressful as being called to the principal's office.

Stress, then, can be caused by both negative and positive events, or stressors. Of course, whether an event is thought of as positive or negative is, in some ways, a matter of personal choice.

In sum, it is the way people interpret an event that makes it stressful or not stressful. This process of interpretation is called appraisal. Depending on how people appraise, or judge, circumstances, they may or may not consider them stressful.



What, specifically, causes people to appraise a situation as stressful? The answer depends on how much of a threat or challenge it appears to be. Circumstances that bring a threat or challenge to a person's sense of well-being produce stress. Those that do not threaten or challenge us are not stressful.

Looking at stress this way gives us a general definition of the concept of stress: Stress is a response to circumstances that seem threatening or challenging.

The circumstances that cause stress vary from one person to another. It all depends on how we appraise circumstances. In addition, the things that cause us stress today may not cause us stress at another time. And the opposite is true: things that once caused no stress may now be stressful.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

1. Planning a party or starting a new job can be just as stressful as being called to the principal's office.
 A. teacher B. headmaster C. assistant
2. A deadline, a poor test performance, or bothersome noises all may be thought of as stressors.
 A. annoying B. surprising C. continuous
3. Depending on how people appraise, or judge, circumstances, they may or may not consider them stressful.
 A. feel about B. judge C. adapt to
4. The circumstances that cause stress vary from one person to another.
 A. differ B. move C. start

Exercise 2 Summary Completion

Complete the summary below by choosing NO MORE THAN THREE WORDS from the passage *What Is Stress?* for each answer.

It is hard for the scientists to define the word 5. _____ because there are many ways of looking at it. Your body reacts to stress with a fast-beating heart, heavy perspiration and so on when you are in 6. _____. 7. _____ refer to events or situations that produce stress and they may even include 8. _____ such as 9. _____ and starting a new job. In general, stress can be caused by both negative and positive events.

Exercise 3 True/False/Not Given Questions

Read the passage *What Is Stress?* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

10. Knowing our feelings about stress can explain what causes the stress.
11. Bothersome noises are more likely to cause stress than a poor test performance.
12. Negative events cause more stress than positive ones do.
13. Sometimes whether an event is negative or not is based on a personal decision.
14. Whether an event is considered stressful may be determined by the way people interpret it.
15. Sometimes those circumstances that are not threatening to us are also stressful.
16. An event or situation may not always be a stressor.

Vocabulary

appraise /ə'preiz/ <i>v.</i>	negative /'negətiv/ <i>adj.</i>
bothersome /'bɒðəsəm/ <i>adj.</i>	perspire /pə'spaɪə/ <i>v.</i>
challenge /'tʃælɪndʒ/ <i>v., n.</i>	positive /'pɒzətɪv/ <i>adj.</i>
circumstance /'sɜ:kəmstəns/ <i>n.</i>	principal /'prɪnsəpl/ <i>n.</i>
concept /'kɒnsəpt/ <i>n.</i>	react /rɪ'ækt/ <i>v.</i>
deadline /'dedlaɪn/ <i>n.</i>	stress /stres/ <i>n.</i>
define /dɪ'faɪn/ <i>v.</i>	stressor /'stresə/ <i>n.</i>
interpretation /ɪn,tɜ:pri'teɪʃən/ <i>n.</i>	vary /'veəri/ <i>v.</i>

Reading Passage Two**Pre-Reading Strategies**

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What does the title mean?
 - B. Are days and nights getting hotter?
 - C. What is global warming and what is greenhouse effect?
 - D. Are there any solutions to the problem?



3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. temperatures?
 - B. strategies to use?

Hot Days, Hot Nights

Paragraph A

Here is what global warming could do in a few years: in Dallas, a doubled level of carbon dioxide would increase the number of days a year with temperatures above 100 degrees from nineteen to seventy-eight. On sixty-eight days, as opposed to the current four, the temperature wouldn't fall below 80 degrees at night. One hundred and sixty-two days a year, the temperature would top 90 degrees.

Paragraph B

Although most scientists agree that increasing levels of carbon dioxide and other greenhouse gases will inevitably lead to global warming, no one is certain how fast and how much temperatures will rise and what the effects will be in any geographical areas. This gives policymakers an excuse for delaying action. Some experts predict that within two centuries glaciers in the North and South Poles will melt, ocean levels will rise, and much of what is now the coast of the United States will be under water. They also predict great droughts and hurricanes, as a result of climate changes.

Paragraph C

Other scientists think the changes will be much more gradual, even beneficial. After all, Canada would not complain if the productive corn-growing lands – now located in the U.S. Midwest – were shifted north across the border.

Paragraph D

While many nations could end up with milder climates, the change – perhaps 100 times faster than at any time in human history – could be so drastic that many of the benefits would be lost. There could be crowds of environmental refugees, as well, making the tragedy of the Dust Bowl era seem mild in comparison.

Paragraph E

What can we do? Humanity's contribution to the greenhouse effect comes from so many basic activities that we can't hope to eliminate it completely. Some steps have already been taken. Since the 1970s, the use of CFCs as aerosol-can propellants has been banned in the United States.



Paragraph F

Another strategy is to burn as much methane as possible. This adds CO₂ to the air, but since methane traps twenty times as much heat as CO₂, the net result is worthwhile. The gas in many garbage landfills is already being used in a number of places around the United States. It is being used to heat thousands of homes.

Glossary

aerosol	<i>n.</i>	methane	<i>n.</i>
carbon dioxide	<i>n.</i>	propellant	<i>n.</i>

Exercise 1 Word Use

Please match the following words with the definitions.

- | | |
|--------------|-------------------------------------|
| 1. delay | A. gentle; soft |
| 2. shift | B. move from one place to another |
| 3. mild | C. strong, sudden and often violent |
| 4. drastic | D. put off |
| 5. ban | E. forbid |
| 6. eliminate | F. get rid of |

Exercise 2 Matching the Headings

The reading passage *Hot Days, Hot Nights* has 6 paragraphs A-F. Choose the most suitable heading for each paragraph A-F from the list of headings below. Write the appropriate numbers (I-VIII). Please note that there are more headings than you can use.

- | | |
|------|---|
| I | Possible problems due to global warming |
| II | Warmer summer in Dallas |
| III | Help from methane |
| IV | One important step |
| V | Disagreement about temperatures |
| VI | Warmer and warmer in some places |
| VII | But possible benefits too |
| VIII | Problems bigger than benefits |

- | | |
|----------------|-----------------|
| 7. Paragraph A | 10. Paragraph D |
| 8. Paragraph B | 11. Paragraph E |
| 9. Paragraph C | 12. Paragraph F |



Exercise 3 Yes/No/Not Given Questions

Read the passage *Hot Days, Hot Nights* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

13. The number of days in Dallas with temperatures above 100 degrees would increase.
14. Currently in Dallas, there are only four days when the temperature falls below 80 degrees at night.
15. Some scientists are sure how fast the temperature will rise due to global warming.
16. Policymakers are not at all interested in taking any action to solve the environmental problem.
17. Some scientists think that the climate changes may even bring benefits.
18. Humans contribute to the greenhouse effect through many basic activities.
19. Burning too much methane worsens the problem of greenhouse effect.
20. In the United States, people prefer to burn methane gas for heating the homes.

Vocabulary

ban /bæn/ <i>v.</i>	greenhouse effect /'gri:nhaus i,fekt/
beneficial /,beni'fiʃəl/ <i>adj.</i>	humanity /hju:'mæniti/ <i>n.</i>
benefit /'benifit/ <i>n.</i>	hurricane /'hʌrikən/ <i>n.</i>
border /'bɔ:də/ <i>n.</i>	inevitably /in'evətəbli/ <i>adv.</i>
carbon dioxide /'kɑ:bən dai'ɒksaid/ <i>n.</i>	landfill /'lændfil/ <i>n.</i>
comparison /kəm'pærɪsn/ <i>n.</i>	methane /'meθeɪn/ <i>n.</i>
complain /kəm'pleɪn/ <i>v.</i>	mild /maɪld/ <i>adj.</i>
delay /di'leɪ/ <i>v.</i>	net result /'net ri,zʌlt/
drastic /'dræstɪk/ <i>adj.</i>	policymaker /'pɒlɪsi,meɪkə/ <i>n.</i>
drought /draʊt/ <i>n.</i>	refugee /,refju'dzi:/ <i>n.</i>
eliminate /i'limineɪt/ <i>v.</i>	shift /ʃɪft/ <i>v.</i>
era /'iərə/ <i>n.</i>	top /tɒp/ <i>v.</i>
geographical /,dʒi:ə'græfɪkəl/ <i>adj.</i>	tragedy /'trædʒɪdi/ <i>n.</i>
glacier /'glæsiə/ <i>n.</i>	trap /træp/ <i>v.</i>
greenhouse /'gri:nhaus/ <i>n.</i>	worthwhile /,wɜ:θ'weɪl/ <i>adj.</i>



Unit 7

Reading Practice (4)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the subheadings in boldface.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What are cuts, grazes, bruises, insect bites, burns and scalds?
 - B. What kinds of injuries are they?
 - C. What causes them?
 - D. How do people treat them?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about what to do if
 - A. you cut yourself with a knife?
 - B. a child falls?
 - C. you are bitten by mosquitoes?
 - D. you stay in the sun for too long?

Read the following passage from a health education booklet.

Cuts

Bleeding can usually be stopped by applying pressure to the cut for 2 or 3 minutes. The cut can then be carefully inspected. If it has bled freely, any germs will normally have been washed away by the blood.

Apply a plaster dressing firmly, bringing the edges of the cut together so that it knits quickly. Keep dry for 1 to 3 days.

If the cut is deep and the edges cannot be pulled together with a dressing, consult the doctor or practice nurse. A tetanus injection may be needed.

Grazes

Dirt will often enter a graze caused by falling on a hard or rough surface. It must be cleaned out carefully.



After cleaning, leave the graze uncovered. Exposure to the air will cause a scab to form. This will gradually dry and fall off. It is not a good idea to apply a dressing. This may stick to the graze or make it infected.

Bruises

Bruises are very common in children. They normally get better in 7 to 10 days. Parents sometimes worry that a bone may be broken. Children's bones are rubbery and rarely break, but if in doubt consult the doctor.

If a child gets up at once after a fall and moves about normally, it is unlikely that a bone has been broken. But the child may be stiff the next day because of the bruising which has occurred.

Severe bruising can be treated by rest for 24 to 48 hours. In the case of a badly bruised leg, the limb should be raised. Lying in bed is the easiest way to do this.

A cold compress may ease a bad bruise if applied at once. This is made by soaking some material in water and applying it to the bruise.

Bruises on the head may cause anxiety. If the patient was not "knocked out" and can remember the accident, it is unlikely that serious injury has resulted.

But if the patient was knocked unconscious and cannot remember what happened, he or she should be taken to a hospital Casualty Department.

Insect Bites

These are common in the summer. They look like spots about 5mm across. They are very itchy and usually appear on exposed parts, e.g. arms and legs.

The itching can be relieved by calamine lotion.

Burns and Scalds

Minor burns and scalds cause redness of the skin. Immediate treatment by pouring cold water over a burn is often helpful. If burns cause severe blistering or break the skin, the doctor should be consulted.

Sunburn should, if possible, be prevented by avoiding long exposure and covering exposed areas adequately. It may be treated by calamine lotion and soluble aspirin to relieve the pain.

Glossary

tetanus	<i>n.</i>
calamine lotion	<i>n.</i>



Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- Dirt will often enter a graze caused by falling on a hard or rough surface.
A. soft B. uneven C. high
- But the child may be stiff the next day because of the bruising which has occurred.
A. difficult to bend B. difficult to move C. difficult to jump
- But if the patient was knocked unconscious and cannot remember what happened, he or she should be taken to a hospital Casualty Department.
A. a place for people who have died
B. a place for people who have had an accident
C. a place for people who need an operation
- It may be treated by calamine lotion and soluble aspirin to relieve the pain.
A. lessen B. cure C. change

Exercise 2 Classification

Look at the following list of injury-treating instructions or symptoms and use the information in the passage to answer the questions. Write

- if it is for treating cuts;
 - if it is for treating grazes;
 - if it is for treating bruises;
 - if it is for treating insect bites;
 - if it is for treating burns and scalds.
- The injury needs to be left open and exposed to the air.
 - You may use some special lotion to ease the itching.
 - Some pressure on the injury can usually stop the bleeding.
 - Materials soaked in cold water may help if applied immediately.
 - Ask the doctor for advice if a dressing does not work.
 - The skin may appear red because of the injury.
 - It is unlikely to be a serious problem if the person can remember what happened.
 - You will have to stop the bleeding before you check the injury.
 - You'd better rest for one day or two when the injury is serious.



Exercise 3 Short-Answer Questions

Refer to the passage and answer the following questions with **NO MORE THAN THREE WORDS** taken from the passage.

14. What can you do to the cut to stop the bleeding quickly?
15. When the cut bleeds freely, what may be brought out by the blood?
16. What may cause a graze to become infected?
17. What types of people are likely to get bruises?
18. When may a child feel uncomfortable because of a bruise he or she gets after a fall?
19. What is the easy way suggested to treat a badly bruised leg?
20. Where could the injury be if anxiety is a symptom?

Vocabulary

adequately /'ædikwitli/ *adv.*

apply /ə'plai/ *v.*

aspirin /'æspərin/ *n.*

bruise /bru:z/ *v., n.*

Casualty Department /'kæzʊəlti di,pɑ:tmənt/

compress /'kɒmpres/ *n.*

consult /kən'sʌlt/ *v.*

dressing /'dresɪŋ/ *n.*

ease /i:z/ *v.*

edge /edʒ/ *n.*

germ /dʒɜ:m/ *n.*

graze /greiz/ *n.*

injection /in'dʒekʃən/ *n.*

itchy /'itʃi/ *adj.*

knit /nit/ *v.*

limb /lim/ *n.*

lotion /'ləʊʃən/ *n.*

normally /'nɔ:məli/ *adv.*

occur /ə'kɜ:/ *v.*

patient /'peɪʃənt/ *n.*

plaster /'plɑ:stə/ *n.*

pour /pɔ:/ *v.*

relieve /ri'li:v/ *v.*

rough /rʌf/ *adj.*

rubbery /'rʌbəri/ *adj.*

scab /skæb/ *n.*

scald /skɔ:ld/ *n.*

severe /si'viə/ *adj.*

stiff /stif/ *adj.*

unconscious /ʌn'kɒnʃəs/ *adj.*

Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.



- A. What are global warming, greenhouse effect and climate change?
 - B. How much do you know about carbon dioxide?
 - C. In what way is carbon dioxide harmful to the environment?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
- A. what has been happening in the past 100 years?
 - B. what fossil fuels are burned?
 - C. whether carbon dioxide is bad?

Global Warming

It seems as if every time you turn on the television news, you hear one or the other of the following catchphrases of the 1990s: global warming, greenhouse effect, climate change. As it often is with catchphrases, hardly anyone knows what these terms really mean or how they relate to each other.

In the past 100 years, in our effort to make the Earth a more civilised place, industrial production has increased by fifty times. Four fifths of that growth has come since 1950. This production – most of it based on the burning of wood, and of fossil fuels like coal, oil, and natural gas – has greatly increased the amount of carbon dioxide in the atmosphere. When fossil fuels are burned, they release carbon into the air in the form of carbon dioxide. Carbon dioxide allows heat that would normally escape from the Earth's atmosphere to remain trapped, as it would in a greenhouse – thus the greenhouse effect.

When do you burn fossil fuels? When you turn on a light, or run an air conditioner, or take a hot shower, or make toast, you contribute to the greenhouse effect. It is a by-product of the use of energy – electricity, gasoline, or oil.

But how can carbon dioxide be bad when human beings exhale it every time they breathe? Plants need carbon dioxide; they use it to grow. Oceans absorb it. And forests drink it in. Without carbon dioxide, the average surface temperature on Earth would be 0 degrees Fahrenheit, instead of 59 degrees Fahrenheit. In nature, carbon dioxide is necessary and harmless. Here is the problem: in our effort to make the world a more comfortable place, people have produced far too much of it.

By drilling holes into glaciers and testing the air bubbles trapped in ancient ice, by looking at the fossilised plant tissues, even by looking at the air sealed in old telescopes, scientists have calculated that the atmosphere before the Industrial Revolution contained about 280



parts per million of carbon dioxide – the highest level recorded in the past 160,000 years. The current reading is near 360 parts per million. In the next 140 years, the carbon dioxide level should reach at least 560 parts per million.

We have increased the amount of carbon dioxide in the air by 25 percent in the past century. Carbon dioxide is not exclusively responsible for the greenhouse problem, however. Other greenhouse gases include chlorofluorocarbons, nitrogen oxides and methane.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

1. When fossil fuels are burned, they release carbon into the air in the form of carbon dioxide.
A. absorb B. change C. emit
2. Carbon dioxide allows heat that would normally escape from the Earth's atmosphere to remain trapped, as it would in a greenhouse – thus the greenhouse effect.
A. escaped B. caught C. heated
3. When you turn on a light, or run an air conditioner, or take a hot shower, or make toast, you contribute to the greenhouse effect.
A. help in bringing about
B. lead indirectly to
C. are mainly responsible for
4. But how can carbon dioxide be bad when human beings exhale it every time they breathe?
A. breathe out B. take into C. breathe in
5. Carbon dioxide is not exclusively responsible for the greenhouse problem, however.
A. greatly B. usually C. only

Exercise 2 Matching the Phrases

Read the passage *Global Warming* and choose, according to the passage, one phrase (A-F) from the list of phrases to complete each key point below. There are more phrases than key points, so you will not use them all.

6. Industrial production _____.
7. The burning of fossil fuels _____.
8. Carbon dioxide influences _____.
9. According to the scientists, _____.

- A. has increased by fifty times in the past 100 years
- B. is not growing as fast as it was before 1950
- C. produces carbon dioxide
- D. the surface temperature on Earth
- E. the carbon dioxide level in the atmosphere has been increasing
- F. carbon dioxide belongs to harmful gases

Exercise 3 Yes/No/Not Given Questions

Read the passage *Global Warming* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if the information is not given in the passage.

10. People usually do not understand what catchphrases really mean.
11. Most of the growth in industrial production in the past 100 years came before 1950.
12. Carbon dioxide allows heat to be trapped in the Earth's atmosphere.
13. People burn more fossil fuels when they take a hot shower than when they make toast.
14. People who use electricity help to produce the greenhouse effect.
15. The carbon dioxide level in the next 140 years will increase at least by two times what it was before the Industrial Revolution.
16. Carbon dioxide causes more problems than the other greenhouse gases do.

Vocabulary

absorb /əb'sɔ:b/ *v.*

bubble /'bʌbl/ *n.*

by-product /'baɪ,prɒdʌkt/ *n.*

calculate /'kælkjuleɪt/ *v.*

catchphrase /'kætʃfreɪz/ *n.*

civilise /'sɪvllaɪz/ *v.*

contain /kən'teɪn/ *v.*

contribute /kən'trɪbjʊt/ *v.*

current /'kʌrənt/ *adj.*

drill /drɪl/ *v.*

exclusively /ɪk'sklu:svɪli/ *adv.*

exhale /eks'heɪl/ *v.*

Fahrenheit /'færənhaɪt/ *adj.*

fossil /'fɒsl/ *n.*

fossilise /'fɒsllaɪz/ *v.*

fuel /'fju:əl/ *n.*

Industrial Revolution /ɪn,dʌstriəl revə'lʊ:ʃən/

release /rɪ'li:s/ *v.*

telescope /'telɪskəʊp/ *n.*

term /tɜ:m/ *n.*

toast /təʊst/ *n.*



Unit 8

Reading Practice (5)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the subheadings in boldface.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Have you ever applied for studying in a university?
 - B. What do you want to know about the university?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. Under which subheadings of the passage will you probably find information about
 - A. when the fall semester starts?
 - B. what qualifications you need for enrolment?
 - C. if there is an IELTS score required for entry?
 - D. where the University is located?
 - E. if the University can mail you the application form?

University of Western Sydney Macarthur

About University of Western Sydney Macarthur

University of Western Sydney Macarthur has two campuses, one located in the city of Campbelltown, the other in the city of Bankstown. Campbelltown is a city within the southwestern suburbs of the Sydney metropolitan area, and is 50 minutes by train from the Sydney Central Business District. Bankstown is a city within the Sydney metropolitan area, and it is 25 minutes by train from the Sydney Central Business District.

University of Western Sydney Macarthur is a member of University of Western Sydney with UWS Hawkesbury and UWS Nepean. Total enrolment in 2008 exceeded 27,000 including 2,000 international students. UWS Macarthur has over 10,000 students including 500 international students.

University of Western Sydney Macarthur's courses are taught through its six faculties: Arts & Social Sciences (at Campbelltown and Bankstown); Business (at Campbelltown); Education & Languages (mainly at Bankstown); Health (at Campbelltown and Bankstown); Informatics, Science & Technology (at Campbelltown); and Law (at Campbelltown).



Courses Offered in 2008/2009

Courses available to international students in 2008/2009 are listed in this booklet. All courses are full-time. Fees indicated are annual and include tuition for a standard full-time load, and the other University charges (except for English course fees). Extra fees are charged for repeating subjects and attempting subjects in Summer Term. Fees remain constant for the normal duration of a programme. Some courses listed have a fourth year for an Honours degree. Entry is on merits and application may be made by graduates of UWS Macarthur or graduates of other institutions. You should contact Office of International Programmes for further details on the Honours degrees available.

Admission Requirements for Bachelor's Degree Courses

Admission into Bachelor's degrees usually requires satisfactory completion of the final year of secondary education, or equivalent qualifications. Mature age students who do not meet these requirements will still be considered on the basis of other qualifications and/or work experience.

English Language Requirements

Applicants must have clearly demonstrated proficiency in English either by achieving, for example, 570 in TOEFL or 6.0 in IELTS, or by providing evidence of studies in English at a school or university which has English as the language of instruction and is deemed satisfactory by UWS Macarthur. A higher level of English is required for some programmes. English courses are available through the Macarthur English Language Centre at the Campbelltown campus.

Semester & Term Dates for 2008/2009

Semester 1, 2009:	March 1, 2009 – June 25, 2009*
Semester 2, 2009:	August 2, 2009 – November 26, 2009*
MBA 2008:	September 28, 2008 – September 10, 2009*
MBA 2009:	April 5, 2009 – March 18, 2010*
MBA 2009:	September 27, 2009 – September 9, 2010*

*All dates are subject to final confirmation.

For Further Information and Application Forms Contact:

Office of International Programmes
 University of Western Sydney Macarthur
 PO Box 555
 Campbelltown NSW 2560
 AUSTRALIA

Tel: +61 2 4620 3313

Fax: +61 2 4626 6677

E-mail: i.elliston@uws.edu.au

Internet: <http://www.macarthur.uws.edu.au>



Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- Campbelltown is a city within the southwestern suburbs of the Sydney metropolitan area, and is 50 minutes by train from the Sydney Central Business District.
 - city centre and suburbs
 - city centre only
 - suburbs only
- University of Western Sydney Macarthur's courses are taught through its six faculties.
 - the particular power to do something
 - branches of learning in a university
 - all the teachers and students of one university
- Fees indicated are annual and include tuition for a standard full-time load, and the other University charges (except for English course fees).
 - (happening) every year
 - (happening) every month
 - (happening) every semester
- Admission into Bachelor's degrees usually requires satisfactory completion of the final year of secondary education, or equivalent qualifications.
 - higher
 - lower
 - equal
- Mature age students who do not meet these requirements will still be considered on the basis of other qualifications and/or work experience.
 - fully grown and developed
 - teenaged
 - retired

Exercise 2 Short-Answer Questions

Read the passage about *University of Western Sydney Macarthur* and answer the following questions with NO MORE THAN THREE WORDS taken from the passage.

- Which one of the two campuses of the University of Western Sydney Macarthur is closer to the Sydney Central Business District?
- What does the indicated annual fee exclude?
- Which one of the two campuses is the Office of International Programmes located on?
- Please list one of the English exams that can be used to judge applicants' English proficiency.



Exercise 3 True/False/Not Given Questions

Refer to the passage *University of Western Sydney Macarthur* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

10. Bankstown is a small city quite close to the Sydney metropolitan area.
11. The enrolment of UWS Macarthur in 2008 exceeded that of the previous year.
12. The Faculty of Education & Languages is mainly located at Bankstown.
13. Some of the courses listed for the international students are part-time courses.
14. Charges for the summer courses are not included in the fees indicated.
15. Only those who finished secondary education can be admitted into the University for Bachelor's degree studies.
16. Applicants who have studied in schools with very good English courses do not have to take TOEFL or IELTS.
17. The date from which the MBA 2009 programme will start has been finally confirmed.

Vocabulary

achieve /ə'tʃi:v/ <i>v.</i>	equivalent /i'kwivələnt/ <i>adj., n.</i>
annual /'ænjʊəl/ <i>adj.</i>	evidence /'evidəns/ <i>n.</i>
attempt /ə'tempt/ <i>v.</i>	exceed /ik'si:d/ <i>v.</i>
booklet /'buklit/ <i>n.</i>	Honours degree /'ɒnəz di'gri:/
campus /'kæmpəs/ <i>n.</i>	institution /,insti'tju:ʃən/ <i>n.</i>
charge /tʃɑ:dʒ/ <i>v., n.</i>	mature /mə'tjuə/ <i>adj.</i>
confirmation /,kɒnfə'meɪʃən/ <i>n.</i>	merit /'merit/ <i>n.</i>
constant /'kɒnstənt/ <i>adj.</i>	metropolitan /,metrə'pɒlɪtən/ <i>adj.</i>
deem /di:m/ <i>v.</i>	proficiency /prə'fɪʃənsi/ <i>n.</i>
demonstrate /'demənstreit/ <i>v.</i>	qualification /,kwɒlɪfɪ'keɪʃən/ <i>n.</i>
duration /dju'reɪʃən/ <i>n.</i>	secondary /'sekəndəri/ <i>adj.</i>
enrolment /in'rəʊlmənt/ <i>n.</i>	tuition /tju:'ɪʃən/ <i>n.</i>



Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What can be considered a bad diet?
 - B. What can be considered a balanced diet?
 - C. What could be the main factors that help to decide people's weight?
 - D. What does our body-machine need from the food?
 - E. Are vitamin pills helpful?
 - F. Why is eating more than your body can use harmful?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about
 - A. parents and diet?
 - B. a good balanced diet?
 - C. the situation thousands of years ago?

Our Diet Matters

Section I

The average person swallows about half a ton of food a year – not counting drink – and though the body is remarkably efficient at extracting just what it needs from this huge mixture, it can only cope up to a point.

If you go on eating too much of some things and not enough others, you'll eventually get out of condition and your health will suffer.

So think before you start eating. It may look good. It may taste good. Fine! But how much good is it really doing you?

Section II

What you eat and the way it affects your body depend very much on the kind of person you are. For one thing, the genes you inherit from your parents can determine how your body-chemistry (metabolism) copes with particular foods. The tendency to put on weight rather easily, for example, often runs in families – which means that they have to take particular care.



And your parents may shape your future in another way. Your upbringing shapes some basic attitudes to food – like whether you have a sweet tooth, nibble between meals, take big mouthfuls or eat chips with everything.

And there is your lifestyle. How much you spend on food (time as well as money), how much exercise you get – these can alter the balance between food and fitness.

And finally, both your age and your sex may affect this balance. For example, you are more likely to put on weight as you get older, especially if you are a woman.

So, everybody's different and the important thing is to know yourself.

Section III

If you are eating a fairly varied diet, it is just about impossible to go short of proteins, vitamins or minerals. It is likely, too, that you have more than enough fats and carbohydrates.

Take proteins for instance. On average, we eat about twice as much protein as we need.

Vitamin pills are not likely to help either. A varied diet with plenty of fresh fruit, vegetables and cereals along with some fish, eggs, meat and dairy products will contain more than enough vitamins. Unless you have some special medical reason, it is a waste of time and money to take vitamin pills.

As for minerals, there is no shortage in the average diet and it is useless to have more than you need.

Section IV

Just about everything you eat contains energy – measured as calories; the higher the number of calories, the more energy. But don't make the mistake of thinking that eating extra energy-rich foods will make you more energetic. The amount of energy in your daily diet should exactly balance the energy your body-machine burns up. If you eat more than you use, the extra energy is stored as body fat. And this is the big problem.

Section V

Over hundreds of thousands of years, man's food came mainly from plants.

He ate cereals (like wheat), pulses (like beans and peas), vegetables, fruit and nuts. So our ancestors were used to eating the sort of food that contains a lot of fibre.

In comparison with our ancestors, the sort of food we eat today contains very little fibre. Our main foods are meat, eggs and dairy products, which contain no fibre at all.

Lack of fibre seems to be connected with various disorders of the digestive system. Some experts also believe that lack of fibre may even lead to heart disease.

If you are worried about your weight, eating more fibre may actually help you to slim! Food with plenty of fibre like potatoes or bread can be satisfying without giving you too many calories.



Exercise 1 Word Use

Find in Section II and Section V words which are closest in meaning to the following definitions.

Section II

- _____ 1. to receive from one's parents or grandparents
- _____ 2. training and caring for a child
- _____ 3. to eat (something) with small bites
- _____ 4. to (cause to) become different

Section V

- _____ 5. a person from whom someone is descended
- _____ 6. lack of order; confusion
- _____ 7. connected with digesting food
- _____ 8. attractively thin; not fat

Exercise 2 Matching the Headings

The reading passage *Our Diet Matters* has 5 sections numbered I-V. Choose the most suitable heading for each section from the list of headings below. Write the appropriate letters (A-G). There are more headings than you can use.

- A. Extra energy makes us fat.
- B. Eating more fibre is important.
- C. It is better to change the bad eating habits.
- D. A bad diet is harmful.
- E. People differ from each other.
- F. Enough proteins, vitamins and minerals are provided in a good diet.
- G. We do not need vitamin pills.

- 9. Section I
- 10. Section II
- 11. Section III
- 12. Section IV
- 13. Section V



Exercise 3 Multiple-Choice Questions

Refer to the reading passage *Our Diet Matters* and choose the correct answer by writing down the corresponding letters.

14. According to the passage, which THREE of the following factors could affect your body system?
- A. Genes
 - B. Vitamin pills
 - C. Physical exercises
 - D. Excessive worries
 - E. Attitudes to food

There are four choices for each question. Refer to the passage and choose the correct answer by writing down the corresponding letter.

15. Generally speaking, which one of the following four puts on weight comparatively easier?
- A. A male aged 35
 - B. A female aged 35
 - C. A male aged 45
 - D. A female aged 45
16. Which of the following statements is NOT true?
- A. A person is likely to put on weight if his father is overweight.
 - B. Eating habits could be shaped by one's parents.
 - C. Generally speaking, we eat more proteins than our bodies need.
 - D. The amount of energy in your diet should be higher than the energy your body-machine burns up.
17. Compared with that of our ancestors, our diet tends to lack
- A. vitamins.
 - B. fibre.
 - C. minerals.
 - D. calories.
18. If your daily diet is a rather varied one, it is almost impossible that
- A. your body store extra body fat.
 - B. your body need vitamin pills as supplement.
 - C. your body take in more carbohydrate than it can use.
 - D. your body need to take in more fibre.
19. Which word can best describe the main purpose of the passage?
- A. Informative
 - B. Argumentative
 - C. Descriptive
 - D. Persuasive



Vocabulary

alter /'ɔ:lteɪ/ *v.*

ancestor /'ænsɪstə/ *n.*

balance /'bæləns/ *n., v.*

calorie /'kæləri/ *n.*

carbohydrate /kɑ:bəu'haidreit/ *n.*

cereal /'siəriəl/ *n.*

cope /kəup/ *v.*

dairy /'deəri/ *adj., n.*

depend /di'pend/ *v.*

digestive /dai'dʒestɪv/ *adj.*

disorder /dis'ɔ:də/ *n.*

energetic /enə'dʒetɪk/ *adj.*

extract /ɪk'strækt/ *v.*

fibre /'faɪbə/ *n.*

fitness /'fɪtnɪs/ *n.*

gene /dʒi:n/ *n.*

inherit /ɪn'herɪt/ *v.*

mineral /'mɪnərəl/ *n.*

nibble /'nɪbl/ *v.*

pill /pɪl/ *n.*

protein /'prəuti:n/ *n.*

pulse /pʌls/ *n.*

shape /ʃeɪp/ *v.*

swallow /'swɒləu/ *v.*

upbringing /'ʌpbriŋɪŋ/ *n.*

varied /'veəriəd/ *adj.*

vitamin /'vɪtəmɪn/ *n.*



Unit 9 Reading Practice (6)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the italicised subheadings.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Why do people want to rent a room or a house?
 - B. How do people apply to rent?
 - C. Do people have to pay any money as deposits?
 - D. What if people have complaints about the rented place?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. Under which subheadings of the passage will you probably find information about
 - A. documents to bring for application?
 - B. the fine you pay if you break a window?
 - C. forms used to check off items?
 - D. what to do if the sink leaks?

All about Renting

1

To make your move into an apartment as smooth as possible, we would like to make you aware of what will take place before you are settled. Being prepared and avoiding problems can make it an easier and happier experience.

The first thing you must decide is how much of your income can be spent for your monthly rental. Besides the rent, the coverage of the monthly electric bill and your phone charges should also be considered. Heat and water costs are almost always included in your rent. Some rental units contain an individual heating system, in which case you will have heating costs.

APPLICATION – When you make application to rent an apartment, it has always been common practice to check your credit and references. You may now be required to pay a fee to have your application professionally checked.



If you do not want to hold up the process of confirming your rental, you should be prepared for the costs of application, security and pet deposits.

DEPOSITS – You must expect to pay a deposit which can come under the name of security, damage or cleaning deposit. They can range from a fee of \$50 and up, or equal to a full month's rent. This is insurance for the building owner against damage or unusual cleaning after you have left, which means part or all of the deposit could be retained; otherwise, it is refunded to you. The exact requirements for the deposit should be in writing so that you know what the money is for and under what circumstances it can be retained or returned to you. You must also expect to pay an additional deposit if you have a pet.

Many buildings may have a form available to check off items in the apartment and indicate their condition. If there is a tear in the carpet or a scratch on an appliance, it will be a matter of record and you cannot be charged for that later. If such a form is not available, you can walk through the apartment with the manager making your own list, having it signed by the manager and yourself.

All of this is a protection for you as well as the building owner and note that under a law enacted in 1973, your deposit will earn interest at an annual rate of 3%. The deposit must also be returned to you within 3 weeks after you have vacated, or the owner must provide you a written notice about the specific reason for withholding the deposit. You are required to provide your building owner with a mailing address in order to receive your deposit within 3 weeks.

COMPLAINTS – It is not unusual that something may not function properly in your apartment. It certainly has happened wherever you have lived before. If an appliance is not working, a faucet is leaking, and so on, put the problem in writing and give it to your manager or caretaker.

If you have any serious complaints, you should call the building manager. If some action is not following, you can call the Minnesota Multi-Housing Association "Hot Line" at 858-8222 between 2:00 and 5:00 p.m. during weekdays for help or service.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- This is insurance for the building owner against damage or unusual cleaning after you have left, which means part or all of the deposit could be retained; otherwise, it is refunded to you.
A. withheld B. repaid C. lent
- The deposit must also be returned to you within 3 weeks after you have vacated, or the owner must provide you a written notice about the specific reason for withholding the deposit.
A. agreed B. moved out C. signed



3. It is not unusual that something may not function properly in your apartment.

A. be repaired

B. last

C. work

Exercise 2 Sentence Completion

Refer to the passage headed *All about Renting I* and choose from the passage NO MORE THAN THREE WORDS to complete the following sentences.

4. You will have to be responsible for the heating costs if you rent a unit with an _____.
5. The minimum amount of the deposit that you are expected to pay can be _____.
6. If you break anything in the apartment, part or all of the deposit could be _____.
7. Small problems of the items in the apartment would be recorded and you cannot be _____ that later.
8. After you move out of the apartment, the building owner is required to return your deposit within _____.
9. If the owner wants to keep your deposit for an extra month, he must let you know the reason with _____.

Exercise 3 Yes/No/Not Given Questions

Read the passage *All about Renting I* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

10. The electric and telephone bills are probably excluded in the monthly rental.
11. When you apply for renting an apartment, professionals hired by the building owner will check your application.
12. If you want to have a pet in the rented apartment, you should pay the deposit for the pet.
13. Making your own list of the items in the apartment is better than using the form provided by the buildings.
14. The building owner is not supposed to send the deposit to you after you have left.
15. It is quite common that something in the apartment may not be working properly.
16. You are advised to call the manager if the TV set in your apartment is not working properly.
17. The Minnesota Multi-Housing Association “Hot Line” offers help and service seven days a week.



Vocabulary

appliance /ə'plaiəns/ *n.*application /,æpli'keiʃən/ *n.*bill /bil/ *n.*caretaker /'keəteikə/ *n.*confirm /kən'fɜ:m/ *v.*coverage /'kʌvərɪdʒ/ *n.*credit /'kredit/ *n.*damage /'dæmɪdʒ/ *n.*deposit /di'pɒzɪt/ *n.*enact /i'nækt/ *v.*faucet /'fə:sɪt/ *n.*function /'fʌŋkʃən/ *v.*income /'ɪnkʌm/ *n.*indicate /'ɪndikeɪt/ *v.*individual /,ɪndɪ'vɪdʒuəl/ *adj.*insurance /ɪn'sʊərəns/ *n.*item /'aɪtəm/ *n.*leak /li:k/ *v.*pet /pet/ *n.*process /'prəʊses/ *n.*reference /'refrəns/ *n.*refund /rɪ'fʌnd/ *v.*rental /'rentl/ *n.*retain /rɪ'teɪn/ *v.*scratch /skrætʃ/ *n.*security /sɪ'kjʊərɪti/ *n.*smooth /smu:ð/ *adj.*tear /teə/ *n.*vacate /və'keɪt/ *v.*withhold /wɪð'həʊld/ *v.*

Reading Passage Two

Pre-Reading Strategies

- Skim through the passage on the next page to find out roughly what it is about and how it is organised. Pay attention to the italicised subheadings.
- Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - Do you check security before you move into a rented place?
 - What can house owners do to protect the residents?
 - Do you have to sign a contract about the rent?
 - What would be in the contract?
- Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
- Under which subheadings of the passage will you probably find information about
 - fire protection?
 - property insurance?
 - breaking the contract?
 - moving out?



All about Renting



SAFETY – It is important to all of us to feel safe and secure in our homes. First of all, your neighbours and the building manager begin to know about your schedule, and any irregularity would make them question any activity that was out of pattern. It is better for you to notify your neighbours or the manager that you will be gone for a few days and ask them to pick up your mail or paper.

A building with controlled entry systems seems the ultimate in safety, but not when residents carelessly let anyone through the door as they enter, or let anyone in who rings with a particular reason to enter the building.

Fire protection in the form of alarm systems and many neighbours to warn you if there is a fire in the building is extra security in an apartment building.

In addition, you should know that apartment owners carry extensive insurance on the apartment building and property within the building or the rental unit, but not on the property belonging to you. Burglary, damage from fire, smoke, windstorm, explosion, or other misfortunes must be covered by you. It is recommended that you contact your insurance agent regarding a Renter's Insurance Policy.

LEASE – A lease or rental agreement becomes your next task and could be your most important consideration. A lease term could be for month to month, 6 months or one year. Your rent may be more per month on a short-term lease, typically if for under 6 months. Some buildings will require a one-year lease and some will accept or only give a 6-month lease.

When it comes to terminating your lease, you must remember that Minnesota State Law requires that you give the building owner 30 days notice of your intent to vacate. You should present this notice in writing and deliver it the day before your rent is due. If the owner needs to evict a resident, he is also required to give 30 days notice in writing and deliver it the day before the rent is due. However, the owner may require 60 days notice of termination of a lease as stated in the rental agreement. It is important that you read your lease and understand it before signing. It is for your protection as well as the owner and here are some of the reasons:

- 1) It specifies in writing what the building owner's responsibilities are and what yours are.
- 2) It protects you against rent increases for the term of your lease and against being evicted without any proper reasons.



3) It describes policies and procedures to avoid misunderstanding and problems in the future.

4) It explains procedures for terminating your lease if the necessity arises.

If there is any part of your lease or rental agreement that you do not understand, be sure to question it before signing. The management prefers to clear up any confusion at the start than have an unhappy resident at some later date.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- It is better for you to notify your neighbours or the manager that you will be gone for a few days and ask them to pick up your mail or paper.
A. convince B. inform C. warn
- When it comes to terminating your lease, you must remember that Minnesota State Law requires that you give the building owner 30 days notice of your intent to vacate.
A. ending B. signing C. changing
- You should present this notice in writing and deliver it the day before your rent is due.
A. copy B. read through C. hand over
- If the owner needs to evict a resident, he is also required to give 30 days notice in writing and deliver it the day before the rent is due.
A. force to leave B. criticise C. refuse
- It specifies in writing what the building owner's responsibilities are and what yours are.
A. discusses fully B. describes fully C. controls fully

Exercise 2 Matching the Phrases

Read the passage *All about Renting II* and choose, according to the passage, one phrase (A-H) from the list of phrases to complete each key point below. There are more phrases than the key points, so you will not use them all.

- It is suggested that before you leave you'd better _____.
- It seems to be quite safe to live in the building with _____.
- Residents are careless when _____.
- Your neighbours may _____.
- If the property belonging to you in the apartment is stolen, _____.



- A. you will be responsible for the loss
- B. controlled entry systems
- C. inform the neighbours or the manager of your absence
- D. a very responsible building owner
- E. the insurance carried by the owner will cover the loss for you
- F. warn you if there is a fire in the building
- G. they let anyone in who claims to have some special reason
- H. they do not contact their insurance agent

Exercise 3 True/False/Not Given Questions

Read the passage *All about Renting II* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

11. Your neighbours and the building manager will ask you about your schedule when you move in.
12. According to the passage, the longest term for the lease could be one year.
13. The building owner will charged you double if the lease term is only for two months.
14. You can either phone to inform the building owner of your plan to move out or give him a written notice.
15. The building owner is required by law to give the resident 60 days notice if he wants to end the lease.
16. You can find in the rental agreement the building owner's responsibilities as well as yours.
17. According to the rental agreement, the building owner cannot evict the residents without any proper reasons.
18. You should ask before signing about any part of the lease which you do not understand.

Vocabulary

agent /'eidʒənt/ n.	mail /meil/ n.
agreement /ə'gri:mənt/ n.	pattern /'pætən/ n.
burglary /'bɜ:gləri/ n.	property /'prɒpəti/ n.
confusion /kən'fju:ʒən/ n.	resident /'rezidənt/ n.
deliver /di'livə/ v.	specify /'spesifai/ v.
due /dju:/ adj.	task /tɑ:sk/ n.
evict /i'vikt/ v.	termination /,tɜ:mi'neɪʃən/ n.
intent /in'tent/ n.	ultimate /'Altimit/ n., the ~ in sth (informal)
lease /li:s/ n.	



Unit 10

Reading Practice (7)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What kind of city is New York?
 - B. Do you know how New York grew?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about
 - A. seaports in the United States?
 - B. the immediate effect the Erie Canal produced?
 - C. the coming of railroads?
 - D. people from Europe?

How New York Became America's Largest City

Section 1

In the 18th century New York was smaller than Philadelphia and Boston. Today it is the largest city in America. How can the change in its size and importance be explained? To answer this question we must consider certain facts about geography, history, and economics. Together these three will explain the huge growth of America's most famous city.

Section 2

The map of the Northeast shows that four of the most heavily populated areas in this region are around seaports. At these points materials from across the sea enter the United States, and the products of the land are sent there for export across the sea.

Section 3

Economists know that places where transportation lines meet are good places for making raw materials into finished goods. That is why seaports often have cities nearby. But cities like New York needed more than their geographical location in order to become great industrial centres. Their development did not happen simply by chance.



Section 4

About 1815, when many Americans from the east coast had already moved toward the west, trade routes from the ports to the central regions of the country began to be a serious problem. The slow wagons of that time, drawn by horses or oxen, were too expensive for moving heavy freight very far. Americans had long admired Europe's canals. In New York State, a canal seemed the best solution to the transportation problem. From the eastern end of Lake Erie all the way across the state to the Hudson River, there is a long strip of low land. Here the Erie Canal was constructed. After several years of work, it was completed in 1825.

Section 5

The canal produced an immediate effect. Freight costs were cut to about one tenth of what they had been. New York City, which had been smaller than Philadelphia and Boston, quickly became the leading city of the coast. In the years that followed, transportation routes on the Great Lakes were joined to routes on the Mississippi River. Then New York City became the end point of a great inland shipping system that extended from the Atlantic Ocean far up the western branches of the Mississippi.

Section 6

The coming of the railroads made canal shipping less important, but it tied New York even more closely to the central regions of the country. It was easier for people in the central states to ship their goods to New York for export overseas.

Section 7

Exports from New York were greater than imports. Consequently, shipping companies were eager to fill their ships with passengers on the return trip from Europe. Passengers could come from Europe very cheaply as a result.

Section 8

Thus New York became the greatest port for receiving people from European countries. Many of these people remained in the city. Others stayed in New York for a few weeks, months, or years, and then moved to other parts of the United States. For these great numbers of new Americans, New York had to provide homes, goods, and services. Their labour helped the city become great.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- About 1815, when many Americans from the east coast had already moved toward the west, trade routes from the ports to the central regions of the country began to be a serious problem.

A. methods used

B. ways planned



C. areas travelled



2. The slow wagons of that time, drawn by horses or oxen, were too expensive for moving heavy freight very far.
 - A. goods
 - B. boxes
 - C. bags
3. From the eastern end of Lake Erie all the way across the state to the Hudson River, there is a long strip of low land.
 - A. a narrow piece
 - B. a thick piece
 - C. a small piece
4. The coming of the railroads made canal shipping less important, but it tied New York even more closely to the central regions of the country.
 - A. states
 - B. countries
 - C. areas
5. Exports from New York were greater than imports. Consequently, shipping companies were eager to fill their ships with passengers on the return trip from Europe.
 - A. In fact
 - B. As a result
 - C. In addition

Exercise 2 Matching the Headings

The reading passage *How New York Became America's Largest City* has 8 sections numbered 1-8. Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers (I-VIII). The heading of section 4 has been given as an example.

- | | |
|------|--|
| I | Then came the train |
| II | Cheap fares from Europe |
| III | Seaports |
| IV | Three factors |
| V | Not just because of where it is |
| VI | Most popular place to arrive |
| VII | Beginning of canal shipping |
| VIII | Further development of water transport |

6. Section 1
7. Section 2
8. Section 3

Example: Section 4 VII

9. Section 5
10. Section 6
11. Section 7
12. Section 8



Exercise 3 True/False/Not Given Questions

Read the passage *How New York Became America's Largest City* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

13. New York is typical of cities that became industrial centres simply because of their geographical locations.
14. In 1815, people moved to the central regions of the country in wagons drawn by horses.
15. All Americans agreed that they should build a canal for transportation.
16. The Erie Canal was constructed between Lake Erie and the Hudson River.
17. The Erie Canal was not successful in bringing the freight costs down immediately.
18. Canal transportation was affected by the coming of the railroads.
19. The labour of people whom shipping companies brought back from Europe helped New York become great.

Vocabularybranch /brɑːntʃ/ *n.*canal /kə'neɪl/ *n.*coast /kəʊst/ *n.*consequently /'kɒnsɪkwəntli/ *adv.*construct /kən'strʌkt/ *v.*eager /'iːgə/ *adj.*economics /,i:kə'nɒmɪks/ *n.*economist /i'kɒnəmɪst/ *n.*extend /ɪk'stend/ *v.*freight /freɪt/ *n.*inland /'ɪnlənd/ *adj.*labour /'leɪbə/ *n.*ox /ɒks/ *n.*populate /'pɒpjuleɪt/ *v.*port /pɔːt/ *n.*raw /rɔː/ *adj.*region /'riːdʒən/ *n.*route /ruːt/ *n.*seaport /'si:pɔːt/ *n.*shipping /'ʃɪpɪŋ/ *n.*transportation /,træns'pɔːteɪʃən/ *n.*wagon /'wæɡən/ *n.***Reading Passage Two****Pre-Reading Strategies**

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.



- A. Have you ever used public libraries?
- B. What do you need to borrow books?
- C. How are books arranged in libraries?
- D. What if you want to keep the books longer?
- E. Will you be fined?

3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.

4. In which paragraphs of the passage will you probably find information about

- A. the number of books libraries have?
- B. the arrangement of a library?
- C. library holdings?

Public Libraries

Paragraph A

The word public comes from a Latin word, *publicus*, meaning people. A public library is for all the people in a community to use. It charges no fee for its services. The public library will have available, within the limits of its budget, a wide variety of books and other materials. These books or other materials may be borrowed, or taken out for a specific time, by anyone in the community. The library loans its materials.

Paragraph B

Public libraries are usually tax-supported. There are a few that are instead supported from money that has been donated. And there are some that receive part of their money from taxes and part from gifts.

Paragraph C

Few public libraries are exactly alike. Not only are the shapes and sizes of the buildings different, but so are the number of books and other materials in each. Your nearest library may be like the Los Angeles Public Library, which has over 4,538,458 books and bound periodicals (magazines and journals) in its collection. Or it may be like the Cherokee County Public Library, which has only about 3,800 books in its collection.

Paragraph D

Libraries vary in other ways, too, for instance, in the number of hours (or days) they are open or in the number of people who work there. Most public libraries, however, arrange their books and other materials in similar ways. They divide their collections into two basic age groups, children and adult. Adult books are in one place; children's books are in another. Then the books are further separated by the kind of book. Storybooks – works of fiction – are separated from information, or fact books – nonfiction.



Paragraph E

People often want to refer to, that is, look something up in a certain basic information book. Thus reference books, which are rarely read cover to cover, are put in a special place in the library, a reference section or perhaps a reference room. Reference books are never to be taken out of the library building.

Paragraph F

Each library decides for itself how it should further arrange its books and other materials. In a large city library, certain nonfiction materials may be put into a special area or separate room. For instance, there may be a separate room just for all the materials a library has on music. In another large city, the music materials might not be kept so separate. It would depend on what the people in that city had indicated they found useful.

Paragraph G

A library's holdings are everything the library has in its collection. These holdings almost always reflect the community's special interests. Suppose, for example, there were a town where Morgan horses were widely raised and trained. That town's library would most likely have a great deal of material about Morgan horses. Since the people who were interested in Morgan horses would probably be less interested in other breeds of horses, the library might have only a small amount of material on Mustangs or Appaloosas.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter

1. A public library is for all the people in a community to use. It charges no fee for its services.
A. asks in payment B. requires C. increases
2. The library loans its materials.
A. lends B. borrows C. sells
3. There are a few that are instead supported from money that has been donated.
A. loaned B. asked in payment C. given for free
4. It would depend on what the people in that city had indicated they found useful.
A. agreed B. pointed out C. decided



Exercise 2 Matching the Headings

The reading passage *Public Libraries* has 7 paragraphs A-G. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (I-IX). There are more headings than you can use.

- I Financial support
- II Local decisions
- III Influence of people's interests
- IV Materials about Morgan horses
- V History of public libraries
- VI Certain books stay in the library
- VII Free services for everyone
- VIII A wide variety
- IX Similar ways to arrange books

- 5. Paragraph A
- 6. Paragraph B
- 7. Paragraph C
- 8. Paragraph D
- 9. Paragraph E
- 10. Paragraph F
- 11. Paragraph G

Exercise 3 Sentence Completion

Refer to the passage *Public Libraries* and choose from the passage NO MORE THAN THREE WORDS to complete the following sentences.

- 12. A public library provides free services to everyone _____.
- 13. People who borrow the books can keep them for _____.
- 14. The money used to support public libraries may come from donations, gifts and _____.
- 15. The collections in most public libraries are arranged according to two age groups, _____.
- 16. Books that people can only read in the library are probably _____.
- 17. In some libraries, people may find certain nonfiction materials kept in _____.
- 18. From the holdings a library has, we can see if the community has any _____.

Vocabulary

- bound /baund/ *adj.*
- breed /bri:d/ *n.*
- budget /'bʌdʒɪt/ *n.*
- community /kə'mju:nɪti/ *n.*
- donate /dəu'neɪt/ *v.*
- fiction /'fɪkʃən/ *n.*
- journal /'dʒɜ:nl/ *n.*
- loan /ləʊn/ *v.*
- nonfiction /,nɒn'fɪkʃən/ *n.*
- periodical /,piəri'ɒdɪkəl/ *n.*
- raise /reɪz/ *v.*
- reflect /rɪ'flekt/ *v.*
- tax /tæks/ *n.*
- variety /və'raɪəti/ *n.*



Unit 11

Reading Practice (8)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Do children have big problems nowadays?
 - B. What kind of problems do they have?
 - C. Who are worried about the problems?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. growing up in America?
 - B. the Children's Defense Fund?
 - C. Forbes magazine?
 - D. the Committee for Economic Development?

Children in Crisis

Growing up in America is different for most young people today than it was for their parents. Fear of violence and crime seems to be everywhere, from the streets of large cities to the halls of suburban and rural schools. Teenage boys, who once fought over their places in the drug markets, now shoot so readily that the reasons may be only sneakers, leather jackets, or insults. Bystanders are caught in the crossfire of drug wars and people can be shot just because a young person feels like killing someone. Some kids have become so desensitised to shooting that they laugh about it. On the streets in many cities, robbing the others is considered a symbol of honour.

There seem to be more senseless crimes done by juveniles that appear to lack a motive. For example, young people tried to set fire to homeless men sleeping in subway stations as many as twenty times in 1992. In these crimes, no one takes anything of value; there is nothing to take. The victims all appeared to be strangers to their torturers. One fire setter explained that he and his friends were playing near a man who was sleeping in the subway and they



accidentally spilled some of their beer on him. Then they threw matches at him and when his blanket caught fire, they ran. Two other homeless men, who happened to come along soon after the fire started, threw themselves on the man and put the flames out. They called the police, and ran after the boys. At the police station, the boys were charged with assault and attempted murder. They gave no good reasons for the attempts, although the fun of it was suggested as a motive.

Almost everyone agrees that many young criminals are becoming more violent. The number of murders under the age of eighteen has climbed 93 percent since the 1980s. Murder is more common among today's children, many of whom are in trouble because of the violence around them. The Children's Defense Fund, a non-profit organisation, reports that two children under the age of five are murdered in America each day. In the same short period of time, about 7,000 children are reported abused or neglected. Many more cases are not reported.

Many adults are not, or do not want to be, aware of what is happening to today's children. They move farther from the cities, believing they can escape the problems of children in trouble. But even conservative magazines that usually devote their pages more to business than social problems are printing articles about today's "children in crisis". For example, in one issue of Forbes magazine, boys and girls from different cities talk about violence, hopes, cops, racism, drugs, school, and family. Others talk about suicide and abuse.

The Committee for Economic Development states publicly that it is concerned about whether or not children of today will have sufficient education, motivations, and undamaged brains to provide the needs of tomorrow's labour force.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

1. Bystanders are caught in the crossfire of drug wars and people can be shot just because a young person feels like killing someone.
A. adults B. onlookers C. people
2. Some kids have become so desensitised to shooting that they laugh about it.
A. less considerate B. less worried C. less sensitive
3. At the police station, the boys were charged with assault and attempted murder.
A. criticised for B. accused of C. punished for



4. The Committee for Economic Development states publicly that it is concerned about whether or not children of today will have sufficient education, motivations, and undamaged brains to provide the needs of tomorrow's labour force.

A. better

B. proper

C. enough

Exercise 2 True/False/Not Given Questions

Read the passage *Children in Crisis* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

5. Teenage boys are ready to shoot for small reasons like shoes or clothes.
6. In many cities, children regard robbing others as something honourable.
7. Most of the time, young people know personally the homeless people whom they set fire to.
8. Most people argue about whether many young people are getting more violent.
9. According to reports by the Children's Defense Fund, young children are murdered in America each day.
10. Many adults are so afraid that sometimes they do not want to know about the things happening to children today.
11. Conservative magazines are more related in content to social problems than to business.
12. Forbes magazine is considered a conservative magazine.

Exercise 3 Summary Completion

Complete the summary below by choosing **NO MORE THAN THREE WORDS** from the passage *Children in Crisis* for each answer.

It seems that many senseless crimes done by juveniles do not have a 13. _____. For example, victims even include those people who sleep 14. _____. For as many as 15. _____ in 1992, young people tried to 16. _____ to them. As one 17. _____ described, while playing he and his friends 18. _____ spilled some beer on a homeless man in the subway and later they set his 19. _____ on fire by throwing matches at him. The boys caught by the police could not explain why they did that except that 20. _____ of it could be a possible reason.



Vocabulary

abuse /ə'bjuz:/ *v.*

/ə'bjus:/ *n.*

assault /ə'sɔ:lt/ *n.*

bystander /'baɪstændə/ *n.*

conservative /kən'sɜ:vətɪv/ *adj.*

cop /kɒp/ *n.*

criminal /'krɪmɪnl/ *n.*

crisis /'kraɪsɪs/ *n.*

crossfire /'krɒsfaiə/ *n.*

desensitise /,di:'sensɪtaɪz/ *v.*

drug /drʌg/ *n.*

fund /fʌnd/ *n.*

insult /'ɪnsʌlt/ *n.*

issue /'ɪʃu:/ *n.*

juvenile /'dʒu:vənɪl/ *n.*

motive /'məʊtɪv/ *n.*

neglect /nɪ'glekt/ *v.*

non-profit /,nɒn'prɒfɪt/ *adj.*

racism /'reɪsɪzəm/ *n.*

rural /'ruərəl/ *adj.*

sneaker /'sni:kə/ *n.*

spill /spɪl/ *v.*

state /steɪt/ *v.*

suburban /sə'bɜ:bən/ *adj.*

sufficient /sə'fɪʃənt/ *adj.*

suicide /'sju:ɪsaɪd/ *n.*

torturer /'tɔ:tʃərə/ *n.*

victim /'vɪktɪm/ *n.*

violence /'vaɪələns/ *n.*

Reading Passage Two

Pre-Reading Strategies

- Skim through the passage on the next page to find out roughly what it is about and how it is organised. Pay attention to the title as well as the chart.
- Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - What is electronic discussion?
 - Have you ever tried electronic discussion?
 - How do teachers teach online?
 - What are the advantages of teaching online?
- Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
- In which paragraphs of the passage will you probably find information about
 - the purpose of teaching online?
 - Janice Cook's classes?
 - study conducted by Pratt and Sullivan?
 - analysis of the sample classes?



Real-Time Electronic Discussion for Teaching Writing

The most obvious use of real-time electronic discussion is for the teaching of writing. Students in general, and particularly second language students, often have a great fear of expressing their ideas in writing. To help overcome this fear and give their students as much writing practice as possible, some composition teachers conduct almost all of their courses through electronic discussion. They find that the more students write, the more comfortable they get with it – especially because their writing occurs in such a powerful communicative context. Every word they put down is not for the purpose of being corrected by their teacher, but rather for the purpose of sharing ideas with their classmates.

Janice Cook teaches several ESL writing courses at Kapiolani Community College in Honolulu. All of Cook's classes are taught 100% online, with students writing back and forth together in pairs, in small groups, and as a class. Students write about the writing process, discuss electronically things they have read, share their own work with the others and compose compositions together. Cook contributes to the process as a guide rather than as an all-knowing expert. She has taught this way for 3 years and says she feared even the thought of going back to non-networked writing instruction.

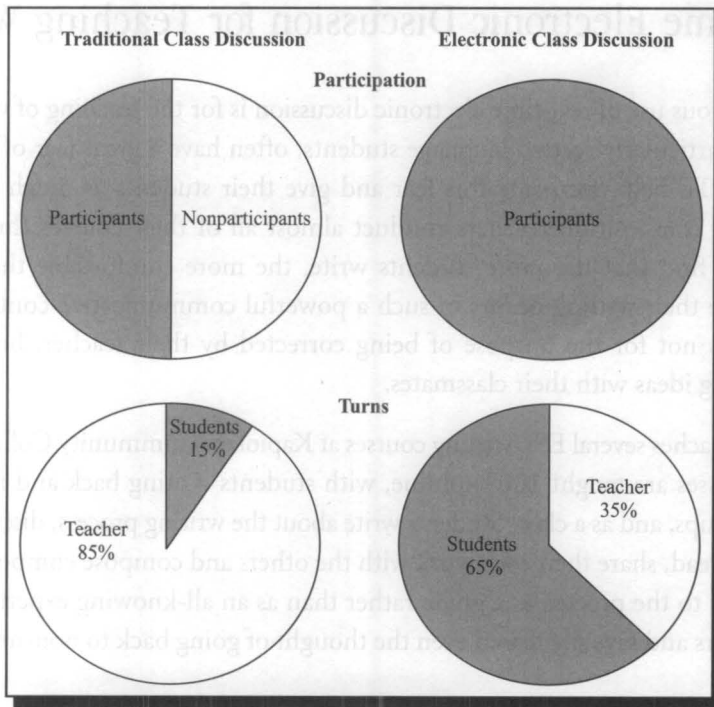
Pratt and Sullivan conducted a semester-long study on the effects of electronic discussion on teaching ESL writing at the University of Puerto Rico. They compared two ESL writing classes taught with the same syllabus but under different conditions. One class met one or two times a week in a computer-networked classroom where virtually all class discussion was carried out electronically. The other class was conducted in a traditional classroom with oral discussion.

An analysis of the transcripts of large group discussions, one from each class, showed strong differences in participation patterns. Whereas only 50% of the students spoke up even once during the oral discussion, 100% of the students participated in the electronic discussion. Furthermore, in the oral discussion the teacher took 85% of the conversational turns, whereas in the electronic discussion the teacher took only 35% of the turns.

Pratt and Sullivan used pre- and post-writing samples to compare the writing improvement of the two groups. They found that students in the computer-networked class showed significantly greater gains in writing than the students did in the traditional class.

Studies of native speaker composition classes have also shown similar advantages for computer-networked writing instruction, particularly for students who come into a course less skilled or confident about their writing. Linguists have found that less confident students not only communicate more during electronic discussions than during face-to-face ones but also make more useful comments in their own writing.





Participation Patterns in Traditional and Electronic Class Discussions (Pratt & Sullivan, 1994)

Glossary

ESL refers to English as a Second Language.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- Students write about the writing process, discuss electronically things they have read, share their own work with the others and compose compositions together.

A. collect B. revise C. write
- One class met one or two times a week in a computer-networked classroom where virtually all class discussion was carried out electronically.

A. almost B. barely C. actually
- An analysis of the transcripts of large group discussions, one from each class, showed strong differences in participation patterns.

A. printed copies B. conducted studies C. experiments
- Whereas only 50% of the students spoke up even once during the oral discussion, 100% of the students participated in the electronic discussion.

A. supported B. joined in C. were interested in



5. Studies of native speaker composition classes have also shown similar advantages for computer-networked writing instruction, particularly for students who come into a course less skilled or confident about their writing.

- A. feeling full trust B. feeling worried C. feeling interested

Exercise 2 Note Completion

Refer to the passage *Real-Time Electronic Discussion for Teaching Writing* and complete the following notes about the advantages of the use of real-time electronic discussion for teaching writing with ONE WORD taken from the passage.

Advantages of the Use of Real-Time Electronic Discussion for Teaching Writing	
Context	6. Students are put in a highly _____ context.
Purpose of writing	7. Students write for _____ ideas with each other.
Teachers	8. He/She works for the process as a _____.
Students' participation in the study conducted	9. The percentage for the students' participation is _____.
Students' turns in the study conducted	10. Students take _____ percent of the conversational turns.
Results of the study	11. The _____ of the students in writing are significantly greater.

Exercise 3 Yes/No/Not Given Questions

Read the passage *Real-Time Electronic Discussion for Teaching Writing* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

12. The use of electronic discussion helps overcome the students' fear of expressing their ideas in writing.
13. Students hate their compositions to be corrected by the teachers.
14. Janice Cook taught her classes online for years and did not want to go back to the traditional writing instruction.
15. The two classes Pratt and Sullivan compared in their study were both taught online with the same syllabus.



16. In the class conducted in a traditional way in Pratt and Sullivan's study, half of the students remained silent.
17. In composition classes, native speakers feel more confident about their writing than non-native speakers.
18. Studies show that the use of electronic discussion doesn't work in native speaker composition classes.

Vocabulary

analysis /ə'næləsis/ *n.*

comment /'kɒment/ *n.*

communicative /kə'mju:nikətiv/ *adj.*

compose /kəm'pəuz/ *v.*

conduct /kən'dʌkt/ *v.*

confident /'kɒnfɪdənt/ *adj.*

context /'kɒntekst/ *n.*

conversational /kɒnvə'seɪʃənl/ *adj.*

electronic /i,lek'trɒnɪk/ *adj.*

linguist /'lɪŋgwɪst/ *n.*

network /'netwɜ:k/ *n.*

obvious /'ɒbvɪəs/ *adj.*

oral /'ɔ:rəl/ *adj.*

participate /pɑ:'tɪsɪpeɪt/ *v.*

process /'prəuses/ *n.*

sample /'sɑ:mpl/ *n.*

semester /si'mestə/ *n.*

significantly /sig'nɪfɪkəntli/ *adv.*

syllabus /'sɪləbəs/ *n.*

traditional /trə'dɪʃənl/ *adj.*

transcript /'trænskɪpt/ *n.*

virtually /'vɜ:tʃuəli/ *adv.*

whereas /,weə'r'æz/ *conj.*



Unit 12

Reading Practice (9)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the subheadings in boldface.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What are volunteers?
 - B. Are volunteers paid for their work?
 - C. What do volunteers normally do?
 - D. How do volunteers benefit from their work?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. Under which subheadings of the passage will you probably find information about
 - A. working hours?
 - B. volunteers' job?
 - C. benefits of the job?
 - D. applying procedures?

Help! Volunteers Wanted

Where? When? How Long?

The University of Victoria (Uvic) ESL teacher Sherri Williams needs volunteers to help in her Tutorial Room, which is a self-access, drop-in clinic located at the Wallace Lounge (next to Cadboro Commons Cafeteria, above the end of Parking Lot 5). This clinic is offered Tuesdays, Wednesdays and Thursdays from 11:00 a.m. to 3:00 p.m. every week. ESL students from around the world currently taking Uvic's EIP (English Intensive Programme) attend regular classes for 4 hours every morning or afternoon. In addition, if they wish, they can drop in for as long or as short as they want for extra help in the Tutorial. So we need volunteers to help for an hour or more at a time during this time frame.



What Do Volunteers Do?

The Tutorial handles all sorts of questions and needs. Volunteers in the Tutorial most often have conversations with the students, thereby helping them with grammar, pronunciation, vocabulary and general listening/speaking skills. ESL students are often assigned interviews for homework by their classroom teachers, and go to the Tutorial to interview volunteers for their opinions on such things as marriage, dating, taxes, Canadian attitudes, examples of slang or idiom use, etc. The Wallace Lounge is ideal for conversations, as it is big and has an outside patio next to the grass. We encourage our ESL students to come with food or drinks and relax in this comfortable environment.

Volunteers also help run the small lending library by helping students choose abridged books or helping them choose from a variety of magazines, listening or pronunciation tapes. Volunteers sometimes help students make 20-minute appointments at the Pronunciation Clinic, which is a sub-part of the Tutorial. Students can listen to tapes on individual recorders in the Tutorial Clinic, or borrow some of them from the CALL Facility; volunteers help explain how to do this. There is a TV with an 8-headphone listening station in the Tutorial, so a volunteer can work with up to 7 students to help them understand the CBC TV daily news. ESL students also arrive at the Tutorial wanting help with grammar, writing or questionnaires which they've been asked to complete by their classroom teachers. The Tutorial has grammar worksheets, writing information and general resource books which volunteers can use to help students. Volunteers may also work directly with the students' classroom textbooks. There are also vocabulary games such as Scrabble. Sherri is always in the Tutorial to help if a volunteer has any questions.

What's the Commitment and Benefits?

Ideally, Sherri likes volunteers to commit themselves to at least an hour a week on a regular basis for the term, which ends December 6. However, ANY time a volunteer can help is always appreciated. So if you have not signed up, please call, whether you are able to commit for part of the term, or just drop in once in a while. Every volunteer who has worked in our clinic has commented how much fun they have had working there, and how much it has helped them deepen their understanding of intercultural differences, their studies and/or teaching work they may be struggling to master.

How Do Volunteers Sign Up?

Please leave a message for Sherri at the English Language Centre, 721-8469, or come by and talk to her in the Wallace Lounge any Tuesday, Wednesday or Thursday between 11:00 a.m. and 3:00 p.m.



Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

1. Uvic ESL teacher Sherri Williams needs volunteers to help in her Tutorial Room, which is a self-access, drop-in clinic located at the Wallace Lounge.
 - A. people who offer services without payment
 - B. people who are willing to help
 - C. people who work in spare time
2. ESL students are often assigned interviews for homework by their classroom teachers.
 - A. asked to finish
 - B. given as a share or for use
 - C. persuaded to prepare for
3. We encourage our ESL students to come with food or drinks and relax in this comfortable environment.
 - A. become less active and stop worrying
 - B. make friends with the others
 - C. become more sociable and active
4. Volunteers also help run the small lending library by helping students choose abridged books or helping them choose from a variety of magazines, listening or pronunciation tapes.
 - A. cut short
 - B. made longer
 - C. easily understood
5. Volunteers sometimes help students make 20-minute appointments at the Pronunciation Clinic, which is a sub-part of the Tutorial.
 - A. part that is equally important
 - B. part that is more important
 - C. part that is less important
6. Every volunteer who has worked in our clinic has commented how much fun they have had working there, and how much it has helped them deepen their understanding of inter-cultural differences, their studies and/or teaching work they may be struggling to master.
 - A. between countries
 - B. within one culture
 - C. between cultures



Exercise 2 Multiple-Choice Questions

There are four choices for each question. Refer to the passage *Help! Volunteers Wanted* and choose the correct answer by writing down the corresponding letter.

7. The Tutorial Room is at the
 - A. Cadboro Commons Cafeteria.
 - B. Wallace Lounge.
 - C. English Language Centre.
 - D. end of Parking Lot 5.
8. How often is the Tutorial offered a week?
 - A. Twice
 - B. Once
 - C. Four times
 - D. Three times
9. The ESL students
 - A. are required to come to the Tutorial after the regular classes.
 - B. can come freely to the clinic and stay as long as they wish.
 - C. must sign up for the Tutorial before they come to the room.
 - D. need to contact the volunteers before they come.
10. How many people including the volunteer can watch TV in the Tutorial at the same time?
 - A. 6
 - B. 7
 - C. 8
 - D. 9
11. What is suggested to do in the passage when the volunteers have any questions?
 - A. Ask Sherri for help
 - B. Call the Wallace Lounge
 - C. Ask the other volunteers
 - D. Leave a message on the phone

Exercise 3 True/False/Not Given Questions

Refer to the passage *Help! Volunteers Wanted* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

12. Volunteers are often being interviewed about their opinions on certain topics.
13. The size of the Wallace Lounge helps to make it an ideal place for conversations.
14. The Tutorial will provide the students with all the food and drinks.
15. Students can bring home the books borrowed from the small lending library.



16. The CALL Facility can lend students some tapes.
17. Students enjoy playing vocabulary games with the volunteers.
18. The volunteers are encouraged to work an hour a week or more for the term.
19. If people sign up as volunteers, they will have to work until December 6.

Vocabulary

abridge /ə'bridʒ/ *v.*

appreciate /ə'pri:ʃieɪt/ *v.*

assign /ə'sain/ *v.*

clinic /'klinik/ *n.*

commit /kə'mit/ *v.*

drop-in /'drɒpɪn/ *n.*

frame /freɪm/ *n.*

handle /'hændl/ *v.*

ideally /aɪ'di:əli/ *adv.*

intercultural /,ɪntə'kʌltʃərəl/ *adj.*

interview /'ɪntəvjʊ:/ *n., v.*

parking lot /'pɑ:kɪŋ lɒt/ *n.*

patio /'pætiəʊ/ *n.*

questionnaire /,kwɛstʃə'neə/ *n.*

relax /ri'læks/ *v.*

self-access /,self'ækses/ *n.*

sub-part /'sʌbpa:t/ *n.*

tutorial /tju:'tɔ:riəl/ *adj., n.*

volunteer /vɒlən'tiə/ *n.*

Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Have you ever taken examinations?
 - B. Are the examinations you take oral or written?
 - C. Do you think that the grades are subjective or objective?
 - D. Do you always agree with the grades? Why?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. exams in ancient times?
 - B. students' task in objective tests?
 - C. advantages of essay tests?



Modern Examinations

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as a part of the process of testing candidates for the doctor's degree.

Generally, however, modern examinations are written. The written examination, where all students are tested on the same questions, was probably not known until the nineteenth century. Perhaps it came into existence with the great increase in population and the development of modern industry. A room full of candidates for a state examination, timed exactly by electric clocks and carefully watched over by managers, resembles a group of workers at an automobile factory. Certainly, during examinations teachers and students are expected to act like machines. There is nothing very human about the examination process.

Two types of tests are commonly used in modern schools. The first type is sometimes called an "objective" test. It is intended to deal with facts, not personal opinions. To make up an objective test, the teacher writes a series of questions, each of which has only one correct answer. Along with each question, the teacher writes the correct answer and also three statements that look like answers to students who have not learned the material properly.

In objective tests the student has just one task: he must recognise the correct answer and copy its letter (or number) on his examination paper. Sometimes there is an answer sheet on which the four letters or numbers are printed. Then the student has only to circle the one that goes with the correct answer.

For testing a student's memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time, the teacher can find out a great deal about the student's range of knowledge.

For testing some kinds of learning, however, such a test is not very satisfactory. A lucky student may guess the correct answer without really knowing the material. Moreover, some of the wrong answers are usually more incorrect than others, yet the scores on the test will not take account of this fact.

For a clearer picture of what the student knows, most teachers use another kind of examination in addition to objective tests. They use "essay" tests, which require students to write long answers to broad and general questions.



One advantage of the essay test is that it reduces the element of luck. The student cannot get a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject. Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

Besides, in an essay test the student's score may depend upon the examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. Another examiner reading the same answer might give it a much higher mark. From this standpoint, the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

Most teachers and students would probably agree that examinations are unsatisfactory. Students dislike taking them; teachers dislike giving them and scoring students' answers. Whether an objective test or an essay test is used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained.

Exercise 1 Word Use

Match the following words with the definitions in the right column.

- | | |
|---------------|---|
| 1. consist of | A. not influenced by personal feelings |
| 2. advanced | B. not particular |
| 3. candidate | C. a person who wants to be chosen for a position |
| 4. resemble | D. look like |
| 5. objective | E. be made of |
| 6. broad | F. far on in development |

Exercise 2 Multiple-Choice Questions

There are four choices for each question. Read the passage *Modern Examinations* and choose the correct answer by writing down the corresponding letter.

7. Which of the countries in ancient times had poetry as the test subject?
- | | |
|----------|------------|
| A. China | C. Rome |
| B. India | D. Britain |



8. What is a possible reason mentioned in the passage which brought written examinations into existence?
- A. The population increased rapidly.
 - B. The written one was easier to take.
 - C. The spoken test was not fair.
 - D. The test subject was more difficult.
9. What are teachers and students taking the written tests compared to?
- A. automobiles
 - B. machines
 - C. electric clocks
 - D. managers
10. Compared with an objective test, the essay test
- A. prevents students from getting high scores.
 - B. reduces the students' chances of guessing.
 - C. improves greatly the students' ability.
 - D. helps the students think more about the subject.
11. Which of the following statements is NOT true about the essay test?
- A. How the examiner feels while grading may influence the score.
 - B. Different examiners may give an answer different scores.
 - C. The essay test is more difficult to score than an objective test is.
 - D. The essay test is satisfactory according to most teachers and students.

Exercise 3 True/False/Not Given Questions

Refer to the passage *Modern Examinations* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

- 12. The custom of students' discussion with some experts on the subject can be dated back to the Middle Ages.
- 13. Written examinations came into use in the nineteenth century.
- 14. Most people preferred written examinations to oral ones in the nineteenth century.
- 15. To students who do not study the material carefully, the three wrong statements in the objective test seem to be correct.
- 16. With objective tests, teachers cannot quickly find out about student's range of knowledge.
- 17. One reason that objective tests are not satisfactory is that students may guess the answers.
- 18. Students who can write good essays always prefer the essay test to an objective one.

19. Students who have problems writing essays are those who do not know the material.
20. Both teachers and students are quite satisfied when objective and essay questions are used at the same time.

Vocabulary

advanced /əd'vɑ:nst/ *adj.*

advantage /əd'vɑ:ntidʒ/ *n.*

automobile /'ɔ:təməubi:l/ *n.*

broad /brɔ:d/ *adj.*

candidate /'kændidit/ *n.*

consist /kən'sist/ *v.* (of)

custom /'kʌstəm/ *n.*

element /'elimənt/ *n.*

essay /'esei/ *n.*

objective /əb'dʒektiv/ *adj.*

obtain /əb'tein/ *v.*

range /reindʒ/ *n.*

resemble /ri'zembl/ *v.*

score /skɔ:/ *n., v.*

standpoint /'stændpɔɪnt/ *n.*

statement /'steɪtmənt/ *n.*



Unit 13

Reading Practice (10)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Can you guess what the title means?
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Where do birds live?
 - B. What kind of cavities do birds prefer?
 - C. What can people do to provide birds with homes?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. the cavities bluebirds like?
 - B. the reason for the decline of bluebird populations?
 - C. nesting box programmes?

More Cavities Needed

Bluebirds live in cavities, but they can't make their own cavities. Like woodpeckers, bluebirds prefer trees in open areas. The best habitat for bluebirds is an open area with scattered trees such as an old garden. By clearing sections of forest to create more fields, early settlers happened to improve bluebird habitat. Bluebirds feed on insects on the ground, and insects were abundant in the fields.

In the early 1900s, eastern bluebirds were one of the most common songbirds, but by 1969 fewer than 100 bluebirds nested in Minnesota. Other states also reported severe declines in the populations of all three bluebird species.

Why did the populations decline? One factor may have been the widespread use of insecticides, but the most important factor was probably the loss of habitat. At first, fences were built with wooden posts, and wooden posts develop cavities. While bluebirds like fence posts with cavities, farmers do not. Cavities make the fence posts weak, and cattle escape through weak fences. After World War II, most farmers replaced wooden posts with new posts made of steel.



With less suitable habitat, the bluebirds were forced to compete with other birds for the few remaining nesting sites. More aggressive birds such as the tree swallow and the house wren often drive the bluebirds from their nests. Starlings and house sparrows – both introduced to this country from Europe – also compete with the bluebirds for nesting sites.

All three bluebird populations – eastern, western, and mountain – declined nearly 90 percent between 1935 and 1985. The North American Bluebird Society and others are working to increase the number of bluebirds. The most successful method is to improve the habitat by providing the bluebirds with boxes as living places. Thousands of boxes are placed and being managed by individuals interested in helping the little bird.

If placed in the right environment, the boxes do attract bluebirds. Bluebirds prefer boxes placed next to open areas. If placed near a brushy area, the boxes are more likely to attract house wrens. Tree swallows would compete for isolated sites in open areas. Competition from tree swallows will decrease if the boxes are placed in pairs, less than three feet apart. Boxes for mountain and western bluebirds must have slightly larger holes than those for eastern bluebirds, but if the holes are too large, starlings will take the boxes.

Another cavity programme helped the wood duck population. When seeking for houses, the female wood duck looks for a cavity in a tree that is in or near the water. Often she chooses a cavity with a hole too small for a raccoon to enter. Human activities – logging mature trees and hunting – threaten the wood duck population. In 1918, the United States and Canadian governments banned the hunting of this species. Groups of citizens and conservation organisations built living boxes and placed them on poles or in trees that are in or near the water. Today the wood duck population is greater than one million, and hunting is once again permitted.

Glossary

bluebird	n.	starling	n.
raccoon	n.	swallow	n.
sparrow	n.	wren	n.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

1. The best habitat for bluebirds is an open area with scattered trees such as an old garden.

- A. closely planted
- B. carefully trimmed
- C. widely separated



2. Why did the populations decline? One factor may have been the widespread use of insecticides.
 - A. chemical substances made to kill insects
 - B. chemical substances made to help insects
 - C. chemical substances made to strengthen insects
3. More aggressive birds such as the tree swallow and the house wren often drive the bluebirds from their nests.
 - A. always ready to escape
 - B. always ready to sing
 - C. always ready to attack
4. Boxes for mountain and western bluebirds must have slightly larger holes than those for eastern bluebirds, but if the holes are too large, starlings will take the boxes.
 - A. a few
 - B. a bit
 - C. a lot
5. In 1918, the United States and Canadian governments banned the hunting of this species.
 - A. controlled
 - B. forbade
 - C. encouraged

Exercise 2 Short-Answer Questions

Refer to the passage *More Cavities Needed* and answer the following questions with NO MORE THAN THREE WORDS taken from the passage.

6. What place is given as an example of the best habitat for bluebirds?
7. According to the passage, who accidentally helped with improving bluebird habitat?
8. How many species do bluebirds have?
9. What is the most important reason for the severe decline in the population of bluebirds?
10. Which material do most farmers prefer when they made fences?
11. Among the bluebirds species, which one prefers boxes with smaller holes than the other bluebirds do?

Exercise 3 Classification

Look at the following list of nesting sites for birds and use the information in the reading passage *More Cavities Needed* to answer the questions. Write

- A. if they are likely to attract bluebirds;
- B. if they are likely to attract tree swallows;
- C. if they are likely to attract starlings;
- D. if they are likely to attract wood ducks.

12. boxes with very large holes
13. boxes on poles by the river
14. fence posts with holes
15. boxes next to an open area
16. trees with cavities in the pond
17. a single box in an open area

Vocabulary

abundant /ə'bʌndənt/ *adj.*

aggressive /ə'ɡresɪv/ *adj.*

brushy /'brʌʃi/ *adj.*

cattle /'kætl/ *n.*

cavity /'kævɪti/ *n.*

clear /kliə/ *v.*

conservation /,kɒnsə'veɪʃən/ *n.*

decline /di'klaɪn/ *v., n.*

insecticide /ɪn'sektɪsaɪd/ *n.*

isolate /'aɪsəleɪt/ *v.*

log /lɒɡ/ *v.*

nest /nest/ *n., v.*

nesting site /'nestɪŋ ,saɪt/

post /pəʊst/ *n.*

scatter /'skætə/ *v.*

settler /'setlə/ *n.*

slightly /'slaitli/ *adv.*

Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What problems could be brought by overpopulation?
 - B. What are the reasons for population explosion?
 - C. Are there any solutions to the problems?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about
 - A. problem of population?
 - B. solutions to the problem?
 - C. birth control programmes?
 - D. reasons for the failure?



Our Exploding Population: Problems and Solutions

Section I

Almost everyone thinks about the future. We try to imagine life in thirty, forty, or fifty years. What will life on the earth be like? According to many people, it will not be very pleasant. These people are very worried about the future. One of the main problems which worries them is overpopulation. In 1975 there were about four billion people in the world, and the population was increasing by about 2% every year. At the end of the twentieth century, the population of the world reached six billion people.

Section II

Why is this increase in population a problem? First, a large part of the growth is taking place in countries that do not always have enough food for their present population. Without a great deal of money, food, and medical assistance from other nations, these countries will not be able to support their growing population. Many of their people, perhaps millions of them, will die of starvation or disease. But overpopulation is not only a problem for developing countries. It is also a serious problem for the countries of the world which do not usually have food problems. In wealthy, industrial nations, large increases in the population will have negative effects on life. We will have to heat and cool more houses, apartment buildings, schools and hospitals. We will have to transport more people to and from work. For all this, we will have to use more of the world's natural resources. Perhaps the world will not have enough oil, water, coal, and wood for all our needs.

Section III

One solution which many people suggest is to limit the number of children who are born. There are now a number of safe, modern methods of birth control. A married couple who use birth control can choose the size of their family. A number of countries with large populations have government programmes for birth control. India, for example, advertises birth control on the radio and television. Teams of workers go out into the countryside and teach the people about the benefits of family planning. In China, couples who only have one child or no child get apartments before couples with three children or more. In many other countries, birth control is a subject that school students study in special classes.

Section IV

But how successful are these birth control programmes? Some are very successful. In countries like Sweden, Germany, Denmark, Switzerland and Great Britain, families are quite small, and the population is increasing very slowly; in some of these countries, it is not growing at all. But these are wealthy, developed countries, which can feed their people without difficulty. In developing countries, many of the birth control programmes are not successful.



Section V

There are a number of possible reasons for the failure of birth control programmes in developing countries. One reason is religion. Many people belong to religions which do not accept modern method of birth control. For them, birth control is wrong, and they naturally refuse to listen to family planning workers. Another reason for the failure of birth control programmes is economics. Often a large number of children are necessary for very poor families in developing countries. Children can work and help support the family. Also, without a welfare system, people have to depend on their children for food, clothing, and shelter in their old age. In these countries, people just cannot see any reason for small families.

Section VI

For other people, birth control is definitely not the solution the world needs for the problem of overpopulation. In their opinion, government should not decide family size. It is not right. The solution which these people suggest is to increase world food production. They draw our attention to the progress that agricultural scientists are making. With irrigation, for example, we can now produce food in many parts of the world which did not produce anything fifteen or twenty years ago. We can even grow plants in water without soil. Scientists are also doing research into plants which grow quickly and into new farming techniques. The governments of rich countries will have to help the poor countries. Without economic assistance from the wealthy nations, poor countries will not be able to use the new products and farming techniques that scientists are developing.

Section VII

Birth control and an increase in food production are two possible solutions to the problem of overpopulation. Perhaps there are other solutions. Almost certainly there is no one easy answer to the problem: we will have to use a number of solutions. Then perhaps we will be able to solve the problem of the population explosion.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- Many of their people, perhaps millions of them, will die of starvation or disease.
 - death from lack of food
 - suffering from a natural disaster
 - death from overwork



2. In wealthy, industrial nations, large increases in the population will have negative effects on life.
 - A. without helpful changes
 - B. without careful planning
 - C. without active qualities

3. Teams of workers go out into the countryside and teach the people about the benefits of family planning.
 - A. advantages
 - B. weaknesses
 - C. satisfactions

4. With irrigation, for example, we can now produce food in many parts of the world which did not produce anything fifteen or twenty years ago.
 - A. providing with chemical substances
 - B. supplying water to dry land
 - C. making full use of the land

Exercise 2 Table Completion

Refer to the passage *Our Exploding Population: Problems and Solutions* and fill in the blanks with words or phrases taken from the passage. Use **NO MORE THAN THREE WORDS** for each answer.

	Developing Countries	Developed Countries
Why overpopulation is a problem	Without help and support from other 5. _____, many people may die of 6. _____.	Negative effects on life include the exhaustive usage of the world's 7. _____.
Birth control as one solution	Some countries have government 8. _____ programmes. For example, in India, people are taught to benefit from 9. _____.	Birth control programmes in some countries are very 10. _____. With 11. _____ families, the population is increasing very slowly.
Reasons for the failure of birth control programmes	12. _____ 13. _____	

Another possible solution	The problem of overpopulation may be solved by an increase in 14. _____.
---------------------------	--

Exercise 3 Matching the Headings

The reading passage *Our Exploding Population: Problems and Solutions* has 7 sections numbered I-VII. Choose the most suitable heading from the list of headings below for each section. There are more headings than sections, so you will not use them all. The heading of Section V has been given as an example.

- A. Another solution to the problem of overpopulation
- B. The rapid increase of the world's population
- C. Success and failure of birth control programmes
- D. Disagreement about different solutions
- E. Reasons for the failure of birth control programmes
- F. Birth control as one possible solution
- G. Link between poverty and overpopulation
- H. The problems of overpopulation
- I. More solutions needed to solve the problem

15. Section I _____

16. Section II _____

17. Section III _____

18. Section IV _____

Example: Section V _____ E

19. Section VI _____

20. Section VII _____

Vocabulary

advertise /'ædvətaɪz/ *v.*

agricultural /,ægrɪ'kʌltʃərəl/ *adj.*

disease /di'zi:z/ *n.*

economic /,i:kə'nɒmɪk/ *adj.*

increase /'ɪŋkri:s/ *n.*

/ɪn'kri:s/ *v.*

irrigation /,ɪrɪ'geɪʃən/ *n.*

overpopulation /'əʊvə,pɒpjʊ'leɪʃən/ *n.*

religion /rɪ'lɪdʒən/ *n.*

solution /sə'lʊ:ʃən/ *n.*

transport /træn'spɔ:t/ *v.*

welfare /'welfeə/ *n.*



Unit 14

Reading Practice (11)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the subheadings in boldface.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Where do you find out about buses?
 - B. What do you want to know about buses?
 - C. How much do the tickets cost?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about
 - A. schedules?
 - B. transfers?
 - C. price of the tickets?
 - D. area served?
 - E. day passes?

Read the following information on *Victoria Explore*.

Victoria Explore

Be an Explorer

The charm of the Victoria region holds many different and unique landscapes. The farmlands of the Saanich Peninsula complement the old English setting of Oak Bay Village. The marine viewpoints of Esquimalt Harbour together with the dramatic scenery of the Sooke Hills embrace the city of Victoria.

Get onboard our comfortable buses, enjoy the sights and neighbourhoods and let our bus drivers – the best in the west – show you around.



Victoria Regional Transit

The *Victoria by Bus* guidebook lists many attractions which are served by our buses – but there is lots more within walking distance of the bus routes. Buses run seven days a week, usually from 6 a.m. until midnight. Many of our suburban routes cannot offer the high frequency as some of our busier urban routes. The transit system serves all ferry terminals (Sidney, Swartz Bay, Odgen Point and downtown).

Accessible Transit

Getting around Victoria on public transit has never been easier for people with a disability. Low-floor accessible buses feature the absence of steps making it easier for everyone to use, especially people using wheelchairs, walkers or pushing baby strollers.

The entry level of the bus can be lowered to within four inches of a standard sidewalk so that a ramp can be used for people in wheelchairs.

Customer Information

For complete information on fares, routes and schedules, pick up a *Victoria Rider's Guide*, available on board the red, white and blue regional transit buses.

Busline, our 24-hour automated transit information system will help with route and scheduling planning. For personal service, you can reach our friendly customer information agents through Busline, Monday through Saturday, 7 a.m. to 10:30 p.m. and Sunday or holidays from 8 a.m. to 10:30 p.m..

Bus Stops

While exploring the area by bus, you will see two different types of bus stop signs. The long skinny ones identify a bus stop served by one route only. The rectangular signs indicate all the bus routes which will pick up or drop off at that bus stop.

When catching the bus, note that the route number and name are displayed on the front and both the left and right side panels of the bus; the route number appears in the bus's rear window too. This is important as sometimes the name changes when the bus changes direction, e.g. 14 University and 14 Craigflower.

Many downtown bus stops have information tubes which list the schedule of bus routes serving that bus stop.

Transfer Tips

When paying cash or using tickets, if you need to travel on more than one bus to complete your trip, ask your driver for a “transfer” when you get on the bus.

Transfers are free and are good for one-way travel only, unlike some other transit systems. The transfer you receive will only be valid for the first connecting bus.



Fare Zones

The transit service area is divided into two fare zones. The fare you pay is based on the number of zones you are travelling through. When making trips crossing a zone boundary, passengers pay a two-zone fare when using cash or tickets. Day passes are valid region wide.

Onboard our buses, you may pay your fare in cash (exact coin fare only please, drivers do not carry change), or by ticket, by showing your pass or a valid transfer when you board.

Save Money

If you plan to make several trips, consider a day pass and save money. The day pass can be used as many times as you wish in one day. These prepaid fares are sold in advance at convenience stores, Tourism Victoria and many other places through the area.

Reduced fares are available for children 5-14, for persons 65+ with proof of age, and for students 15-20 (to grade 12) who carry a valid GoCard. All others must pay the adult fare, including students who do not live in British Columbia.

Busline – 383-6161

Transit service for the Greater Victoria area is provided by the Victoria Regional Transit System in partnership with BC Transit. The Transit System is responsible for planning routes, setting fare levels, administering local funding and operating the system.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- Low-floor accessible buses feature the absence of steps making it easier for everyone to use, especially people using wheelchairs, walkers or pushing baby strollers.
 - easily used
 - easily paid
 - easily made
- The transfer you receive will only be valid for the first connecting bus.
 - legal
 - cheap
 - necessary
- When making trips crossing a zone boundary, passengers pay a two-zone fare when using cash or tickets.
 - something that indicates standards
 - something that indicates limits
 - something that indicates levels
- The Transit System is responsible for planning routes, setting fare levels, administering local funding and operating the system.
 - managing
 - distributing
 - collecting



Exercise 2 Summary Completion

The following is a summary of part of the passage. Fill in the gaps by choosing from the words or phrases listed in the box below the summary. Remember that there are more choices than you can use.

The charm of the Victoria region holds many different and unique landscapes, such as Saanich Peninsula, Oak Bay Village, Esquimalt Harbour and the Sooke Hills. In the *Victoria by Bus* guidebook, you will find lots of 5. _____ which can be reached by buses and with regional buses, you can also get to all 6. _____ like Sidney and Swartz Bay. 7. _____ buses enable people on wheelchairs and people with 8. _____ to travel easily. For complete bus information, you can either pick up a *Victoria Rider's Guide* on the bus or call our busline for more information. While travelling by bus, you may find two types of bus stop signs. The 9. _____ one indicates a one-route bus stop while the 10. _____ one identifies all the bus routes 11. _____ there at that stop. And at many bus stops downtown, you can find the bus routes schedule on the 12. _____. You may pay cash or use the tickets when you board and with a 13. _____ from the driver you can get on the first 14. _____ bus for free.

guidebook	schedules	baby strollers
attractions	low-floor	started
transfer	ferry terminals	customer
information tubes	day pass	served
long skinny	rectangular	connecting

Exercise 3 True/False/Not Given Questions

Read the passage *Victoria Explore* and look at the following statements. Write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

15. Buses normally run after midnight on Sundays.
16. Suburban buses offer the same frequency as all the other buses do.
17. The entry level of the bus can be changed to help people with a disability.
18. The route number is displayed in four places on the bus.
19. The names of the buses will always remain the same.
20. You can ask for another transfer when you get on the second connecting bus.
21. The fare will be doubled when you are travelling through two zones.
22. A day pass is recommended when you plan to take several buses.
23. Discount fares are available to all students who are between 15 and 20.



Vocabulary

accessible /æk'sesəbl/ *adj.*

administer /əd'ministə/ *v.*

automate /'ɔ:təmeɪt/ *v.*

boundary /'baundəri/ *n.*

charm /tʃɑ:m/ *n.*

complement /'kɒmplɪmənt/ *v.*

convenience /kən'vi:niəns/ *n.*

dramatic /drə'mætɪk/ *adj.*

embrace /ɪm'breɪs/ *v.*

explorer /ɪk'splɔ:rə/ *n.*

ferry /'feri/ *n.*

frequency /'fri:kwənsi/ *n.*

harbour /'hɑ:bə/ *n.*

identify /ai'dentɪfaɪ/ *v.*

marine /mə'ri:n/ *adj.*

panel /'pænl/ *n.*

partnership /'pɑ:tnəʃɪp/ *n.*

prepay /,pri:'peɪ/ *v.*

ramp /ræmp/ *n.*

rear /riə/ *adj.*

skinny /'skɪni/ *adj.*

stroller /'strɔʊlə/ *n.*

terminal /'tɜ:mɪnl/ *n.*

transfer /'trænsfə/ *n.*

transit /'trænsɪt/ *n.*

tube /tju:b/ *n.*

Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Do you know anything about U.S. public schools?
 - B. What problems can you anticipate for public schools?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. quality of education?
 - B. reasons for poor quality?
 - C. reasons for dissatisfaction?
 - D. one solution?



U.S. Public Schools: What's Wrong with Them

Paragraph 1

There are many people in the U.S. today who are not satisfied with the education that their children are receiving in the public schools. They are very worried about a number of developments that are taking place in the schools. However, not all of these people are worried about the same things. In fact, they often do not agree about the problem in public education.

Paragraph 2

One group of people is concerned about the quality of the education which young people are receiving. According to these parents, their children are not learning enough in school, and some researchers agree with them. For example, according to recent studies, the number of high school students who cannot read is increasing, not decreasing. Also the number of high school students who have difficulty with simple mathematics is increasing. Even students who graduate from high school and go to college show a depressing lack of knowledge. In a geography class at a large university, 40% of the students could not find London on a map and almost 9% could not find the city where they were attending college.

Paragraph 3

There are a number of possible reasons for the increase in the number of students who are not receiving a good basic education. First, classes are sometimes too large. In some city schools, for example, there are often between forty and fifty students in a class. Second, there are many teachers who do not know enough about the subjects that they are teaching. The college programmes which train future teachers are not always good and do not always attract the top students. But the problems are not always the fault of the teachers or the education system. Often students who do not want to learn behave badly and disturb classes. Finally, according to some people, television is also to blame for the lack of success of the public schools. Young people do not take time for their homework. They grow to depend on television for entertainment and information, and therefore, they cannot see any reason for reading in this modern world.

Paragraph 4

Clearly there are a number of different reasons for the poor quality of education that some students are receiving in U.S. public schools. Any solutions to this problem will have to answer at least four questions. How can we bring down the number of students in a class? How can we improve the quality of teachers and teacher training? How can we solve the problem of students who disturb classes? How can we fight against the negative influence of television? However, we do not have a great deal of time to find the answers to these questions. Already, as a result of their dissatisfaction with the schools, some concerned parents are taking their children out of public schools.



Paragraph 5

A second group of people is dissatisfied with the public schools for very different reasons. These people usually have very conservative beliefs about life. They do not like the changes which they see every day in American society, and they disagree with many of the ideas which their children hear and read about in school. For example, they object to the sex education classes that some schools give. For them, sex education is not a suitable subject for schools. They also object to schoolbooks that describe the lives of mothers who work outside the home or of parents who are divorced. They do not like history books which criticise the U.S. for mistakes which the U.S. made in the past.

Paragraph 6

These people have a solution to the problems of unsuitable books and classes. Their solution is not to take their children out of the public schools. They put pressure on the people on the local school boards. They also elect to the school boards people who share their ideas. Then the school boards will stop sex education and the use of schoolbooks that do not agree with their ideas about life.

Paragraph 7

There are, however, many other people who completely disagree with the actions of these conservatives. Thus, in the U.S. today there is a lot of discussion about very important questions in education. Who will decide school programmes and books? Does the government have the right to decide? Can teachers decide? Do only parents have the right to decide the things that their children learn in school? Watch the television and read news magazine; you will hear a lot of different answers to these questions.

Exercise 1 Word Use

Please decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- For example, according to recent studies, the number of high school students who cannot read is increasing, not decreasing.
 - getting more in size or number
 - becoming less in quantity
 - getting worse in quality
- Even students who graduate from high school and go to college show a depressing lack of knowledge.
 - exciting
 - shocking
 - discouraging



3. Often students who do not want to learn behave badly and disturb classes.
- change the usual order of
 - leave without permission
 - argue with the teachers of
4. Finally, according to some people, television is also to blame for the lack of success of the public schools.
- be avoided
 - be careful about
 - be held responsible

Exercise 2 Matching the Headings

The reading passage *U.S. Public Schools: What's Wrong with Them* has 7 paragraphs (1-7). Choose the most suitable heading for each paragraph from the list of headings below. There is one extra heading which you do not have to use.

- Why not learning enough in schools
- General dissatisfaction of parents
- Not learning enough in schools
- A number of problems we need to solve
- Trying to change school programmes
- Discussion and disagreement about education
- Better solutions to the same problem
- Dissatisfaction of some conservatives

- Paragraph 1 _____
- Paragraph 2 _____
- Paragraph 3 _____
- Paragraph 4 _____

- Paragraph 5 _____
- Paragraph 6 _____
- Paragraph 7 _____

Exercise 3 Multiple-Choice Questions

There are four choices for each question. Refer to the passage *U.S. Public Schools: What's Wrong with Them* and choose the correct answer by writing down the corresponding letter.

12. According to the passage, the first group of critics is worried that
- high school students are not learning enough.
 - there are not enough high schools.
 - teachers do not give enough homework.
 - there are not enough teachers in schools.

13. Recent studies show that
- A. more students cannot read.
 - B. more students prefer math.
 - C. more students get worse scores.
 - D. fewer students can read maps.
14. What doesn't the writer give as a reason why students in public schools do not learn enough?
- A. Teachers
 - B. Books
 - C. Students
 - D. Television
15. What does the second group of people criticise about the public schools?
- A. The textbooks are too difficult to understand.
 - B. The teachers are not strict enough with the students.
 - C. The children are reading about ideas which these people don't like.
 - D. There are not enough suitable subjects to learn in schools.
16. How does the second group of critics solve its dissatisfaction with the public schools?
- A. Try to change the regulations of the school boards.
 - B. Take children out of the public schools.
 - C. Argue with people on the local school boards.
 - D. Appoint people they like to the school boards.

Refer to the reading passage again and choose the correct answer by writing down the corresponding letters.

17. Which FOUR of the following reasons can explain why students do not learn enough in public schools?
- A. There are too many students in one class.
 - B. Public schools are too small.
 - C. Many teachers are not qualified.
 - D. There are not enough training programmes.
 - E. Some students are not well disciplined in class.
 - F. Students do not spend time on homework.
 - G. TV programmes are not good enough.

Vocabulary

behave /bi'heiv/ v.

blame /bleim/ v.

board /bɔ:d/ n.

criticise /'kritisaiz/ v.

decrease /di'kri:s/ v.

depress /di'pres/ v.

disturb /di'stɜ:b/ v.

divorce /di'vɔ:s/ v.

object /əb'dʒekt/ v.



Unit 15 Reading Practice (12)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the title as well as the table in the passage.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Have you ever used e-mail?
 - B. What do you use e-mail for?
 - C. How do you send e-mail?
 - D. What are the advantages of using e-mail?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. the history of using e-mail?
 - B. procedures for sending e-mail?
 - C. e-mail compared with mail, fax, and telephone?

Getting Started with E-mail!

Electronic mail (e-mail) was started in the late 1960s by the U.S. military. Military officials were looking for a way that communications could be carried out in the event of a large-scale nuclear war. They needed a system that would be very decentralised, reliable, and fast in case central institutions were destroyed. They came up with e-mail.

Through the early 1970s, e-mail was limited to the U.S. military, defense contractors, and universities doing defense research. By the 1970s, it had begun to spread more broadly within university communities. By the 1980s, academics in a number of fields were using e-mail for professional collaboration. The early 1990s saw an explosion of the use of e-mail and other computer networking tools for a wide range of professional, academic, and personal purposes. A few thousand people were using e-mail in 1980, but it is estimated that more than 25 million people throughout the world were using it in the mid-1990s.



E-mail is a way of sending a message from one computer to one or more other computers around the world. First, you write down the e-mail address of the person you are sending the message to. Then, you write the message, either directly in a special e-mail software program (such as Eudora, Pine, Elm, or MM) or first in a word-processing program, and then transferring (uploading) it into the e-mail software. You should push a button to give a simple command to send the message. The computer system you are connected to will break the message up into tiny pieces and send them electronically to the destination. The pieces might travel numerous routes through other computers on the way. Usually within 2-3 minutes, the pieces will all arrive at their destination, where the receiving computer will reassemble them into a message. The person receiving the message can check his or her mail box at a convenient time and read the mail. Normally the message would come in two parts: the heading and the body.

E-mail is both similar to and different from other means of communication (see table). Compared with mail, for example, e-mail is a high-speed method of transferring information that allows rapid exchanges. You can also send large amounts of information by e-mail that would be difficult to communicate by telephone. Unlike the telephone, e-mail allows people to retrieve their messages at any time (although this is possible to a limited extent with answering machines), e-mail allows easier data management than mail, fax, and telephone because all communications and documents arrive via computer and can easily be stored, printed, or forwarded. A major advantage of e-mail is that it allows one message to be sent to hundreds or even thousands of people all over the world very inexpensively.

E-mail versus Mail, Fax, and Telephone

Characteristics	E-mail	Mail	Fax	Telephone
Transmits at high speed	Yes	No	Yes	Yes
Transmits a large quantity of information	Yes	Yes	Yes	No
Allows easy data management	Yes	No	No	No
Allows transmission to one or many people	Yes	No	No	No
Costs little	Yes	?	?	?

You will have to obtain Internet access first to be able to use e-mail as a powerful way of communication. But how do you choose a means of Internet access? The first point is to request and push for your school district or university to provide Internet access. Internet access for teachers or students is seldom granted without a demand. Present a concrete plan to your administration of what you would like to do, based on information in books and discussion with other people, and you will likely have a better chance of succeeding.

Exercise 1 Word Use

Please match the following words with the definitions.

- | | |
|-------------|--|
| 1. transmit | A. a member of a college or university |
| 2. numerous | B. very small |
| 3. academic | C. send from one person to another |
| 4. military | D. many |
| 5. tiny | E. of or connected with armies |
| 6. reliable | F. dependable |

Exercise 2 Classification

Look at the following list of events and use the information in the passage *Getting Started with E-mail!* to answer the questions. Please write

- A. if it happened in the 1960s;
 - B. if it happened in the 1970s;
 - C. if it happened in the 1980s;
 - D. if it happened in the 1990s.
7. E-mail had a very limited usage in military-related areas.
 8. People tried to figure out a way of communication if central institutions were ruined.
 9. About 3,000 or 4,000 people were using e-mail.
 10. More professors in different universities started to use e-mail.
 11. Officials in army forces were seeking for a way to communicate in war-time.
 12. E-mail was widely used for personal information exchanges.
 13. University professors used e-mail for professional cooperation in certain areas.
 14. Millions of people in the world were using e-mail.

Exercise 3 Multiple-Choice Questions

There are four choices for each question. Please refer to the passage *Getting Started with E-mail!* and choose the correct answer by writing down the corresponding letter.

15. Which of the following steps may NOT be correct when you write your e-mail message?
 - A. Writing the message directly in the software program Eudora
 - B. Uploading the message in Pine into a word-processing program
 - C. Transferring the message in the word-processing program into Elm
 - D. Writing the message directly in any special e-mail software programs



16. When you press a button to send the message, the message will
- A. be sent electronically by the computer in 2 or 3 minutes.
 - B. be broken into small pieces first and later be reassembled.
 - C. travel only one route but through different computers.
 - D. be read by the receiver as soon as the message arrives.
17. How many parts is an e-mail message mainly composed of?
- A. Three B. Five C. Four D. Two
18. What is the advantage stated in the passage which e-mail has over fax?
- A. The information can be transmitted at a high speed.
 - B. The information can be transmitted in large quantity.
 - C. The information can be transmitted to one or many people.
 - D. The cost of transmission is less than that of the other ways.
19. To apply for Internet access to your university, you should write a plan based on _____.
- A. discussion with other people
 - B. newspaper advertisements
 - C. information from computer stores
 - D. advice from Internet-service providers

Vocabulary

academic /ˌækə'demɪk/ *n., adj.*
 button /'bʌtn/ *n.*
 collaboration /kə'læbə'reɪʃən/ *n.*
 communicate /kə'mju:nikeɪt/ *v.*
 concrete /'kɒŋkri:t/ *adj.*
 contractor /kən'træktə/ *n.*
 convenient /kən'vi:niənt/ *adj.*
 data /'deɪtə/ *n.*
 decentralise /,di:'sentrəlaɪz/ *v.*
 document /'dɒkjumənt/ *n.*
 estimate /'estimeɪt/ *v.*
 grant /grɑ:nt/ *v.*

heading /'hedɪŋ/ *n.*
 large-scale /'lɑ:dʒskeɪl/ *adj.*
 military /'mɪlɪtəri/ *adj., n.*
 nuclear /'nju:kliə/ *adj.*
 numerous /'nju:mərəs/ *adj.*
 reassemble /,ri:ə'sembl/ *v.*
 reliable /ri'laɪəbl/ *adj.*
 software /'sɒftweə/ *n.*
 tiny /'taɪni/ *adj.*
 transmit /trænz'mɪt/ *v.*
 via /'vaɪə/ *prep.*



Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What are mobile children?
 - B. How are mobile children educated?
 - C. What problems may mobile children have?
 - D. What can the parents do?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. Dr. Ernest Mannino?
 - B. primary factors?
 - C. international school systems?

Educating Our Mobile Children

One of the greatest concerns parents have when facing an international move is “What schooling will be available to my child? Will my child be disadvantaged academically as a result of this move?” Although this fear is certainly strongest in families moving overseas for the first time, even those who may be more experienced often have concerns about their children’s education.

Dr. Ernest Mannino, Director of the State Department’s Office of Overseas Schools, and Dr. Keith Miller, Deputy Director of the office, spoke candidly about some of the common concerns parents have regarding the education of their children. Dr. Mannino and Dr. Miller caution parents against making assumptions about their children’s education. To make an educated choice, parents need to think through schooling issues and to research post schools as far in advance of a move as possible.

Children who are internationally mobile have many choices of schools to attend. In most major cities, there are schools based on the U.S., French, German, and British systems. Some parents also choose to become their children’s teachers through home education. Which school is appropriate for your child is an individual decision based on many factors.



One of the primary factors that should be considered is what type of college or university your child will attend after high school. Some parents want an international education instead of just an education within an American system school and fortunately, they have the opportunity to go to these types of schools. But what parents must keep in mind is whether this school will best prepare your child for education beyond high school.

Parents may be tempted to alternate their children's school system in order to enhance cross-cultural understanding, but many experts suggest just the opposite. Mannino and Miller warn that differences in the sequencing of curriculum exist in the high school grades; moving your child from one academic system to another during this time can handicap a child academically. At the very least, the parents should learn what the differences in curriculum are and try to keep the child in one system (although this may be in more than one location) for all of the high school years. It is clear that whatever continuity you can provide these children is important. The nice thing about the American school system or the French, German or whichever, is that it is the same school system throughout their lives.

Many parents are hoping their children will enter a college or university in their home country. Especially in the high school years, it is important to select the school system that will best prepare your child for the college of choice and stick with that system throughout the high school years.

Other factors that affect school choice include your child's grade, language skills and personality. Despite some parents' desires to have their children learn other languages through their schooling option, most children will want to go to school that has other children from their passport culture.

The international school systems offer considerable benefits to the mobile child. Unlike some students in domestic schools, students in international schools have a stronger sense of empathy for new kids since almost everyone has been new at one time or another. Many of the international schools also have excellent academic standards. The Office of Overseas Schools reports that graduates of the approximately 190 schools it assists achieve SAT scores well above the national average. These children also often make it into excellent universities, in part because of their international schooling.

Exercise 1 Word Use

Match the following words with the definitions.

- | | |
|---------------|--|
| 1. assumption | A. in a sincerely honest way |
| 2. candidly | B. of one's own country |
| 3. alternate | C. fairly large |
| 4. domestic | D. something that is taken as a fact without proof |



5. enhance
6. considerable
E. to (cause to) follow by turns
F. to increase

Exercise 2 Matching the Phrases

Read the passage *Educating Our Mobile Children* and choose, according to the passage, one phrase (A-H) from the list of phrases to complete each key point below. There are more phrases than key points, so you will not use them all.

7. Most of the families moving overseas will worry about _____.
8. To parents who need to make choices for their children's education, _____.
9. An important factor which parents should think about is _____.
10. Many experts agree that _____.
11. To keep the children in one system in high schools, parents may have to _____.

- A. the type of university their children will attend
B. where to move internationally
C. making decisions about their children's education
D. it is advised to make some researches in advance
E. it is better to keep the child within one school system
F. enhance their children's tolerance
G. certain systems are better than the others
H. stay in more than one location

Exercise 3 Summary Completion

The following is a summary of the passage. Fill in the gaps by choosing from the words or phrases listed in the box below the summary. Remember that there are more choices than you can use.

One of the greatest concerns families moving overseas have is the 12. _____ to their children's education resulting from their international move. Some experts warn the parents against making 13. _____ about their children's education. To those who are making an educated choice for their children, 14. _____ are something they need to think through in advance. There could be many choices of schools for children who are 15. _____ and parents will have to make decisions 16. _____ about the appropriate school for their children. One factor which affects the school choices is the type of university your child will attend. Due to the differences in the 17. _____, experts suggest not to move your children from one 18. _____ to another. Otherwise children may be academically 19. _____. The international school systems 20. _____ the mobile children considerably. Comparatively speaking, students in



the international schools may 21. identify more with the new kids because everybody has been in a similar situation at one time or another. The report from the Office of Overseas Schools shows that graduates from approximately 190 international schools have achieved SAT scores well above the national average.

internationally mobile	disadvantages	empathise
sequencing of curriculum	available	benefit
schooling issues	handicapped	individually
academic system	encourage	average
assumptions	personality	decisions

Vocabulary

alternate /'ɔ:lətəneɪt/ *v.*

assumption /ə'sʌmpʃən/ *n.*

candidly /'kændɪdli/ *adv.*

caution /'kɔ:ʃən/ *v.*

considerable /kən'sɪdərəbl/ *adj.*

cross-cultural /krɒs'kʌltʃərəl/ *adj.*

curriculum /kə'ɪrɪkjʊləm/ *n.*

desire /dɪ'zaɪə/ *n.*

despite /dɪ'spaɪt/ *prep.*

domestic /də'mestɪk/ *adj.*

empathy /'empəθi/ *n.*

enhance /ɪn'hɑ:ns/ *v.*

factor /'fæktə/ *n.*

handicap /'hændɪkæp/ *v.*

option /'ɒpʃən/ *n.*

personality /pɜ: sə'nælɪti/ *n.*

primary /'praɪməri/ *adj.*

schooling /'sku:lɪŋ/ *n.*

sequencing /'si:kwənsɪŋ/ *n.*



Unit 16

Reading Practice (13)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised. Pay attention to the subheadings in boldface.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Where does the water you drink come from?
 - B. What kind of water do you drink?
 - C. Is it healthy to drink directly from the tap?
 - D. Which kind of water do you prefer, tap water or bottled water?
 - E. Does the bottled water taste better?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which sections of the passage will you probably find information about
 - A. safety issues?
 - B. health issues?
 - C. the taste of bottled water?

Which Is Better, Tap Water or Bottled Water?

Water from the tap – is it safe?

Tap water is not always fit to drink. Most problems with water contamination are not with public water supplies, but with private wells and small water companies. Bottled water is only safer than tap water that has not been properly treated to remove contaminants.

If a farm well contains bacteria, drinking bottled water is an alternative to installing expensive filters. Some wells are contaminated with toxic organic chemicals from leaking underground gasoline tanks or landfills. Other wells are contaminated with pesticides. Removal of these chemicals may be too expensive or even impossible. In that case, bottled water may be the only safe supply of water available.



The US Environment Protection Agency (EPA) estimated in 1986 that some 40 million Americans were using drinking water containing a hazardous level of lead. If the level of lead in the drinking water is more than 5 parts per million, steps should be taken to reduce the level. If the lead level cannot be reduced sufficiently, bottled water should be considered.

The only way to determine if bottled water is safer to drink than water from the tap is to compare the laboratory test results. The results of tests for substances regulated by EPA should be available from the water company that supplies the tap water. If the source of tap water is a private well, the owner should have a water sample analysed by an approved laboratory.

Is it healthier?

The Fair Packaging and Labelling Act prohibits bottles from making claims that bottled water is healthier than tap water. The Food and Drug Administration (FDA) requirements prohibit bottled water labels from listing the minerals the water contains because they believe that the amounts are so small that there is little if any added benefit from drinking bottled water.

Some buyers may feel that the minerals in bottled water make it healthier. According to the American Medical Association, there may be a slight chance that bottled water is more healthful, but any benefits would be very small when compared to exercising, eating properly or not smoking. Some customers have switched from high calories drinks like soda or beer to bottled water. Others drink bottled water because it is a socially acceptable alternative to alcohol.

Unless your tap water is contaminated, bottled water may offer few, if any, health or safety benefits. It may simply be draining money from your wallet. In fact, some brands of bottled water may not be as healthy as your own tap water. A study by Consumer Reports magazines tested more than forty bottled water products as well as tap water from six different cities. They found the levels of some toxic chemicals in a few brands of bottled water exceeded the standards.

Does it taste better?

Some brands of bottled water do taste better than water from some taps. Most public and private water suppliers use chlorine as a disinfectant. Most bottling companies purify the water with ozone. Ozone, like chlorine, kills bacteria. It is more expensive to use, but the water has a better flavour. Some people drink water from a bottle because they prefer the taste.

The taste of water usually depends upon the minerals that have been dissolved from rocks. The only water that is likely to be free of minerals is distilled water. Distilled water

is generally not purchased for drinking, but for use in batteries and steam irons. Distilled water is also used in chemical laboratories where minerals might interfere with chemical reactions.

Although bottled water does not taste better than water from most deep wells, some deep wells are drilled into rock with high sulfur content. The taste of sulfur may make water from these wells unacceptable for drinking.

There are several reasons why more and more people are buying bottled water. For some people it is a safety issue, but for most it is a matter of taste.

Glossary

chlorine	n.
sulfur	n.

Exercise 1 Word Use

Decide which of the following choices is closest in meaning to the underlined word in the sentence and write down the corresponding letter.

- If a farm well contains bacteria, drinking bottled water is an alternative to installing expensive filters.
 - another chance
 - another choice
 - another result
- Americans were using drinking water containing a hazardous level of lead.
 - high
 - dangerous
 - average
- Most public and private water suppliers use chlorine as a disinfectant.
 - a substance used to destroy bacteria
 - a substance used to make the water taste better
 - a substance used to add minerals to the water
- The taste of water usually depends upon the minerals that have been dissolved from rocks.
 - caused to be formed
 - caused to become liquid
 - caused to be valued



Exercise 2 Short-Answer Questions

Refer to the passage *Which Is Better, Tap Water or Bottled Water?* and answer the following questions with **NO MORE THAN THREE WORDS** taken from the passage.

5. What kind of wells is comparatively easier to be contaminated?
6. What is suggested when it is too expensive to install filters for a farm well?
7. What is given as an example of chemicals which are sometimes impossible to remove?
8. According to an estimate given by EPA in 1986, what should be reduced?
9. What is very important in determining whether bottled water is safer than tap water?
10. Besides making improper claims, what else are the bottled water companies forbidden to do?
11. What may affect chemical reactions if bottled water is used in laboratories?
12. What may cause a problem when people drink water from some deep wells?

Exercise 3 Yes/No/Not Given Questions

Refer to the passage *Which Is Better, Tap Water or Bottled Water?* and look at the following statements. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

13. Bottled water is generally considered safer than all tap water.
14. Action should be taken when the level of lead in drinking water is too high.
15. The owner of a private well should present a sample analysis to EPA.
16. The FDA thinks that minerals contained in bottled water are quite beneficial to health.
17. Drinking bottled water is considered as equally beneficial as exercising.
18. According to the passage, drinking bottled water sometimes could be a waste of money.
19. A study by Consumer Reports magazines shows that it is not always safe to drink bottled water.
20. Lots of bottling companies use ozone to bring water a better flavour.



Vocabularyalternative /ɔ:l'tɜ:nətɪv/ *n.*bacteria /bæk'tɪəriə/ *n.*brand /brænd/ *n.*claim /kleɪm/ *n., v.*contaminant /kən'tæmənənt/ *n.*contamination /kən,tæmɪ'neɪʃən/ *n.*disinfectant /,dɪsɪn'fektənt/ *n.*dissolve /dɪ'zɒlv/ *v.*distil /dɪ'stɪl/ *v.*drain /dreɪn/ *v.*filter /'fɪltə/ *n.*gasoline /'gæsəli:n/ *n.*hazardous /'hæzədəs/ *adj.*interfere /,ɪntə'fɪə/ *v.*label /'leɪbl/ *n., v.*lead /led/ *n.*leak /li:k/ *v.*pesticide /'pestɪsaɪd/ *n.*purify /'pjʊərɪfaɪ/ *v.*sufficiently /sə'fɪʃəntli/ *adv.*supplier /sə'plaɪə/ *n.*tap /tæp/ *n.***Reading Passage Two****Pre-Reading Strategies**

- Skim through the passage on the next page to find out roughly what it is about and how it is organised.
- Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - Do you prefer a full-time job or a part-time one?
 - What are the advantages and disadvantages of a part-time job?
 - What is job-sharing?
 - Is job-sharing a solution?
- Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
- In which paragraphs of the passage will you probably find information about
 - social effects of job-sharing?
 - a definition of job-sharing?
 - part-timers?
 - pitfalls for job-sharers?



Job-Sharing: Half a Job Is Better than None

The social effects of job-sharing are likely to be beneficial, since it attempts to match work opportunities to a wider variety of lifestyles. The combination of one full-time and one part-time spouse might become much more common: which was the husband and which was the wife would vary according to taste, time of life and career requirements.

What exactly is job-sharing? The Equal Opportunities Commission (EOC) defines it as “a form of part-time employment where two people voluntarily share the responsibility of one full-time position.” Salary and benefits are divided between the two sharers. Each person’s terms and conditions of employment are the same as those of a full-timer. If each works at least 15 hours a week, then they enjoy certain employment rights that ordinary part-time workers do not have.

Part-timers usually earn less per hour than full-timers, have fewer benefits and less job security. They have virtually no career prospects. Employers often think that working part-time means that a person has no ambitions and so offer no chance of promotion.

But job-sharing bridges that gap and offers the chance of interesting work to people who can only work part-time and that does not mean just married women. As Adrienne Broyle of “New Ways to Work” – formerly the London Job-Sharing Project – points out: “There are various reasons why people decide they want to job-share and so have more free time.”

“A growing number of men want to job-share so that they can play an active role in bringing up their children. It allows people to study at home in their free time, and means that disabled people or those who otherwise stay at home to look after them, can work. Job-sharing is also an ideal way for people to ease into retirement.”

Many employers are careful of new work schemes, but a survey carried out by the EOC shows that they can profit in various ways from sharing. If one sharer is away sick, at least half the job continues to be done. Skilled workers who cannot work full-time can bring years of experience to a job.

One job-sharer in the EOC survey said, “Both I and my job-sharer do at least one and a half times the hours of work we are paid for. Half-timers have to work flat out without a tea break.” Another attraction is that two people bring to one job twice as much experience, sets of ideas and discussion. At best, two workers can complement one another’s skills.

But there are financial pitfalls for the job-sharers.

– If you become unemployed, you should be eligible for Unemployment Benefit. But you have to sign on as being available for full-time work. So, those who chose to job-share because they could not work full-time cannot claim the benefit unless they are prepared to sign on for full-time employment.



– Pensions are a big stumbling block. Many job-sharers may be ineligible to join company pension schemes. The EOC paper points out that the Local Government Scheme excludes people who work under 30 hours a week.

– Those who are attracted to job-sharing as a way of easing into retirement, beware. Most occupational pension schemes are based either on the average annual earnings during membership of the scheme, or on the employee's final salary.

In the latter case, it could mean that a person who has worked for 15 years full-time, and job-shares for the next five years for the same firm, will receive a very much smaller pension than if she or he had worked those last five years full-time.

Exercise 1 Word Use

Please match the following words with the definitions.

- | | |
|---------------|-------------------------------------|
| 1. spouse | A. unexpected danger or difficulty |
| 2. pitfall | B. advancement in rank or position |
| 3. promotion | C. a general view |
| 4. voluntary | D. a husband or wife |
| 5. survey | E. to make (something) complete |
| 6. complement | F. acting willingly without payment |

Exercise 2 Yes/No/Not Given Questions

Refer to the passage *Job-Sharing: Half a Job Is Better than None* and look at the statements below. Write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

7. It is suggested that wives should try job-sharing.
8. Job-sharers volunteer to share the responsibility of one full-time job.
9. The job-sharers may enjoy employment rights which common part-timers do not have.
10. Not qualifying for any benefits is one of the disadvantages part-timers have.
11. Part-timers are not considered ambitious, but they will still be promoted.
12. Now there are more men than women who want to job-share.



Exercise 3 Note Completion

Refer to the passage *Job-Sharing: Half a Job Is Better than None* and fill in the gaps with words or phrases listed below. Remember that there are more choices than you can use.

complement	studying	benefits	earnings
unemployed	valued	doubled	experience
pension schemes	pension	retirement	disability

JOB-SHARING	
Advantages	Disadvantages
Attractive to people who wish to spend their free time 13. _____ at home as well as people with a 14. _____	Have problems while 19. _____
An ideal way to move into 15. _____	Unable to claim 20. _____
Years of 16. _____ brought to the job by some skilled job-sharers	Not qualified to join the 21. _____ of the company
Sets of ideas brought to the job could be 17. _____	Smaller 22. _____ for those who have job-shared for last 5 years
18. _____ in the skills between two workers	

Vocabulary

ambition /æm'biʃən/ *n.*

benefit /'benɪfɪt/ *n.*

beware /bi'weə/ *v.*

block /blɒk/ *n.*

career /kə'riə/ *n.*

combination /,kɒmbɪ'neɪʃən/ *n.*

disable /dis'eɪbl/ *v.*

earnings /'ɜ:nɪŋz/ *n.*

eligible /'elɪdʒəbl/ *adj.*

financial /faɪ'nænʃəl/ *adj.*

firm /fɜ:m/ *n.*

ideal /ai'di:əl/ *adj.*

occupational /,ɒkjʊ'peɪʃənl/ *adj.*

pension /'penʃən/ *n.*

pitfall /'pɪtfɔ:l/ *n.*

promotion /prə'məʊʃən/ *n.*

retirement /rɪ'taɪəmənt/ *n.*

scheme /ski:m/ *n.*

spouse /spauz/ *n.*

stumble /'stʌmbəl/ *v.*

survey /'sɜ:veɪ/ *n.*

voluntarily /'vɒləntərɪli/ *adv.*



Unit 17 Reading Practice (14)

Reading Passage One

Pre-Reading Strategies

1. Skim through the passage below to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. What kind of food is healthy?
 - B. What labels would you prefer on products?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. guideline daily amounts?
 - B. traffic light labelling system?
 - C. the Food Standards Agency?
 - D. confectionery and cereals?

Food Agency Takes on Industry over Junk Labels

Consumers are to be presented with two rival new year advertising campaigns as the Food Standards Agency (FSA) goes public in its battle with the industry over the labelling of unhealthy foods.

The Guardian has learned that the FSA will launch a series of 10-second television adverts in January telling shoppers how to follow a red, amber and green traffic light labelling system on the front of food packs, which is designed to tackle Britain's obesity epidemic.

The campaign is a direct response to a concerted attempt by leading food manufacturers and retailers, including Kellogg's and Tesco, to derail the system. The industry fears that traffic lights would demonise entire categories of foods and could seriously damage the market for those that are fatty, salty or high in sugar.

The UK market for breakfast cereals is worth £1.27bn a year and the manufacturers fear it will be severely dented if red light labels are put on packaging drawing attention to the fact that the majority are high in salt and/or sugar.



The industry is planning a major marketing campaign for a competing labelling system which avoids colour-coding in favour of information about the percentage of “guideline daily amounts” (GDAs) of fat, salt and sugar contained in their products.

The battle for the nation’s diet comes as new rules on television advertising come into force in January which will bar adverts for unhealthy foods from commercial breaks during programmes aimed at children. Sources at the TV regulators are braced for a legal challenge from the industry and have described the lobbying efforts to block any new ad ban or colour-coded labelling as “the most ferocious we’ve ever experienced”.

Ofcom’s chief executive, Ed Richards, said: “We are prepared to face up to any legal action from the industry, but we very much hope it will not be necessary.” The FSA said it was expecting an onslaught from the industry in January. Senior FSA officials said the manufacturers’ efforts to undermine its proposals on labelling could threaten the agency’s credibility.

Terrence Collis, FSA director of communications, dismissed claims that the proposals were not based on science. “We have some of the most respected scientists in Europe, both within the FSA and in our independent advisory committees. It is unjustified and nonsensical to attack the FSA’s scientific reputation and to try to undermine its credibility.”

The FSA is understood to have briefed its ad agency, United, before Christmas, and will aim to air ads that are “non-confrontational, humorous and factual” as a counterweight to industry’s efforts about the same time. The agency, however, will have a tiny fraction of the budget available to the industry.

Gavin Neath, chairman of Unilever UK and president of the Food and Drink Federation, has said that the industry has made enormous progress but could not accept red “stop” signs on its food.

Alastair Sykes, chief executive of Nestlé UK, said that under the FSA proposals all his company’s confectionery and most of its cereals would score a red. “Are we saying people shouldn’t eat confectionery? We’re driven by consumers and what they want, and much of what we do has been to make our products healthier,” he said.

Chris Wermann, director of communications at Kellogg’s, said: “In principle we could never accept traffic light labelling.”

The rival labelling scheme introduced by Kellogg’s, Danone, Unilever, Nestlé, Kraft and Tesco and now favoured by 21 manufacturers uses an industry-devised system based on identifying GDAs of key nutrients. Tesco says it has tested both traffic lights and GDA labels in its stores, and that the latter increased sales of healthier foods.

But the FSA said it could not live with this GDA system alone because it was “not scientific” or easy for shoppers to understand at a glance.



Exercise 1 Word Use

Match the following words with the definitions.

- | | |
|------------------|--|
| 1. amber | A. stupid or full of nonsense |
| 2. undermine | B. a plan or suggestion |
| 3. confectionery | C. a person who buys goods and uses services |
| 4. consumer | D. a yellowish-brown colour |
| 5. nonsensical | E. sweet cakes, ice cream or sweets |
| 6. proposal | F. to weaken or to slowly destroy |

Exercise 2 Short-Answer Questions

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

7. When will instructions be given on reading the colour-coded labels?
8. Where can customers find the red light labels?
9. What problem is the FSA trying to handle with the labelling system?
10. Which product mentioned sells well but may not be healthy?
11. What information do the manufacturers prefer to label on products?
12. What can NOT be advertised during children's programmes?

Exercise 3 Matching

Use the information in the text to match the people (A-E) with the opinions (13-19) below. Write the appropriate letters (A-E) for questions 13-19.

NB You may use any letter more than once.

- | |
|--|
| <p>A. Ed Richards
 B. Terrence Collis
 C. Gavin Neath
 D. Alastair Sykes
 E. Chris Wermann</p> |
|--|

13. Generally we will not agree to use the new system.
14. It is unreasonable to doubt if the FSA is trustworthy.
15. We are trying to meet our customers' needs.



16. The manufacturers have been improving greatly.
17. The colour-coded labelling system is credible.
18. Our products will be labelled unhealthy by the FSA.
19. We are ready to confront the manufacturers.

Vocabulary

amber /'æmbə/ *adj.*

brace /breis/ *v.*

campaign /kæm'pein/ *n.*

commercial /kə'mɜ:ʃəl/ *adj.*

confectionery /kən'fekʃənəri/ *n.*

consumer /kən'sju:mə/ *n.*

counterweight /'kauntəweit/ *n.*

credibility /,kredi'biliti/ *n.*

dent /dent/ *v.*

executive /ig'zekjutiv/ *n.*

ferocious /fə'rəʊʃəs/ *adj.*

legal /'li:gəl/ *adj.*

nonsensical /nɒn'sensikəl/ *adj.*

nutrient /'nju:triənt/ *n.*

obesity /əu'bi:siti/ *n.*

onslaught /'ɒnslɔ:t/ *n.*

proposal /prə'pəuzəl/ *n.*

regulator /'regjuleitə/ *n.*

rival /'raivəl/ *n.*

tackle /'tækl/ *v.*

undermine /,ʌndə'main/ *v.*

unjustified /ʌn'dʒʌstifaɪd/ *adj.*

Reading Passage Two

Pre-Reading Strategies

1. Skim through the passage on the next page to find out roughly what it is about and how it is organised.
2. Use your previous knowledge of the subject to think about the following questions before you read the passage for detailed information.
 - A. Are you an impulsive buyer? Why?
 - B. In what way are you influenced by other shoppers?
3. Look at the different types of questions after the passage to get a general idea about the range of questions and about the kinds of information you need to look for in the passage.
4. In which paragraphs of the passage will you probably find information about
 - A. swarm intelligence?
 - B. herd instincts?
 - C. radio frequency identification technology?
 - D. Japanese convenience shops?



How Shops Can Exploit People’s Herd Mentality to Increase Sales

A trip to the supermarket may not seem like an exercise in psychological warfare – but it is. Shopkeepers know that filling a store with the aroma of freshly baked bread makes people feel hungry and persuades them to buy more food than they had intended. Stocking the most expensive products at eye level makes them sell faster than cheaper but less visible competitors. Now researchers are investigating how “swarm intelligence” (that is, how ants, bees or any social animal, including humans, behave in a crowd) can be used to influence what people buy.

At a recent conference on the simulation of adaptive behaviour in Rome, Zeeshan-ul-hassan Usmani, a computer scientist from the Florida Institute of Technology, described a new way to increase impulse buying using this phenomenon. Supermarkets already encourage shoppers to buy things they did not realise they wanted: for instance, by placing everyday items such as milk and eggs at the back of the store, forcing shoppers to walk past other tempting goods to reach them. Mr. Usmani and Ronaldo Menezes, also of the Florida Institute of Technology, set out to enhance this tendency to buy more by playing on the herd instinct. The idea is that, if a certain product is seen to be popular, shoppers are likely to choose it too. The challenge is to keep customers informed about what others are buying.

Enter smart-cart technology. In Mr. Usmani’s supermarket every product has a radio frequency identification tag, a sort of barcode that uses radio waves to transmit information, and every trolley has a scanner that reads this information and relays it to a central computer. As a customer walks past a shelf of goods, a screen on the shelf tells him how many people currently in the shop have chosen that particular product. If the number is high, he is more likely to select it too.

Mr. Usmani’s “swarm-moves” model appeals to supermarkets because it increases sales without the need to give people discounts. And it gives shoppers the satisfaction of knowing that they bought the “right” product – that is, the one everyone else bought. The model has not yet been tested widely in the real world, mainly because radio frequency identification technology is new and has only been installed experimentally in some supermarkets. But Mr. Usmani says that both Wal-Mart in America and Tesco in Britain are interested in his work, and testing will get under way in the spring.

Another recent study on the power of social influence indicates that sales could, indeed, be boosted in this way. Matthew Salganik of Columbia University in New York and his colleagues have described creating an artificial music market in which some 14,000 people downloaded previously unknown songs. The researchers found that when people



see the songs ranked by how many times they had been downloaded, they followed the crowd. When the songs were not ordered by rank, but the number of times they had been downloaded was displayed, the effect of social influence was still there but was less pronounced. People thus follow the herd when it is easy for them to do so.

In Japan, a chain of convenience shops called RanKing RanQueen has been ordering its products according to sales data from department stores and research companies. The shops sell only the most popular items in each product category, and the rankings are updated weekly. Icosystem, a company in Cambridge, Massachusetts, also aims to exploit knowledge of social networking to improve sales.

And the psychology that works in physical stores is just as potent on the Internet. Online retailers such as Amazon are adept at telling shoppers which products are popular with like-minded consumers. Even in the privacy of your home, you can still be part of the swarm.

Exercise 1 Word Use

Match the following words with the definitions.

- | | |
|---------------|---|
| 1. visible | A. to put something in place ready for use |
| 2. impulse | B. to give the latest information |
| 3. install | C. a strong pleasant smell from food or drink |
| 4. update | D. not natural but made by people |
| 5. aroma | E. a sudden strong wish to do something |
| 6. artificial | F. able to be seen |

Exercise 2 Sentence Completion

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

7. Shop owners realise that the smell of _____ can increase sales of food products.
8. In shops, products shelved at a more visible level sell better even if they are more _____.
9. Mr. Usmani thinks that the use of "swarm intelligence" phenomenon can encourage _____.
10. On the way to daily necessities at the back of the store, consumers might be tempted to buy _____.



11. If the number of buyers shown on the _____ is high, other customers tend to follow them.
12. Using the “swarm-moves” model, shop owners do not have to give customers _____ to increase sales.

Exercise 3 Yes/No/Not Given Questions

Do the following statements agree with the information given in the reading passage? For questions 13-18, write

YES	if the statement agrees with the information;
NO	if the statement does not agree with the information;
NOT GIVEN	if there is no information about this in the passage.

13. The “swarm-moves” model was once tested experimentally in big supermarkets like Wal-Mart.
14. People tend to download more unknown songs than songs they are familiar with.
15. Songs ranked high by the number of times downloaded are favoured by customers.
16. People follow others to the same extent whether or not it is convenient.
17. Items sold in some Japanese stores are chosen according to the sales data of other shops.
18. “Swarm intelligence” can also be observed in everyday life.

Vocabulary

adaptive /ə'dæptiv/ *adj.*

aroma /ə'rəʊmə/ *n.*

artificial /,ɑ:tɪ'fɪʃəl/ *adj.*

category /'kætɪgəri/ *n.*

chain /tʃeɪn/ *n.*

display /dɪ'spleɪ/ *v.*

download /,daʊn'ləʊd/ *v.*

exploit /ɪk'splɔɪt/ *v.*

herd /hɜ:d/ *n.*

impulse /'ɪmpʌls/ *n.*

instinct /'ɪnstɪŋkt/ *n.*

investigate /ɪn'vestɪgeɪt/ *v.*

phenomenon /fɪ'nɒmɪnən/ *n.*

physical /'fɪzɪkəl/ *adj.*

potent /'pəʊtənt/ *adj.*

previously /'pri:vɪəsli/ *adv.*

pronounced /prə'naʊnst/ *adj.*

psychology /saɪ'kɒlədʒi/ *n.*

retailer /'ri:teɪlə/ *n.*

scanner /'skænə/ *n.*

simulation /,sɪmjʊ'leɪʃən/ *n.*

stock/stɒk/ *v.*

swarm /swɔ:m/ *n.*

update /'ʌpdeɪt/ *v.*

visible /'vɪzɪbl/ *adj.*

warfare /'wɔ:feə/ *n.*

is high, and customers tend

11. If the number of buyers shown on the
to follow them.

12. Using the "swarm-mover" model, shop owners do not have to give discounts
to increase sales.

Do the following statements agree with the information given in the reading passage? For
questions 13-18, write

13. The "swarm-mover" model was once tested experimentally in big supermarkets like
Walmart.

14. People tend to download more unknown songs than songs they are familiar with.

15. Songs ranked high by the number of times downloaded are favoured by customers.

16. People follow others to the same extent whether or not it is convenient.

17. Items sold in some Japanese stores are chosen according to the sales of other shops.

18. "Swarm intelligence" can also be observed in everyday life.

physical / physical
point / point
previously / previously
promoted / promoted
psychology / psychology
retailer / retailer
scanner / scanner
simulation / simulation
stock / stock
swarm / swarm
update / update
visible / visible
warehouse / warehouse

update / update
swarm / swarm
artificial / artificial
category / category
chain / chain
display / display
download / download
exploit / exploit
hard / hard
popular / popular
product / product
investigate / investigate
investigation / investigation

Part 3

**IELTS Sample
Reading Tests**



Unit 18

Sample Reading Test (1)

Section 1 Questions 1 – 11

Read the following passage.

The Air around Us

One factor that affects our weather is the atmosphere. The transfer of heat or light waves of energy is called radiation. As the light energy travels through the atmosphere, some of waves are deflected by water droplets or dust particles. This is why we often see a rainbow when the Sun shines after a rain.

Much of the solar energy (30%) coming from the Sun is reflected by the air, the clouds and objects on Earth's surface. An additional 20 percent of the incoming solar radiation is absorbed by clouds, dust particles, water vapour, and other gases in the atmosphere. Thus only 50 percent of the solar radiation coming from the Sun is absorbed by Earth and objects on it.

When solar energy strikes an object, the energy that is absorbed is changed from a short wavelength form (light energy) to a long wavelength form of energy. We cannot see the long wavelengths of energy given off by the object, but we feel the energy as heat. It is the heat energy radiating from Earth's surface that warms up the atmosphere.

In a desert, where the air is clear and dry, 90 percent of the solar radiation reaches Earth and is changed to heat energy. While the daytime temperatures may be extremely high, the nights get cold because as much as 90 percent of the heat passes back into space. The desert is covered by only a very thin blanket of the major heat-trapping gas – water vapour.

Where the air is humid, the daytime temperatures may be warm, but they do not reach the extreme highs recorded in the desert. The water vapour in the atmosphere acts as a curtain that reflects light energy. The land may receive only 40 percent of the incoming solar radiation. At night, the water vapour acts as a thick blanket that prevents the heat from escaping, so the nighttime temperatures remain warm.

Earth's atmosphere is like the glass in a greenhouse or car window. While the short wavelengths of light energy pass through the glass, most of the longer wavelengths of heat energy are trapped. Although the atmosphere does not trap heat in the same way a greenhouse does, the warming of the atmosphere is called the greenhouse effect. Planet Earth is a rather pleasant place to live because of the greenhouse effect that is created by its atmosphere.



Another important feature of the atmosphere is the cloud cover. Today, meteorologists are spending more time and energy on the study of clouds than on any other area of research. Clouds are airborne masses of water droplets or ice crystals. Smoke, whether from forest fires, chimneys, or automobiles, adds particles to the air. Winds pick up small particles of salt from the ocean or dust from exposed soil. All of these particles provide surfaces for the condensation of water vapour.

When moist air is pushed upward and is cooled, the water vapour begins to condense around these small particles. Water droplets or ice crystals will be formed, depending upon the temperature. The result of this process is the formation of clouds.

The features of Earth's surface and the movement of its winds determine where the moisture will fall. The amount of moisture that is returned to Earth each year can vary from less than one inch, that falls in the interior of the Sahara Desert, to as much as 50 feet, that falls on Mount Waialeale in Hawaii – the wettest spot on Earth.

Destruction of the tropical rainforest could affect weather over the entire planet. Transpiration from plants in the Amazon rainforest is an important source of water vapour for the formation of clouds. Clouds are an important factor in adjusting Earth's temperature. They may be an effective sunscreen that reflects significant amounts of light energy. They also are an effective blanket that traps heat energy.

If you change the chemistry of atmosphere, the climate may change. The amount of water vapour and other heat-trapping gases in the atmosphere helps to regulate the temperature of the planet.

Questions 1-8

Read the passage *The Air around Us* and complete the sentences below with words taken from the passage. In boxes 1-8 on your answer sheet, write NO MORE THAN THREE WORDS for each answer.

1. The writer of the passage is trying to tell us how our weather is affected by the _____.
2. The percentage of the solar radiation finally taken by Earth is _____.
3. The name we give to the energy that warms up the atmosphere is _____.
4. In a desert, the daytime temperatures are high because most of the solar radiation is changed to _____.
5. In humid places, the water vapour during the daytime is compared to a _____.
6. According to the passage, it is the _____ that prevents the night temperatures from dropping.

7. Clouds are mainly composed of water droplets or _____.
8. The climate may change with the change in the _____.

Questions 9-11

Read the passage *The Air around Us* and answer the multiple-choice questions by circling the letter of the correct answer. In boxes 9-11 on your answer sheet, write the corresponding letters.

9. According to the passage, the places where rain and snow fall are determined by the Earth's surface and _____.
- A. temperature C. moisture
B. winds D. oceans
10. Which of the following is NOT true based on the passage?
- A. Less than half the solar radiation is reflected by the air.
B. Smoke and winds affect the condensation of water vapour.
C. The tropical rainforest is important in the formation of clouds.
D. Clouds are important in reflecting a large amount of heat energy.
11. The purpose of the passage can be best described as _____.
- A. persuasive C. informative
B. encouraging D. argumentative

Section 2 Questions 12 – 26

Closing the Gender Gap

Section A

The benefits of educating girls are enormous. By empowering women within their families and communities, education enables women to contribute more fully to the social and economic development of their societies. A girl's education is also an investment in future generations; the more educated a mother is, the more likely are her children to be educated.

Section B

The educational level achieved by women has the most powerful influence on family size. The impact of education on family size is strongest and most consistent for women who have completed some secondary education. Educating girls is three times more likely than educating boys to lower family size. Education appears to affect family size in many ways. More educated women not only want fewer children than less educated ones, they are also more likely to marry and have children later, contributing to smaller family size.



Section C

Unfortunately, in many low-income countries, investment in education has not kept up with the rapidly increasing school-age population. Many developing countries cut social spending during the 1980s, putting more responsibility on families for financing education. Direct costs such as school fees, transportation, uniforms and books make it more difficult for poor families to educate all their children and parents in many countries give priority to sons.

Section D

Parents may see limited economic benefits in educating daughters. In many countries, girls are more likely than their brothers to be kept home to perform household chores, including caring for younger children. For these and other reasons, including early marriage and pregnancy, dropout rates for girls also tend to be higher than those for boys. In some cultures, parents are reluctant to allow their daughters to travel long distances to school, to be taught by male teachers and to enrol in schools without separate activities for girls.

Section E

Efforts to increase female enrolment levels must recognise the complex factors limiting educational opportunities for girls, as well as their continued enrolment once within the school system. Building more schools is often important to expand educational opportunities for girls. But especially in poor countries, more efficient use of existing resources for education could make possible the enrolment of more girls.

Section F

Hiring more female teachers and providing separate facilities for girls can help to overcome cultural barriers. In some countries, financial assistance such as scholarships for girls has also proved successful in encouraging parents to keep their daughters in school. Flexible school schedules can help to accommodate girls who have to work at home.

Section G

Providing access to good quality family planning services remains the most effective way to lower population growth rates in developing countries. Average family size and child death rates are lowest, however, in countries that combine strong family planning and health programmes with high levels of education for women.

Questions 12-18

The reading passage *Closing the Gender Gap* has 7 sections A-G. Choose the most suitable heading for each section from the list of headings on the next page. In boxes 12-18 on your answer sheet, write the appropriate numbers (I-VIII). There is an extra heading which you will not need.



- I How to get more girls into school
- II Responsibility for educating parents
- III Educational problems of girls
- IV Now parents must pay
- V Solving some other problems
- VI Family planning plus schooling
- VII Importance of female education
- VIII Educating girls means smaller families

- 12. Section A _____
- 13. Section B _____
- 14. Section C _____
- 15. Section D _____
- 16. Section E _____
- 17. Section F _____
- 18. Section G _____

Questions 19-23

Read the passage *Closing the Gender Gap* and look at the following statements. In boxes 19-23 on your answer sheet, write

TRUE	if the statement is true;
FALSE	if the statement is false;
NOT GIVEN	if the information is not given in the passage.

- 19. The children of a more educated mother are likely to be more educated.
- 20. To control family size, it is as effective to educate boys as to educate girls.
- 21. More educated women tend to have just two children.
- 22. In many developing countries, families are made financially responsible for educating their children.
- 23. Parents may not think that it is economically beneficial to educate girls.

Questions 24-26

Refer to the passage and answer the following questions. In boxes 24-26 on your answer sheet, write NO MORE THAN THREE WORDS taken from the passage.

- 24. What is high for girls due to early marriage and pregnancy?
- 25. What do people consider important to create more educational opportunities for girls?
- 26. What can help girls who cannot study in school due to work at home?

Section 3 Questions 27 – 40

Read the following passage about health care workers, who help with people's physical needs.

Health Care: Helping the Sick

Candy Stripers

A candy striper works in a hospital or medical facility. They are called candy stripers because of their pink aprons. Candy stripers can work on either a volunteer or paid basis. Candy stripers help sick people feel more comfortable in hospitals. Their duties include delivering newspapers, flowers and mail to patients. Most candy stripers are students. They come to work after classes. Many elderly people also work as candy stripers.

Physical Therapists

Physical therapists help people regain physical mobility after an accident, illness or surgery. A physical therapist works closely with a patient's doctor to relieve pain and increase the mobility of the affected body part. To be a physical therapist you will need a master's degree in physical therapy. Then you must be certified by the state. Physical therapy is a rapidly growing field.

Emergency Medical Technicians

The emergency medical technician, or EMT, is the first level of trained life support a patient is likely to meet following a car accident or an emergency health situation. EMTs are certified to take blood pressure and perform cardiopulmonary resuscitation. They can also give oxygen. Most community colleges offer the minimum requirement of 120 hours of study along with the proper certification. With enough further training, you can become a paramedic.

Paramedics

Paramedics do work similar to that of EMTs, but they are state certified to practice more advanced procedures and have more responsibilities. They can administer specific drugs and intravenous, or IV, solutions. Paramedics report for duty at hospitals. From there they are sent to emergency sites, often along with an EMT, who is second-in-command. To become a paramedic, you must first become an EMT. Then you continue your schooling for another eighteen months or two years. Starting salaries for paramedics range between \$25,000 and \$27,000 a year.

Medical Assistants

Medical assistants work under the direction of a doctor to assist in the examination and treatment of patients. They interview patients, measure vital signs such as pulse rate, temperature, blood pressure, weight, and height, and record information on patients' charts. They also prepare treatment rooms for examination of patients by draping patients with a covering, and positioning instruments and equipment. During the examination, medical assistants hand instruments and materials to a doctor as directed. After the examination, they clean and sterilise instruments.



Physicians

To become a physician, or medical doctor, you must complete a long course of training. Before applying for medical school, a student must first have a bachelor's degree from a four-year college. Then, a student must attend medical school, which takes four years to complete. Next, the doctor must complete an internship and a residency at a hospital. These are the doctor's first jobs when he or she works in a hospital learning from experienced doctors. These generally take another four years. After several more years of practice and training, doctors are eligible to take the board certification exams. Doctors can work in hospitals, private practice, medical groups, relief organisations or government agencies.

Questions 27-32

Look at the following list of required works numbered 27-32 and decide by whom the work should be done according to the duties mentioned in the passage *Health Care: Helping the Sick*. You can use the choices more than once. In boxes 27-32 on your answer sheet, write

- A. if it should be done by Candy Strippers;
- B. if it should be done by Physical Therapists;
- C. if it should be done by Emergency Medical Technicians;
- D. if it should be done by Paramedics;
- E. if it should be done by Medical Assistants.

- 27. interviewing patients
- 28. giving orders to EMT in emergency sites
- 29. delivering letters to patients
- 30. helping patients to move properly
- 31. taking blood pressure in emergency sites
- 32. recording information about patients

Questions 33-40

Refer to the passage *Health Care: Helping the Sick* and look at the following statements. In boxes 33-40 on your answer sheet, write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if the information is not given in the passage.

- 33. Candy strippers working in hospitals are all paid.
- 34. Elderly people work more hours as candy strippers than students do.
- 35. You don't need to be certified to be a physical therapist if you have a master's degree.
- 36. An EMT needs more training to be a paramedic.

37. Paramedics often wait in the hospitals until EMTs take the patients back from emergency sites.
38. Medical assistants have to make sure that the instruments are in the right positions for examinations.
39. One must spend four years in a medical school to be a medical doctor.
40. Doctors working to complete an internship at a hospital are not paid well.

Vocabulary

Section 1

airborne /'eəbɔ:n/ *adj.*
 blanket /'blæŋkit/ *n.*
 chimney /'tʃimni/ *n.*
 condensation /,kɒndən'seɪʃən/ *n.*
 crystal /'kristl/ *n.*
 curtain /'kɜ:tɪn/ *n.*
 desert /'dezət/ *n.*
 droplet /'drɒplit/ *n.*
 humid /'hju:mɪd/ *adj.*
 meteorologist /,mi:tiə'rɒlədʒɪst/ *n.*
 moisture /'mɔɪstʃə/ *n.*
 particle /'pɑ:tɪkl/ *n.*
 radiation /,reɪdɪ'eɪʃən/ *n.*
 rainbow /'reɪnbəʊ/ *n.*
 solar /'səʊlə/ *adj.*
 transpiration /,træns'pə'reɪʃən/ *n.*
 tropical /'trɒpɪkəl/ *adj.*
 vapour /'veɪpə/ *n.*
 wavelength /'weɪvlɛŋθ/ *n.*

Section 2

accommodate /ə'kɒmədeɪt/ *v.*
 barrier /'bæriə/ *n.*
 chore /tʃɔ:/ *n.*
 combine /kəm'baɪn/ *v.*
 complex /'kɒmpleks/ *adj.*
 consistent /kən'sɪstənt/ *adj.*
 dropout /'drɒpaut/ *n.*
 empower /ɪm'paʊə/ *v.*

enormous /i'nɔ:məs/ *adj.*
 facilities /fə'sɪlɪtɪz/ *n.*
 finance /faɪ'næns/ *v.*
 flexible /'fleksəbl/ *adj.*
 household /'haʊshəʊld/ *adj.*
 investment /ɪn'vestmənt/ *n.*
 pregnancy /'pregnənsi/ *n.*
 priority /praɪ'ɒrɪti/ *n.*
 reluctant /rɪ'læktənt/ *adj.*
 scholarship /'skɒləʃɪp/ *n.*

Section 3

apron /'eɪprən/ *n.*
 certification /,sɜ:tɪfɪ'keɪʃən/ *n.*
 certify /'sɜ:tɪfaɪ/ *v.*
 chart /tʃɑ:t/ *n.*
 drape /dreɪp/ *v.*
 equipment /i'kwɪpmənt/ *n.*
 internship /'ɪntɜ:nʃɪp/ *n.*
 intravenous /,ɪntrə'vi:nəs/ *adj.*
 minimum /'mɪnɪmə/ *adj.*
 mobility /məʊ'bɪlɪti/ *n.*
 paramedic /,pærə'medɪk/ *n.*
 site /saɪt/ *n.*
 sterilise /'sterɪlaɪz/ *v.*
 striped /'straɪpə/ *n.*
 surgery /'sɜ:dʒəri/ *n.*
 therapist /'θerəpɪst/ *n.*
 therapy /'θerəpi/ *n.*
 vital /'vaɪtl/ *adj.*



Unit 19

Sample Reading Test (2)

Section 1 Questions 1 – 14

Victoria READ Society

Why We Are Needed

Basic literacy skills provide the key to success in today's world. Imagine the daily fear that your teacher will ask you to read aloud during class. Imagine knowing that your friends will laugh because you have made another mistake. Imagine pretending you do not care every day. Imagine not being able to read your bus or TV schedule. Imagine not being able to fill out an application form for a job because you cannot read. Literacy leads to success in everyday life.

Who We Are

The Victoria READ Society was founded in 1976. Two teachers were hired to provide basic instruction in reading, writing, maths, and study skills to children who were having difficulty with their school work. Now, we serve over 700 students in three locations in Greater Victoria. Our students know that their problems with learning affect their ability to succeed in schools, in jobs, in retraining programmes, and in coping with the basic demands of everyday life.

READ is a non-profit society and is run by a volunteer Board of Directors with 29 staff. READ teachers are all specially trained and B.C. certified.

Our Commitment

Reading and understanding words and numbers unlock the door to everything in our world. At READ, we bring students into the world of knowledge and opportunity, giving them the skills necessary to become fully participating members of society.

Programmes

The Victoria READ Society offers the following specialised programmes:

- Academic Assessment – Identifies strengths and weaknesses on which to base an individual programme.
- CORE – Student-centred one-to-one part-time programme for children and adults.
- ABS – Adult Basic Skills. Full-time small classes of adults to develop basic literacy skills and job readiness skills.
- LINC – Language Instruction for Newcomers to Canada. Full-time English as a Second Language classes.



- ESL for Work – Full-time for adults – preparation for employment.
- Support Networks – Full-time job readiness programme for adults with literacy needs.

READ has supported community development initiatives both inside and outside the organisation through programmes such as Support Networks, Literacy Materials Bulletin, Project Literacy Victoria, and Literacy B.C.

Bursary Fund

Most of our CORE programme funding comes from tuition fees. However, our Bursary Fund subsidises tuition for children whose families cannot pay the full amount. Financial support comes from the Provincial Employees Community Services Fund, the Vancouver Foundation, service clubs, the Public Gaming Commission, individual donors and our annual “READ Festival”. Over 400 children receive individualised instruction each year in the CORE programme, with over 80 families receiving financial assistance from the Bursary Fund.

Our Success

The Victoria READ Society is very proud of its accomplishments over the past twenty years. Many of our students have now graduated from university or community college or have found satisfying employment. Many have returned to thank us for helping them attaining their personal goals. READ is unique because it is independent from schools and colleges. READ is able to offer the specialised and intensive instruction that many students need to be confident and successful.

Questions 1-7

Read the passage *Victoria READ Society* and complete the summary below by choosing one word or phrase from the box below for each answer. Write your answers in boxes 1-7 on your answer sheet.

instruction	1976	school work	participate
serve	graduate	tuition	reading
part-time	LINC	one-to-one	specialised

Example: 1976

Victoria READ Society was started in 1976 and at that time only two teachers were employed to teach children having problems with their 1. _____. The Society grew fast and now with more than 700 students to 2. _____, we are working in three locations in Greater Victoria. By teaching the students the basic skills, we help them to fully 3. _____ in the society. There are many 4. _____ programmes offered.



by the Victoria READ Society, among which CORE is an individualised 5. _____ programme for both children and adults. Every year, the CORE programme provides many children with individualised 6. _____ and the Bursary Fund subsidises 7. _____ for more than 80 families who cannot pay the full amount.

Questions 8-14

Read the passage *Victoria READ Society* and look at the following statements. In boxes 8-14 on your answer sheet, write

YES	if the statement agrees with the writer;
NO	if the statement does not agree with the writer;
NOT GIVEN	if there is no information about this in the passage.

8. When the Victoria READ Society was founded, only two teachers worked there as volunteers.
9. The students in READ do not know whether they have problems with learning.
10. The increasing number of the students helps to bring READ more profit.
11. Most of the 29 people working as Board of Directors are middle-school teachers.
12. Children who come from poorer families are only supposed to pay one third of the tuition fee.
13. The money donated by people is part of the programme funding.
14. The Victoria READ Society does not belong to any school or university.

Section 2 Questions 15 – 28

Hire Me!

Section I

Many of the leads on new jobs will come from people that know you the best. To increase referrals from this group, make sure they know the types of jobs you are seeking. You also need to be looking out for them, so know their interests. Remember, networking is a two-way street.

Section II

You name it and there is an association or group for it. Associations are groups of people that have at least one thing in common. You can start by using the yellow pages under associations to find one that may appeal to you. They usually meet once a month to network and share ideas that are related to their interests. This is a great way to build your networking contacts with people that share some of your goals.



Section III

We use it every day to find doctor, dentist, plumber or anything else in town. Why not use the yellow pages to find a job? Before you open the yellow pages, write down what you want to find out so that you won't waste either your time or the employer's time.

The best times to call most businesses are from 9:30 a.m. to 11:00 a.m. and 1:30 p.m. to 3:00 p.m.. All you are asking is, "How do I obtain employment with your company?" Some companies now have voicemail called "job lines" to tell you of the procedures. Be ready to write down the information. I recommend that you purchase a street map book of the city. The book will help you pinpoint the location of the business. The book will also prevent you from asking the question, "Can you give me the directions?" Always thank them for their time. Remember – you interrupt their day.

Section IV

Every Sunday thousands of employers place job openings in the major papers and smaller local community papers throughout the city to attract needed personnel to service their customers. Before you seek the information, you will need to ask the following three questions: 1) Where do I want to work? 2) Which fields interest me? 3) Do I have the required skills to apply for this position? For the best results, respond to the ad within 48 hours of printing. Many ads only want you to fax or apply in person – so follow the rules.

Section V

Hidden behind all those voicemail boxes is a real person. Job fairs enable you to meet them face to face. Plan on attending at least four job fairs per year. At each job fair, meet at least 6 to 10 people. Follow up with the people you meet with a thank-you card or letter. Job fairs can be a great opportunity to find out what skills you need to learn to get into a specific field. Job fairs are like a wedding reception line. Shake hands, talk for one or two minutes and move on to the next in line. Your goal is to get a contact inside the company.

Section VI

Every working day we get in our cars and line up like cattle to move down the roadways, each of us alone in our cars. Try taking the bus and use this time to network. Think of the bus as a small informational meeting of 40 people. Start your approach with a friendly "hello". Some people may not say it back to you. In time you may meet some contacts through taking the bus. If networking on the bus doesn't work for you, at least you can take advantage of the other benefits of riding the bus – using the time to organise your day, read the paper or a good book, saving over 200 gallons of gas per year, paying no parking fees – and you can wave at your friends stuck in the slow lane.



Section VII

Coaches come in many forms and sizes. The one thing they have in common is that they have been down the path before you. They know some of the pitfalls ahead and want to help you avoid them. They teach you the rules of the game and help you learn to work as a team player. You need to learn all you can from them. It is your duty to take what you have learned and pass it on to someone else. So, find a coach and be a coach to someone else.

Questions 15-20

The reading passage *Hire Me!* has 7 sections numbered I-VII. Choose the most suitable heading for each section from the list of headings below. In boxes 15-20 on your answer sheet, write the appropriate letters (A-H). The heading of Section V has been given as an example. There is an extra heading which you will not need.

- A. Learning from the experienced
- B. Networking on the bus
- C. Finding out about your interests
- D. Meeting more people
- E. Talking to friends and family
- F. Checking help wanted ads
- G. Attending job fairs
- H. Using telephone directory

- 15. Section I _____
- 16. Section II _____
- 17. Section III _____
- 18. Section IV _____

- Example:** Section V G
- 19. Section VI _____
 - 20. Section VII _____

Questions 21-28

Read the passage *Hire Me!* and look at the following statements. In boxes 21-28 on your answer sheet, write

TRUE if the statement is true;
 FALSE if the statement is false;
 NOT GIVEN if the information is not given in the passage.

- 21. To find jobs, you should tell the people around you what kind of jobs you want.
- 22. People in an association may not be able to find anything they have in common.

23. Some businesses do not mind at all if you call them before 9:30 a.m..
24. A street map book will be helpful when you are seeking a job.
25. Before you read the paper for job information, you need to know about the job location you prefer.
26. People can find out what skills they need for a specific job by attending job fairs.
27. People in the bus will always respond if you greet them with a friendly “hello”.
28. Sometimes you need to pay for the help offered by the coaches.

Section 3 Questions 29 – 40

Read the following passage.

Demand for Water in the United States

If all of the water in the atmosphere were to fall evenly as rain, the Earth would be entirely covered with one inch of water. But when it rains, it pours. Rain doesn't fall equally on everyone. Unusual weather patterns sometimes create long periods of droughts or disastrous floods. In the United States, the average annual rainfall is 30 inches, and most of the rain falls in the East. Less than 4 inches of rain falls each year on parts of the Southwest, while parts of the Pacific Northwest receive 200 inches a year.

The survival and success of a community frequently depend upon the water it can provide for agriculture and industry. Water has often become the limiting factor in the growth of communities. Although the eastern part of the United States is wet, water supplies are sometimes not sufficient to meet the demand. The high population density along the eastern coast puts great demand upon the region's water supply.

In poor tropical countries, where women must walk several miles for water, each person may use less than one gallon of water per day. It is estimated that Californians use about 100 to 200 gallons a day per person. During recent droughts in New Jersey and California, some residents were required to limit water use to 50 gallons per person per day.



Average Daily Water Use for a Family of Four

Water Use	Gallons or Litres per Day		Per cent of Total Daily Use
	Gallons	Litres	
Toilet	100	380	39
Bathing & Hygiene	88	334	34
Laundry	35	133	14
Kitchen	27	103	11
Housekeeping	5	9	2
Totals	255	959	100

Our demand for water is great and it continues to grow. World water demand has grown faster than the population. Water use is nearly 50 per cent more per person than in 1950. Each day during 1985, nearly 1.3 trillion litres of water flowed through complex systems of pipes to homes, factories, farms and power plants in the United States.

Most water – 141 billion gallons per day – is used for agriculture. A large supply of water is necessary to produce the food that we eat. One hundred and twenty gallons of water is required to produce an egg for your breakfast. A steak for dinner requires 3,500 gallons.

Irrigated agriculture is the number one user of water in the western United States. In California, farmers use about 85 per cent of the available water supply. They grow about half the fruits and vegetables produced in the United States. In California, cotton, rice, and alfalfa rely most heavily on irrigated water. In Kern Country, a farmer can make seven cuttings of alfalfa in an irrigated field. Without water for irrigation, the fields may produce only one cutting.

The second major user of water in the United States is production of electricity at thermoelectric power plants. Power plants use 131 billion gallons of water per day, but 97 per cent of this water is returned to the lake or the river and is immediately available to be used again.

The chart below shows how water was used in the United States in 1985. The charts include only water that is withdrawn from a source. They do not include recreation, power generation, transportation or wildlife uses that do not remove water from the stream.

Daily Water Withdrawal Uses in the Entire United States – 1985

Use	Litres per Day	Consumed	Returned
Agricultural	534	54%	46%
Thermoelectric	496	3%	97%
Domestic and Commercial	118	20%	80%
Industrial and Mining	117	16%	84%

Questions 29-31

Read the passage *Demand for Water in the United States* and answer the following questions. In boxes 29-31, write for each answer NO MORE THAN THREE WORDS taken from the passage.

29. What could be the reason for natural disasters like droughts and floods?
30. Which factor can frequently affect the survival and success of a community?
31. What is the reason for great water demand along the eastern coast of the United States?

Questions 32-36

Read the passage *Demand for Water in the United States* and choose, according to the passage, one phrase (A-G) from the list of phrases to complete each key point below. In boxes 32-36, write the appropriate letters (A-G). There are more phrases than key points, so you will not use them all.

32. The eastern part of the United States _____.
33. In the United States, _____.
34. Most of the water supply _____.
35. Most of the water from power plants _____.
36. The chart of Daily Water Withdrawal Uses _____.

- A. is used for irrigation
- B. includes water removed from rivers
- C. is the wettest place in the country
- D. the food we eat
- E. sometimes people have to limit water use
- F. can be recycled later
- G. people grow more fruits and vegetables

Questions 37-40

Read the passage *Demand for Water in the United States* and look at the following statements. In boxes 37-40 on your answer sheet, write

- | | |
|-----------|---|
| TRUE | if the statement is true; |
| FALSE | if the statement is false; |
| NOT GIVEN | if the information is not given in the passage. |



37. Water supplies in the eastern part of the United States can always meet the demand.
38. Water used in California per person could be 200 times as much as the water used per person in tropical countries.
39. Among the items of average daily water use for a family of four, the percentage of water use on housekeeping is the lowest.
40. Water demand in the world grows almost twice as fast as the population.

Vocabulary

Section 1

attain /ə'teɪn/ *v.*
 bulletin /'bulətɪn/ *n.*
 bursary /'bɜ:səri/ *n.*
 commission /kə'mɪʃən/ *n.*
 festival /'festəvəl/ *n.*
 individualise /,ɪndɪ'vɪdʒuəlaɪz/ *v.*
 initiative /ɪ'nɪʃətɪv/ *n.*
 intensive /ɪn'tensɪv/ *adj.*
 literacy /'lɪtərəsi/ *n.*
 subsidise /'sʌbsaɪdɪz/ *v.*
 unlock /,ʌn'lɒk/ *v.*

Section 2

appeal /ə'pi:l/ *v.*
 association /ə,səʊsɪ'eɪʃən/ *n.*
 coach /kəʊtʃ/ *n.*
 dentist /'dentɪst/ *n.*
 fair /feə/ *n.*
 interrupt /,ɪntə'rʌpt/ *v.*
 lane /leɪn/ *n.*

network /'netwɜ:k/ *v.*
 pinpoint /'pɪnpɔɪnt/ *v.*
 plumber /'plʌmə/ *n.*
 purchase /'pɜ:tʃəs/ *v.*
 referral /rɪ'fɜ:rəl/ *n.*

Section 3

density /'densɪti/ *n.*
 disastrous /dɪ'zɑ:stɹəs/ *adj.*
 gallon /'gælən/ *n.*
 generation /,dʒenə'reɪʃən/ *n.*
 hygiene /'haɪdʒi:n/ *n.*
 irrigate /'ɪrɪgeɪt/ *v.*
 mining /'maɪnɪŋ/ *n.*
 plant /plɑ:nt/ *n.*
 recreation /,rekri'eɪʃən/ *n.*
 rely /rɪ'laɪ/ *v.*
 steak /steɪk/ *n.*
 thermoelectric /θɜ:məʊi'lektrɪk/ *adj.*
 trillion /'trɪljən/ *n.*



Answer Key



Unit 1

IELTS Reading Question Types

1. Multiple-Choice Questions

1. B 2. A 3. D 4. B

2. Short-Answer Questions

1. Qualified volunteers 3. Host families 5. French and Spanish
2. Basic living expenses 4. Two years

3. Sentence-Completion Questions

1. the sun's rays 3. enter the collector 5. stored
2. reflection 4. heat/long-wave radiation

4. Note/Summary/Diagram/Flow Chart/Table-Completion Questions

1. a registration card 3. film equipment 5. date
2. signing an agreement 4. pass a course 6. renew

5. Choosing from a Heading Bank for Identified Paragraphs/Sections of a Passage

1. VI 2. V 3. II 4. I 5. IV

6. Identification of Writer's Viewpoints/Claims and Information in a Passage – Yes/No/Not Given; True/False/Not Given

1. NOT GIVEN 2. NO 3. YES 4. NOT GIVEN 5. YES

7. Classification

1. A 2. C 3. B 4. A 5. A 6. C

8. Matching Lists/Phrases

1. E 2. A 3. D 4. B



Unit 4

Reading Practice (1)

Reading Passage One

- | | | | |
|------|---------|----------------------|------------------|
| 1. C | 4. A | 7. your location | 10. to stay calm |
| 2. C | 5. B | 8. a wet towel | |
| 3. B | 6. exit | 9. break any windows | |

Reading Passage Two

- | | | | |
|------|------------------------|-----------|---------------|
| 1. A | 5. Parts of animals | 9. FALSE | 13. NOT GIVEN |
| 2. B | 6. (Their) Ivory tusks | 10. FALSE | 14. TRUE |
| 3. B | 7. Seal pups | 11. TRUE | 15. NOT GIVEN |
| 4. C | 8. The tuna fishermen | 12. TRUE | 16. TRUE |

Unit 5

Reading Practice (2)

Reading Passage One

- | | | | |
|------|----------|----------|---------------|
| 1. F | 6. C | 11. 1888 | 16. NOT GIVEN |
| 2. B | 7. 7408 | 12. YES | 17. NO |
| 3. A | 8. 1884 | 13. NO | 18. YES |
| 4. E | 9. 1999 | 14. YES | 19. NO |
| 5. D | 10. 1806 | 15. NO | 20. NOT GIVEN |

Reading Passage Two

- | | | | |
|------|----------------------|----------------------|---------------|
| 1. B | 5. A | 9. (more) starvation | 13. FALSE |
| 2. A | 6. natural resources | 10. TRUE | 14. NOT GIVEN |
| 3. A | 7. ozone layer | 11. NOT GIVEN | 15. TRUE |
| 4. C | 8. Dr. Gerald Barney | 12. FALSE | 16. TRUE |



Unit 6

Reading Practice (3)

Reading Passage One

- | | | | |
|------|--------------------------|---------------------|-----------|
| 1. B | 5. stress | 9. planning a party | 13. TRUE |
| 2. A | 6. a stressful situation | 10. FALSE | 14. TRUE |
| 3. B | 7. Stressors | 11. NOT GIVEN | 15. FALSE |
| 4. A | 8. pleasant events | 12. NOT GIVEN | 16. TRUE |

Reading Passage Two

- | | | | |
|------|----------|---------|---------------|
| 1. D | 6. F | 11. IV | 16. NOT GIVEN |
| 2. B | 7. VI | 12. III | 17. YES |
| 3. A | 8. I | 13. YES | 18. YES |
| 4. C | 9. VII | 14. NO | 19. NO |
| 5. E | 10. VIII | 15. NO | 20. NOT GIVEN |

Unit 7

Reading Practice (4)

Reading Passage One

- | | | | |
|------|-------|--------------------|----------------------|
| 1. B | 6. D | 11. C | 16. Apply a dressing |
| 2. A | 7. A | 12. A | 17. Children |
| 3. B | 8. C | 13. C | 18. The next day |
| 4. A | 9. A | 14. Apply pressure | 19. Lying in bed |
| 5. B | 10. E | 15. Germs | 20. On the head |

Reading Passage Two

- | | | | |
|------|------|---------|---------------|
| 1. C | 5. C | 9. E | 13. NOT GIVEN |
| 2. B | 6. A | 10. YES | 14. YES |
| 3. A | 7. C | 11. NO | 15. YES |
| 4. A | 8. D | 12. YES | 16. NOT GIVEN |



Unit 8

Reading Practice (5)

Reading Passage One

- | | | | |
|------|------------------------|---------------|-----------|
| 1. B | 6. Bankstown | 11. NOT GIVEN | 16. FALSE |
| 2. B | 7. English course fees | 12. TRUE | 17. FALSE |
| 3. A | 8. Campbelltown | 13. FALSE | |
| 4. C | 9. TOEFL/IELTS | 14. TRUE | |
| 5. A | 10. FALSE | 15. FALSE | |

Reading Passage Two

- | | | | |
|---------------|--------------|-------------|-------|
| 1. inherit | 6. disorder | 11. F | 16. D |
| 2. upbringing | 7. digestive | 12. A | 17. B |
| 3. nibble | 8. slim | 13. B | 18. B |
| 4. alter | 9. D | 14. A, C, E | 19. A |
| 5. ancestor | 10. E | 15. D | |

Unit 9

Reading Practice (6)

Reading Passage One

- | | | | |
|------------------------------|---------------------|---------------|--------|
| 1. B | 6. retained | 11. NOT GIVEN | 16. NO |
| 2. B | 7. charged for | 12. YES | 17. NO |
| 3. C | 8. three weeks | 13. NOT GIVEN | |
| 4. individual heating system | 9. a written notice | 14. NO | |
| 5. \$50 | 10. YES | 15. YES | |

Reading Passage Two

- | | | | |
|------|-------|---------------|----------|
| 1. B | 6. C | 11. NOT GIVEN | 16. TRUE |
| 2. A | 7. B | 12. TRUE | 17. TRUE |
| 3. C | 8. G | 13. NOT GIVEN | 18. TRUE |
| 4. A | 9. F | 14. FALSE | |
| 5. B | 10. A | 15. FALSE | |



Unit 10

Reading Practice (7)

Reading Passage One

- | | | | |
|------|---------|---------------|-----------|
| 1. B | 6. IV | 11. II | 16. TRUE |
| 2. A | 7. III | 12. VI | 17. FALSE |
| 3. A | 8. V | 13. FALSE | 18. TRUE |
| 4. C | 9. VIII | 14. TRUE | 19. TRUE |
| 5. B | 10. I | 15. NOT GIVEN | |

Reading Passage Two

- | | | | |
|--------|---------|------------------------|--|
| 1. A | 6. I | 11. III | 16. reference books |
| 2. A | 7. VIII | 12. in a/the community | 17. a special area/
a separate room |
| 3. C | 8. IX | 13. a specific time | 18. special interests |
| 4. B | 9. VI | 14. taxes | |
| 5. VII | 10. II | 15. children and adult | |

Unit 11

Reading Practice (8)

Reading Passage One

- | | | | |
|---------|---------------|------------------------|------------------|
| 1. B | 6. TRUE | 11. FALSE | 16. set fire |
| 2. C | 7. FALSE | 12. TRUE | 17. fire setter |
| 3. B | 8. FALSE | 13. motive | 18. accidentally |
| 4. C | 9. TRUE | 14. in subway stations | 19. blanket |
| 5. TRUE | 10. NOT GIVEN | 15. 20 times | 20. the fun |

Reading Passage Two

- | | | | |
|------|------------------|---------------|---------------|
| 1. C | 6. communicative | 11. gains | 16. YES |
| 2. A | 7. sharing | 12. YES | 17. NOT GIVEN |
| 3. A | 8. guide | 13. NOT GIVEN | 18. NO |
| 4. B | 9. 100% | 14. YES | |
| 5. A | 10. 65 | 15. NO | |



Unit 12

Reading Practice (9)

Reading Passage One

- | | | | |
|------|-------|---------------|---------------|
| 1. A | 6. C | 11. A | 16. TRUE |
| 2. B | 7. B | 12. TRUE | 17. NOT GIVEN |
| 3. A | 8. D | 13. TRUE | 18. TRUE |
| 4. A | 9. B | 14. FALSE | 19. FALSE |
| 5. C | 10. C | 15. NOT GIVEN | |

Reading Passage Two

- | | | | |
|------|-------|---------------|---------------|
| 1. E | 6. B | 11. D | 16. FALSE |
| 2. F | 7. C | 12. TRUE | 17. TRUE |
| 3. C | 8. A | 13. TRUE | 18. NOT GIVEN |
| 4. D | 9. B | 14. NOT GIVEN | 19. FALSE |
| 5. A | 10. B | 15. TRUE | 20. NOT GIVEN |

Unit 13

Reading Practice (10)

Reading Passage One

- | | | | |
|------|--------------------|-----------------------|-------|
| 1. C | 6. An old garden | 11. Eastern bluebirds | 16. D |
| 2. A | 7. Early settlers | 12. C | 17. B |
| 3. C | 8. Three | 13. D | |
| 4. B | 9. Loss of habitat | 14. A | |
| 5. B | 10. Steel | 15. A | |

Reading Passage Two

- | | | | |
|------------|--------------------------|---------------------------|-------|
| 1. A | 6. starvation or disease | 11. small | 16. H |
| 2. C | 7. natural resources | 12. Religion | 17. F |
| 3. A | 8. birth control | 13. Economics | 18. C |
| 4. B | 9. family planning | 14. world food production | 19. A |
| 5. nations | 10. successful | 15. B | 20. I |



Unit 14

Reading Practice (11)

Reading Passage One

- | | | | |
|--------------------|-----------------------|----------------|---------------|
| 1. A | 7. Low-floor | 13. transfer | 19. FALSE |
| 2. A | 8. baby strollers | 14. connecting | 20. FALSE |
| 3. B | 9. long skinny | 15. FALSE | 21. NOT GIVEN |
| 4. A | 10. rectangular | 16. FALSE | 22. TRUE |
| 5. attractions | 11. served | 17. TRUE | 23. FALSE |
| 6. ferry terminals | 12. information tubes | 18. TRUE | |

Reading Passage Two

- | | | | |
|------|-------|-------|----------------|
| 1. B | 6. C | 11. F | 16. D |
| 2. C | 7. A | 12. A | 17. A, C, E, F |
| 3. A | 8. D | 13. A | |
| 4. C | 9. H | 14. B | |
| 5. B | 10. E | 15. C | |

Unit 15

Reading Practice (12)

Reading Passage One

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|------|-------|-------|-------|
| 1. C | 6. F | 11. A | 16. B |
| 2. D | 7. B | 12. D | 17. D |
| 3. A | 8. A | 13. C | 18. C |
| 4. E | 9. C | 14. D | 19. A |
| 5. B | 10. B | 15. B | |

Reading Passage Two

- | | | | |
|------|-------------------|------------------------------|---------------------|
| 1. D | 7. C | 13. assumptions | 18. academic system |
| 2. A | 8. D | 14. schooling issues | 19. handicapped |
| 3. E | 9. A | 15. internationally mobile | 20. benefit |
| 4. B | 10. E | 16. individually | 21. empathise |
| 5. F | 11. H | 17. sequencing of curriculum | |
| 6. C | 12. disadvantages | | |



Unit 16

Reading Practice (13)

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Reading Passage One

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|------------------|----------------------------|-----------------------|---------------|
| 1. B | 6. Drinking bottled water | 11. Minerals | 16. NO |
| 2. B | 7. Pesticides | 12. (Taste of) Sulfur | 17. NO |
| 3. A | 8. Level of lead | 13. NO | 18. YES |
| 4. B | 9. Laboratory test results | 14. YES | 19. YES |
| 5. Private wells | 10. Listing the minerals | 15. NOT GIVEN | 20. NOT GIVEN |

Reading Passage Two

- | | | | |
|------|---------------|----------------|---------------------|
| 1. D | 7. NOT GIVEN | 13. studying | 19. unemployed |
| 2. A | 8. YES | 14. disability | 20. benefits |
| 3. B | 9. YES | 15. retirement | 21. pension schemes |
| 4. F | 10. NO | 16. experience | 22. pension |
| 5. C | 11. NO | 17. doubled | |
| 6. E | 12. NOT GIVEN | 18. Complement | |

Unit 17

Reading Practice (14)

Reading Passage One

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|------|------------------------------------|----------------------------------|-------|
| 1. D | 7. (In) January | 11. Guideline daily amounts/GDAs | 15. D |
| 2. F | 8. (On) Food packs/
packaging | 12. Unhealthy foods | 16. C |
| 3. E | 9. (Britain's) Obesity
epidemic | 13. E | 17. B |
| 4. C | 10. (Breakfast) Cereals | 14. B | 18. D |
| 5. A | | | 19. A |
| 6. B | | | |

Reading Passage Two

- | | | | |
|------|----------------------------|---------------|---------|
| 1. F | 6. D | 11. screen | 16. NO |
| 2. E | 7. (freshly baked) bread | 12. discounts | 17. YES |
| 3. A | 8. expensive | 13. NO | 18. YES |
| 4. B | 9. impulse buying | 14. NOT GIVEN | |
| 5. C | 10. other (tempting) goods | 15. YES | |



Unit 18

Sample Reading Test (1)

1. atmosphere	11. C	22. TRUE	32. E
2. 50 percent	12. VII	23. TRUE	33. NO
3. the heat energy	13. VIII	24. Dropout rates	34. NOT GIVEN
4. heat energy	14. IV	25. Building more schools	35. NO
5. curtain	15. III	26. Flexible school schedules	36. YES
6. water vapour	16. I	27. E	37. NO
7. ice crystals	17. V	28. D	38. YES
8. chemistry of atmosphere	18. VI	29. A	39. YES
9. B	19. TRUE	30. B	40. NOT GIVEN
10. D	20. FALSE	31. C	
	21. NOT GIVEN		

Unit 19

Sample Reading Test (2)

1. school work	11. NOT GIVEN	21. TRUE	31. High population density
2. serve	12. NOT GIVEN	22. FALSE	32. C
3. participate	13. YES	23. NOT GIVEN	33. E
4. specialised	14. YES	24. TRUE	34. A
5. part-time	15. E	25. TRUE	35. F
6. instruction	16. D	26. TRUE	36. B
7. tuition	17. H	27. FALSE	37. FALSE
8. NO	18. F	28. NOT GIVEN	38. TRUE
9. NO	19. B	29. Unusual weather patterns	39. TRUE
10. NO	20. A	30. Water	40. NOT GIVEN

