

# The best preparation for **IELTS**

Reading

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# Preface

As far as I know, students of English may find reading long passages the most difficult. Personally, reading is a very interesting skill and easy to master if its sub-skills can skillfully be applied when reading. Concerning IELTS, the Reading test tends to select authentic extracts from books, journals, newspapers, magazines, or research papers, which seems increasingly intimidating to candidates who are not fast readers.

Understanding this situation, I have tried to work out user-friendly material to facilitate English learning, especially helping English learners to improve their reading skill more effectively.

Our practical step-by-step guide to test practice as well as important skills presented and explained will certainly meet your expectations and bring success to your coming IELTS test.

**Young Kim**



## Main Features

1. The book starts with what is known as “Warm-up” to actually help even beginners of English to get access to reading English material.
2. The unique five- and six-step procedures – SSUPA and SSSUPA – enable learners to read passages with ease and comfort.
3. The six most common question types in the IELTS Reading test presented in the book will provide learners with their best test preparation and test taking.
4. Short passages of approximately 300 words have carefully been selected with the aim of gradually familiarising learners with longer and more academic reading passages.
5. Each item is presented in the same format throughout the book. In other words, each lesson consists of three sections starting with a brief overview, moving on to guided practice, and ending with free practice.
6. The step-by-step guide to find out correct answers has made this book become unique and different from others. This useful support will certainly facilitate learners and give them considerable confidence in improving their reading ability.
7. A detailed answer key is also provided at the end of the book to help learners to check their work and see their progress after learning and acting on valuable advice given in the previous parts.

# Main Parts

## Part 1

**Reading Sub-skills**

**1. Skimming**

Skimming is an important technique which enables readers to rapidly understand the general idea of a reading passage. In IELTS reading, skimming should be done before reading the questions about a passage, and different ways can be applied when skimming. You should run your eyes over the passage to get the general idea and not stop at new words. The important point with skimming is speed. Another way to skim is to just read the first and last paragraphs of the passage (and summaries if there are any). You may also just read the title, subtitles (and illustrations if there are any). If you are a slow reader in English, you really need a lot of practice to increase your reading speed.

**Task 2 S (Structuring)**

Read the passage again and highlight the key phrases and sentences that correspond to the introduction, body, and conclusion of the passage. (Note: There are 3–5 phrases and sentences in each paragraph.)

**Task 3 U (Understanding)**

Try to understand the general idea of the passage by writing down the key words, phrases, and sentences you have found out in Tasks 1 and 2 in the spaces provided below.

**Paragraph 1**

**Part 1** introduces the two most important reading sub-skills: skimming and scanning.

The five- and six-step procedures are offered for practising skimming and scanning.

## Part 2

**Question Types**

**1. Multiple Choice**

Multiple-choice questions are designed to test a wide range of reading skills. The questions may require you to skim in order to have an overall understanding of the main idea of a passage, or they may ask you to have a detailed understanding of particular points about which you will need to scan for specific details.

There are two types of multiple-choice questions. The first type is standard multiple choice, which is the most typical form with one question and four possible answers. Specifically speaking, you have to choose one correct answer from the four alternatives given in the question. Another form is known as modified multiple choice, which requires you to choose more than

**Approach**

**Q1**

**STEP 1** Find two key words in the question.

**STEP 2** Find a word associated with one of the key words in the second sentence of paragraph 1.

**STEP 3** Read the second sentence in paragraph 1 again to find relevant information.

**STEP 4** Choose the correct option.

**Q2**

**Part 2** briefly explains the six most common question types in IELTS reading.

The **Approach** section provides guided step-by-step practice on an example passage given.

## Part 3

**Actual Test 1**

**Reading Passage 1**

You should spend about 20 minutes on Questions 1–15 which are based on Reading Passage 1 below.

**Biology of Light**

A. The phenomenon of light has always been pondered and mythologized about, but only until recently have there been systematic efforts to determine its basic properties and nature. A whole host of cultures have their own take on the origin of light or the day/night cycle. Some stories see the light and dark duality as a

**Part 3** provides three actual tests for your practice.

An answer key is given at the end of the book.



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# IELTS Overview

## What is IELTS?

IELTS, which is short for the International English Language Testing System, was introduced in 1989. The IELTS test is designed to assess the English language ability of non-native candidates who want to study in countries where the medium of instruction is English.

IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations (Cambridge ESOL) through more than 800 locations in over 130 countries. This is essentially an examination of British English, not American English.

Depending on each individual plan, a candidate must select to sit either the Academic IELTS test or the General Training IELTS test. This choice must be made when applying to sit the test. IELTS Academic module is the preferred test of English for students intending to study in Australia, Canada, New Zealand, the UK, and increasingly, the USA. The General Training module is suitable for candidates who are migrating to English-speaking countries or going to English-speaking countries to complete their secondary education or undertake training programmes.

## IELTS Test Format

Both the Academic and General Training modules cover all four language skills: Listening, Reading, Writing, and Speaking.

The table below helps you to understand more clearly about the format and timing of the two IELTS modules.

	Academic Module	General Training Module
<b>Listening</b>	4 sections; 40 questions – 30 minutes	4 sections; 40 questions – 30 minutes
<b>Reading</b>	3 sections; 40 questions 3 texts 1 hour	3 sections; 40 questions 3 texts 1 hour
<b>Writing</b>	2 tasks 1 hour	2 tasks 1 hour
<b>Speaking</b>	3 parts 11–14 minutes	3 parts 11–14 minutes

# PART 1

## READING SUB-SKILLS

### 1. Skimming

### 2. Scanning

In the IELTS Reading test, the problem is the time limit. You are supposed to read three passages together with accompanying questions and to give a total of 40 answers in one hour. Therefore, you should spend at most 20 minutes on a passage, which is sometimes not enough for you to complete the test.

The passages, which tend to increase in difficulty throughout the test, vary in length, and so does the number of questions on each passage. The passages are usually from 700–1,000 words long in the Academic module and shorter in the General Training module, and the questions on each passage either come before or after the reading passage. It is a good idea for you to practise initially with passages of about 300 words. Accordingly, Part 1 here has been designed with the aim of helping you to effectively improve your reading ability.

In real life, depending on your reading purposes, you can do extensive reading or intensive reading, but in preparation for the IELTS Reading test, you should enhance your ability of skimming and scanning, which are the two most important sub-skills to enable you to finish the test successfully.



## Reading Sub-skills

### 1. Skimming

Skimming is an important technique which enables readers to rapidly understand the general idea of a reading passage. In IELTS reading, skimming should be done before reading the questions about a passage, and different ways can be applied when skimming. You should run your eyes over the passage to get the general idea and not stop at new words. The important point with skimming is speed. Another way to skim is to just read the first and last paragraphs of the passage (and summaries if there are any). You may also just read the title, subtitles (and illustrations if there are any). If you are a slow reader in English, you really need a lot of practice to increase your reading speed.

#### SSUPA Procedure

Task 1 S: Skimming	Run your eyes over a passage to recognise key words.
Task 2 S: Structuring	Find out key phrases and sentences that correspond to the organisation of the passage.
Task 3 U: Understanding	Understand the passage.
Task 4 P: Proper Nouns	Find out any proper nouns, such as names, places.
Task 5 A: Answering	Give answers.

## **The Growing Popularity of Organic Food**

At the supermarket these days, there is often a section or aisle that sells just organic products. There are also many new stores opening up that specialize just in organic fruits and vegetables. Organic food is becoming more and more popular these days due to concerns about the safety of conventionally grown food. Organically grown produce, though, is often more expensive to buy. Consumers need to understand why something is labeled 'organic' in order to make the best choices when purchasing food for themselves and their families.

Several factors contribute to this higher price. Though there are some small differences, government agencies across the world agree on what qualifies a product as organic: such products must be grown without chemical fertilizers or pesticides. Also, livestock, such as cows, pigs, and chickens, must not be injected with artificial growth hormones or antibiotics. These standards result in food that is generally healthier and tastier. Without harsh pesticides and chemical fertilizers, crop plants produce more antioxidants and other beneficial nutrients. The farmer, their families, and their communities also benefit from a cleaner and safer environment. Fertilizer runoff is a major environmental problem and affects places far away from farms. Their mass production also contributes to global warming. Organic production techniques encourage environmental stewardship for the Earth and long-term agricultural sustainability.

Those standards ensure a safe and nutritious supply of food from organic farms. However, organic farming reduces crop yields per farm while increasing the labor required. As a result, organic food is generally more expensive. The price difference may be offset slightly in the future, as consumers ask for more organically grown produce and more suppliers jump into the market to fill that demand. Many people, though, are willing to pay that extra cost for organic food, given the health and environmental benefits.

(300 words)

### **Task 1 S (Skimming)**

Read the passage and underline all the key words and phrases in the passage. (Note: There are 2–5 words and phrases in each paragraph.)



## Task 2 S (Structuring)

Read the passage again and highlight the key phrases and sentences that correspond to the introduction, body, and conclusion of the passage. (Note: There are 3–5 phrases and sentences in each paragraph.)

## Task 3 U (Understanding)

Try to understand the general idea of the passage by writing down the key words, phrases, and sentences you have found out in Tasks 1 and 2 in the spaces provided below.

### Paragraph 1

1
2
3
4

### Paragraph 2

1
2
3
4
5

### Paragraph 3

1
2
3
4

## Task 4 P (Proper Nouns)

Find and write down all the proper nouns mentioned in the passage.

## Task 5 A (Answering)

Answer the following questions.

### Questions 1–5

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

Write your answers in boxes 1–5 on your answer sheet.

- 1 What is one disadvantage of organic food?
  - A No one knows their effect on people's health and the environment.
  - B They often cost more than conventionally grown foods.
  - C Organic foods aren't readily available.
  - D They don't taste as good as other types of food.
  
- 2 Which of the following is a criterion for certification of organic food?
  - A It must have a minimum standard for taste and appearance.
  - B No artificial substances can be used in growing the food.
  - C Organic food must be grown in special areas.
  - D They must be sold at a special price in supermarkets.
  
- 3 Who would most likely determine if something is considered organic?
  - A An individual farmer raising corn
  - B A consumer advocacy group
  - C Scientists doing agricultural research
  - D The Ministry of Agriculture
  
- 4 What is one problem with conventional farming?
  - A Manufacturing fertilizer increases greenhouse gases in the atmosphere.
  - B The surplus of food grown is too large.
  - C The market for crops becomes imbalanced.
  - D Farmers can't get enough supplies.
  
- 5 What is one benefit of growing organic food?
  - A There is more stability in food prices.
  - B People are able to eat more.
  - C Those who grow the food are healthier.
  - D The food supply is predictable.

## Practice 2

### The Lovely Avocado

The avocado is a very special kind of fruit. It originally evolved somewhere in Mexico or Central America and is now grown all over the world. Avocados were once considered an aphrodisiac because their shape is similar to a part of the human body. One common type of avocado consumed is the 'Hass' variety. The skin of this kind of avocado is dark green and has ridges and bumps. When ripe, the flesh of the fruit has a soft and buttery texture that feels good on the tongue. Unlike most other fruits, the avocado is not considered sweet. A medium-sized avocado can contain up to 35 grams of fat, though the vast majority of that fat is of the healthier monounsaturated kind. Among all fruits, avocados also have the most fiber per unit of weight. They also contain many other nutrients and vitamins.

Due to their unique texture and taste, avocados can be prepared in a variety of ways. They are an excellent substitute for meat in vegetarian cuisine. Mature, ripened avocados can be eaten with just a little salt and pepper. Sliced avocado is a great addition to salads, soups and sandwiches. The avocado is the main ingredient in 'guacamole', a kind of dip that consists of the mashed flesh of the fruit, tomatoes, onions, lime and spices. Avocados are even versatile enough for desserts, including ice cream and milkshakes.

Avocado oil is very good in cooking because of its high smoking point, ability to carry other flavors, and absence of any unhealthy trans fats. This oil is high in vitamin E and is also used in skin products for the face and body.

(275 words)

#### Task 1 S (Skimming)

Read the passage and underline all the key words and phrases in the passage. (Note: There are 2 words and phrases in each paragraph.)

#### Task 2 S (Structuring)

Read the passage again and highlight the key phrases and sentences that correspond to the introduction, body, and conclusion of the passage. (Note: There is/are 1–4 phrase(s) and sentence(s) in each paragraph.)

### Task 3 U (Understanding)

Try to understand the general idea of the passage by writing down the key words, phrases, and sentences you have found out in Tasks 1 and 2 in the spaces provided on the next page.

#### Paragraph 1

1
2
3
4

#### Paragraph 2

1
2
3

#### Paragraph 3

1
2

### Task 4 P (Proper Nouns)

Find and write down all the proper nouns mentioned in the passage.

### Task 5 A (Answering)

Answer the following questions.

#### Questions 1–5

Complete the sentences below with words taken from the reading passage.

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

Write your answers in boxes 1–5 on your answer sheet.

- 1 Avocados are useful in cosmetic products because the oil contains \_\_\_\_\_.
- 2 In \_\_\_\_\_ dishes, avocados are a good ingredient for those who don't eat meat.
- 3 People can eat avocados by themselves, with some \_\_\_\_\_.
- 4 Avocados contain \_\_\_\_\_ which is much better than saturated types.
- 5 It is best to eat avocados when they are \_\_\_\_\_.

## 2. Scanning

Scanning is another important technique that helps readers to quickly search for specific information in a reading passage. In IELTS reading, scanning will be done after having read the questions about a passage. In actual fact, you should read the questions first so that your reading will be more focussed as you have purposes in mind while reading. Then, you will combine both skimming and scanning in doing the test.

### SSSUPA Procedure

Task 1 S: Scanning	Read each question, and then scan the passage to search for key words associated with the question.
Task 2 S: Skimming	Run your eyes over the passage to recognise key words.
Task 3 S: Structuring	Find out key phrases and sentences that correspond to the organisation of the passage.
Task 4 U: Understanding	Understand the passage.
Task 5 P: Proper Nouns	Find out any proper nouns, such as names, places.
Task 6 A: Answering	Give answers.

### Practice 1

#### Questions 1–5

Do the following statements agree with the claims of the writer?

In boxes 1–5 on your answer sheet, write

- YES** if the statement agrees with the writer's claims  
**NO** if the statement contradicts the writer's claims  
**NOT GIVEN** if there is no information to say what the writer thinks about this

- 1 There was a strong tradition of telling science fiction stories before the invention of film.
- 2 Science fiction is also called 'speculative fiction' because it talks about developments that have not happened yet.
- 3 *2001: A Space Odyssey* influenced later science fiction films.
- 4 When the movie *Blade Runner* first opened, throngs of eager fans went to see it.
- 5 Movie directors generally reject working on science fiction screenplays.

## Science Fiction in Film

The art of making films is still going strong, even after a hundred years since the technology was developed. Science fiction is a rich source of ideas for stories because it allows the writer to look at the current state of society and the world. The writer can emphasize certain trends and extend them into the future, or can envision something totally new.

The seminal science fiction film in modern times was *2001: A Space Odyssey*. It was the first film of the genre to deal seriously with science fiction themes both in the story and in the cinematography. Released in 1968, the movie reflected turbulent social times in the wider world and the hope for something greater.

In the 1982, the dystopian *Blade Runner* was released. Based on the novel *Do Androids Dream of Electric Sheep?* by Philip K. Dick, it paints a very gloomy picture of a world where even one's basic humanity is subject to question. When the film was first released, it was not very popular. The movie is now, however, much more appreciated, especially in regards to its special effects. Many science fiction films made since then have taken cues from *Blade Runner's* visual representations of a future world.

Science fiction films these days heavily feature special effects and mind-blowing computer graphics in order to attract an audience. There are some films that contain a coherent story line and characters that people care about, but they are few and far between. The combination of a visionary director or screenwriter and financial backing from a rich studio is not very common. This makes good science fiction films somewhat of a rarity today.

(276 words)

### Task 1 S (Scanning)

Read the 5 questions on the previous page and underline all the key words and phrases in them, then scan the passage to search for them and put them in boxes. (Do not do this if those key words or phrases are not available.)

### Task 2 S (Skimming)

Run your eyes over the passage and underline all the key phrases. (Note: There is 1 phrase in each paragraph.)

**Task 3 S (Structuring)**

Read the passage again and highlight the key phrases and sentences that correspond to the introduction, body, and conclusion of the passage. (Note: There is/are 1–3 phrase(s) and sentence(s) in each paragraph.)

**Task 4 U (Understanding)**

Try to understand the general idea of the passage by writing down the key words, phrases, and sentences you have found out in Tasks 1, 2, and 3 in the spaces provided below.

**Paragraph 1**

1	
2	
3	
4	

**Paragraph 2**

1	
2	
3	

**Paragraph 3**

1	
2	
3	
4	

**Paragraph 4**

1	
2	
3	
4	
5	

## Task 5 P (Proper Nouns)

Find and write down all the proper nouns mentioned in the passage.

## Task 6 A (Answering)

Answer the questions.

### Practice 2

#### Questions 1–4

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

Write your answers in boxes 1–4 on your answer sheet.

- 1 What is something that established newspapers unexpectedly still print?
- 2 What is one example of something used to help a fortune-teller?
- 3 What kind of people should someone going to a fortune-teller be worried about?
- 4 From what part of the body can people read the future?

## Predicting the Future

Every culture in the world has a way of dealing with uncertainty in life. One form of this is fortune-telling. Some people who are curious about their future, or who have an important decision to make, go to a fortune-teller. Using various techniques, these men and women try to help the customer with their request. It is often surprising just how widespread such beliefs are. Many respectable newspapers still print astrological horoscopes. The news sometimes reports how celebrities and even politicians go to clairvoyants.

One of the earliest recorded instances of fortune-telling was the Oracle at Delphi in Greece. There are stories of both kings and ordinary people who went to these seers. Held in a trance, they would often give very cryptic predictions. The techniques of predicting the future vary from place to place. Fortune-tellers can focus on a particular object, like the crystal ball of Rome origins that is gazed into



in an attempt to see the future. Tarot cards with their occult imagery are laid out in a special manner and tell a story based on how the person chooses them and lays them out. East Asian cultures have a very long history of fortune-telling. Even in the modern day, many people still consult them regularly. Palm reading, face reading, or rituals where spirits possess a shaman help some people to make sense of the world they live in.

Many modern people are quite skeptical about fortune-telling and even dismiss it out of hand as 'evil' or 'demonic'. There are fraudsters in the fortune-telling business but the concept as a whole offers a unique perspective on what it means to be human, offering a different view of faith and hope for the future.

(293 words)

### **Task 1 S (Scanning)**

Read the 4 questions on the previous page and underline all the key words and phrases in them, then scan the passage to search for them and put them in boxes. (Do not do this if those key words or phrases are not available.)

### **Task 2 S (Skimming)**

Run your eyes over the passage and underline all the key phrases. (Note: There is/are 1–2 phrase(s) in each paragraph.)

### **Task 3 S (Structuring)**

Read the passage again and highlight the key phrases and sentences that correspond to the introduction, body, and conclusion of the passage. (Note: There are 2–5 phrases and sentences in each paragraph.)

### **Task 4 U (Understanding)**

Try to understand the general idea of the passage by writing down the key words, phrases, and sentences you have found out in Tasks 1, 2, and 3 in the spaces provided below.

**Paragraph 1**

1
2
3
4
5

**Paragraph 2**

1
2
3
4
5
6

**Paragraph 3**

1
2
3

**Task 5 P (Proper Nouns)**

Find and write down all the proper nouns mentioned in the passage.

**Task 6 A (Answering)**

Answer the questions.



# PART 2

## QUESTION TYPES

There is a wide range of question types in the IELTS Reading test. Below are some most typical ones:

1. Multiple Choice
2. Completion
3. Heading Matching
4. True / False / Not Given (or Yes / No / Not Given)
5. Short Answers
6. Matching / Classification

Most IELTS Reading tests use these types of questions. The answers to these questions may generally be found in order in a passage, and possible answers are often paraphrased.

It is important that you control the time on each reading passage. If you spend too long on one passage, you may not leave yourself enough time to complete the others. This is also true of individual questions. You, therefore, will have to work very quickly. If you cannot find out the answer to a certain question, leave it and go on to the next. When sixty minutes has finished, you have to stop writing immediately.



## Question Types

### 1. Multiple Choice

Multiple-choice questions are designed to test a wide range of reading skills. The questions may require you to skim in order to have an overall understanding of the main idea of a passage, or they may ask you to have a detailed understanding of particular points about which you will need to scan for specific details.

There are two types of multiple-choice questions. The first type is standard multiple choice, which is the most typical form with one question and four possible answers. Specifically speaking, you have to choose one correct answer from the four alternatives given in the question. Another form is known as modified multiple choice, which requires you to choose more than one out of several options given for a question.

#### Sample instructions

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

Choose **THREE** letters, A–F.

Which **THREE** of the following reasons for ~ are mentioned by the writer?

## Blogging the World

Just ten years after the coining of the term ‘blog’, or web log, there are now over one hundred million of them. At current growth rates, the number of new blogs created is doubling about every five months. They are not simply personal diaries or journals. Blogs are meant for a larger audience. Whether that audience consists of just a small circle of friends or millions of people dedicated to a political cause, blogs offer a way to connect with each other and share ideas.

The first blogs required some technical expertise to maintain and publish the site. As the Internet has grown, blogging sites have developed to the point where people need no specialized knowledge. Anyone with access to a computer and the Internet can upload their text entries, which are the core of what a blog is. People write on every sort of subject: daily activities, celebrity gossip, political news, or their traveling experiences. The blogger can also include embedded hypertext links to other relevant websites. Others who see these entries can then post comments on them. On the most popular blog sites, comment threads can run many times longer than the original entry.

Usually, along the side of the blog, there are links to other blogs. This blogroll can consist merely of the writer’s friends, or can be other thematically similar blogs. These links not only help to define what kind of blogging is done on the site, but also help to increase visibility and to produce better search results.

There are many variations on the blog, but one distinguishing feature between all of them and other types of traditional publishing is their individual character. There is a certain intimacy in reading a blog that has not been edited by a third party. The immediacy of blogging has also forced the mainstream media and other institutions to rethink their approach to news and branding.

(317 words)

### Questions 1–5

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

Write your answers in boxes 1–5 on your answer sheet.

**1 In recent times, blogs have**

- A grown at a very fast pace.
- B transformed completely several times.
- C become unfashionable and unpopular.
- D not broken into the mainstream.

**2 Over the years, blogs have become**

- A quite irrelevant in people's daily life.
- B increasingly complicated to use.
- C unusually wordy and ungrammatical.
- D less difficult to create and to update.

**3 Blog posts can**

- A only discuss a narrow range of subjects.
- B include long discussions through readers' comments.
- C inhibit the flow of ideas.
- D replace all mainstream media.

**4 People do not link their blogs to other sites to**

- A decrease traffic on competing blogs.
- B shape what their blog is about.
- C attract readers who have similar interests.
- D appear more prominently on search engines.

**5 One unique characteristic of blogs is their**

- A text-based format.
- B ability to attract people who use the Internet.
- C ability to let individuals talk to each other directly.
- D numerous and large sources of money for reporting news.

## Approach

### Q1

- STEP 1** Find two key words in the question. \_\_\_\_\_ , \_\_\_\_\_
- STEP 2** Find a word associated with one of the key words in the second sentence of paragraph 1. \_\_\_\_\_
- STEP 3** Read the second sentence in paragraph 1 again to find relevant information.  
\_\_\_\_\_
- STEP 4** Choose the correct option. \_\_\_\_\_

### Q2

- STEP 1** Find a key phrase in the question. \_\_\_\_\_
- STEP 2** Find ideas associated with the key phrase in the second sentence of paragraph 2.  
\_\_\_\_\_
- STEP 3** Read the second sentence in paragraph 2 again to find relevant information.  
\_\_\_\_\_
- STEP 4** Choose the correct option. \_\_\_\_\_

### Q3

- STEP 1** Find a key phrase in the question. \_\_\_\_\_
- STEP 2** Find two phrases associated with the key phrase in the last sentence of paragraph 2.  
\_\_\_\_\_ , \_\_\_\_\_
- STEP 3** Read the last sentence of paragraph 2 again to find relevant information.  
\_\_\_\_\_
- STEP 4** Choose the correct option. \_\_\_\_\_

### Q4

- STEP 1** Find one key word and one key phrase in the question. \_\_\_\_\_ , \_\_\_\_\_
- STEP 2** Find associated ideas in paragraph 3. \_\_\_\_\_
- STEP 3** Read all important information in paragraph 3.  
\_\_\_\_\_
- STEP 4** Choose the correct option. \_\_\_\_\_



## Q5

**STEP 1** Find one key phrase in the question. \_\_\_\_\_

**STEP 2** In the first sentence of paragraph 4, find a phrase that is similar in meaning to the key phrase in the question. \_\_\_\_\_

**STEP 3** Read the second sentence of paragraph 4 to find relevant information.  
\_\_\_\_\_

**STEP 4** Choose the correct option. \_\_\_\_\_



### Western Chess



The game of chess is thousands of years old. Chess has been played for so long now that its place of origin is unclear. Regardless of where the game was first played, it eventually reached ancient Persia. In the 8th century CE, conquering armies swept out from the Arabian Peninsula creating an empire that stretched from India to Spain. From Persia, the game of chess traveled throughout the empire to Spain, and from there, to the rest of Europe.

Chess pieces and their functions are a small reflection of medieval European life. The pawns are the most numerous type on the board and are often sacrificed to protect other pieces. They represent serfs in the feudal system who were tied to the land they worked on and had no say in the destiny of their own lives.

The two rooks are set on each side of the back row and are like the castles that protected the nobles and the clergymen. The knights are the only pieces that move in an 'L' shape, much like how the mounted and armored warriors had the ability to outflank opponents. The Church in medieval times was much more relevant in daily life and politics than even now and was represented by the bishops, which sat on both sides of the king and queen.

The queen is the most powerful chess piece on the whole board, though not the most important. It is an interesting commentary on the precarious positions of such people in medieval court life. The mobility of the king in chess is very limited, considering that it is the most important piece in the game. Only the pawn has fewer options when moving. The loss of one's king loses the game and thus speaks to their importance in the Middle Ages as a physical embodiment of the state.

(307 words)

### Questions 1–4

Choose FOUR letters, **A–J**.

Write your answers in boxes 1–4 on your answer sheet.

**NB** Your answers may be given in any order.

Which FOUR of the following statements are true of European chess?

- A In chess, the king cannot be moved.
- B Capturing the opponent's king wins the game.
- C Rooks, representing stone castles, are the strongest piece in the game.
- D Historians have pinpointed the exact time and place where chess was created.
- E The pawn is the least mobile of all the pieces.
- F Chess has a short history since people started playing it only recently.
- G The game of chess embodies European life in the Middle Ages.
- H European chess started in a different area of the world.
- I There is a piece in European chess that represents cannons and artillery.
- J If all of a player's pawns are taken, he or she loses the game.

## 2. Completion

Completion questions test your ability to find details in order to complete gapped summaries, notes, sentences, diagrams, tables, or flow charts. For this question type, you are generally required to use three words or fewer to fill in the missing information. Sometimes, you are also asked to match the two halves of sentences with two lists of these halves provided. You have to read the instructions carefully to make sure that you can do the right job – choose the words from the box given or from the reading passage.

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

### Sample instructions

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

Complete each sentence with the correct ending, A–J, from the box.

Complete the summary below using words from the box.

Complete the notes below. Choose **NO MORE THAN ONE WORD** from the passage for each answer.

## Amphibians in the World

Some very familiar animals, like the toad, frog and salamander, are all amphibians. The word 'amphibian' comes from Greek and means 'double life'. This is a simple reminder of the fact that almost all of them spend at least a part of their lives in water. Some species of amphibians spend only a larval stage in water and go on to develop lungs to breathe air. Others spend their whole lives underwater.

This change from a water habitat to a land habitat changes their bodies in very marked ways. Most species grow legs to move about on land. The skin develops special glands to prevent dehydration. The eyes and eyelids also adapt in order to function in the air. Finally, in toads and frogs, the tail they have as tadpoles disappears.

Amphibians are some of the most interesting species in the world because of the range of habitats they inhabit, from tropical rainforests to dry deserts. They highlight the evolutionary process that brought the first animals from the ocean onto the land. Unfortunately, a great number of species are facing the threat of extinction. Nearly 2,000 species, one-third of all those known, are at risk of dying off, even ones in pristine wilderness areas. No one knows the exact reason why, but it does not bode well for the rest of the environment. Amphibians are like the 'canary in the coal mine' for the world environment. Their bodies and skin are thought to be quite sensitive to changes in the climate and to chemical pollution. In an increasingly degraded environment, it seems that amphibians are the first victims.

(268 words)

### Questions 1–5

Complete the sentences below with the correct endings, **A–I**, from the box.

Write your answers in boxes 1–5 on your answer sheet.

- 1 The word ‘amphibian’ refers to how such animals
- 2 All amphibians start their life with
- 3 Living on land requires changes that include
- 4 Amphibians are found in a wide range of habitats
- 5 The disappearance of amphibian species is alarming because they show

- A live in different ways throughout their lives.
- B the ability to give birth to live young.
- C including ones that aren’t abundant with water.
- D gills that allow them to breathe underwater.
- E the increase in predation by other animals.
- F live with many different types of species.
- G how the environment is changing for the worse.
- H including very cold places, such as Antarctica.
- I measures to prevent the animal from drying out.

## Approach

### Q1

STEP 1 Read the first half.

\_\_\_\_\_

STEP 2 Find a key word and a key phrase in the first half. \_\_\_\_\_, \_\_\_\_\_

STEP 3 Find associated words in the second sentence of paragraph 1. \_\_\_\_\_, \_\_\_\_\_

STEP 4 Read the second sentence of paragraph 1 to find relevant information to the second half.

\_\_\_\_\_

STEP 5 Choose the correct option. \_\_\_\_\_

### Q2

STEP 1 Read the first half.

\_\_\_\_\_

STEP 2 Find one key word in the first half. \_\_\_\_\_

STEP 3 Find an associated phrase in the third sentence of paragraph 1. \_\_\_\_\_

STEP 4 Read the third sentence of paragraph 1 to find relevant information to the second half.

\_\_\_\_\_

STEP 5 Choose the correct option. \_\_\_\_\_

### Q3

STEP 1 Read the first half.

\_\_\_\_\_

STEP 2 Find one key word in the first half. \_\_\_\_\_

STEP 3 Find that key word in the first sentence of paragraph 2. \_\_\_\_\_

STEP 4 Read the first three sentences of paragraph 2 to find relevant information to the second half.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

STEP 5 Choose the correct option. \_\_\_\_\_

#### **Q4**

**STEP 1** Read the first half.

\_\_\_\_\_

**STEP 2** Find a key phrase in the first half. \_\_\_\_\_

**STEP 3** Find that key phrase in the first sentence of paragraph 3. \_\_\_\_\_

**STEP 4** Read the first sentence of paragraph 3 to find relevant information to the second half.

\_\_\_\_\_

**STEP 5** Choose the correct option. \_\_\_\_\_

#### **Q5**

**STEP 1** Read the first half.

\_\_\_\_\_

**STEP 2** Find one key word in the first half. \_\_\_\_\_

**STEP 3** Find its synonym in the third sentence of paragraph 3. \_\_\_\_\_

**STEP 4** Read the last sentence of paragraph 3 to find relevant information to the second half.

\_\_\_\_\_

**STEP 5** Choose the correct option. \_\_\_\_\_





### Weird States of Matter

There are three states of matter that people commonly encounter in their everyday lives. The air we breathe is a gas, where the particles are spaced relatively far apart. In liquids like water, particles are much more tightly packed, but are still able to move and flow past one another. Thus, liquids assume the shape of their container. Wood, metal and brick are all solids where the atoms are very close together such that they retain their own shape and volume.

As nature reveals more of itself to people, more states of matter are observed. Many of these states exist in such extreme conditions that they can be seen only in the laboratory or from vast cosmic distances. Plasma is a readily visible state of matter. In the first three states of matter, electrons, or negatively charged particles, are bound up with the positively charged nucleus. In plasmas, these electrons are stripped away and mingle about freely with other particles. All visible stars are made of plasma, which is continuously excreted out into space. One can also see plasmas in lit neon signs and fluorescent light bulbs.

Another example of an extreme state of matter is a superfluid. One such superfluid is helium, which is normally a gas. At temperatures close to absolute zero, the lowest temperature possible, helium turns into a superfluid and exhibits very unusual properties. In such a state, it has zero viscosity (no fluid friction), which means that up to a certain point, the superfluid will remain absolutely still within a rotating container. Superfluids also exhibit infinite thermal conductivity, meaning that any change in temperature in one part of the superfluid will instantly spread out to the whole volume.

(283 words)

## Questions 1–6

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1–6 on your answer sheet.

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

You may use any of the words more than once.

## EXTREME MATTER

We encounter *(Example)* states of matter every day.

Answer: *different*

Those states of matter we (1) with include: oxygen molecules, which are part of the air we breathe; (2) that we drink in liquid form; and solids like the food we eat and like other objects we use in life. Other extreme forms of matter also (3). Plasmas are a kind of gaseous soup where the (4) and nuclei move about individually. (5) are a very strange kind of liquid. Their (6) are still being studied.

### Word List

carbon dioxide

water

orbit

interact

absolute zero

container

unusual

dust

properties

superfluids

visuals

stars

infinite

exist

electrons

different

### 3. Heading Matching

This type of question tests your ability to identify the main idea of a paragraph. For this task, a list of headings is given and generally, there will be more headings than paragraphs. Your job is to find the most suitable heading for each of the paragraphs of a reading passage, and you should not use any heading more than once unless the instruction tells you that you can. To complete this task, you should improve your ability of skimming to quickly identify the focus of each paragraph and choose its corresponding correct heading.

#### Sample instructions

The reading passage has eight paragraphs, A–H. Choose the correct heading for each paragraph from the list of headings below.

#### Guided practice

### Financier of the United States

- A. Though he never had an opportunity to become president, Alexander Hamilton was one of the most influential statesmen in early American history. His initiatives as the first Secretary of the Treasury laid the foundations for the United State's financial might. He also set a certain precedent for the relationship between the federal government and the states.
- B. As Secretary, Hamilton pushed for the creation of a national bank. Rather than have banks for each individual colony, this bank would finance the federal government and its programs. There was a dispute about whether this act was constitutional, but Hamilton won the day, and the government gained more power. Breaking away from Britain left America in a very fragile economic position. He also developed tax policies to help strengthen the power of the state in the young country.
- C. Hamilton's vision was focused on increasing the power of industry and government for the sake of prosperity. This put him at odds with the egalitarian Thomas Jefferson who wanted to have a weaker federal system. Jefferson even thought Hamilton was too aristocratic, threatening to pull the country back into a kind of monarchic system that they had both fought against.

- D. In the end, threats from abroad swung opinion in Hamilton's favor. Government institutions were strengthened and the people accepted his very flexible views on the Constitution. The federal government has since used this 'elastic' interpretation to widen and deepen the scope of its powers.
- E. Hamilton's political activities made him some enemies, one of which was Jefferson's Vice President, Aaron Burr. In one of the most famous episodes in American politics, Burr shot Hamilton in a duel in the state of New York, and he eventually died of his wounds.

(289 words)

### Questions 1–5

The passage has five paragraphs, **A–E**.

Choose the correct headings for paragraphs **A–E** from the list of headings below.

Write the correct numbers, **i–ix**, in boxes 1–5 on your answer sheet.

### List of Headings

- i Why guns should be outlawed
- ii Conflicts with another leader
- iii How the colonies used their power
- iv A balance between rural and urban interests
- v An untimely death
- vi Foreign influences help Hamilton
- vii Strengthening the country's finances
- viii Jefferson's success as a leader
- ix Relatively unknown, but important

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

## Approach

### Q1

- STEP 1** Find one key word in the topic sentence of paragraph A. \_\_\_\_\_
- STEP 2** In the list of headings, find a word associated with the key word in the topic sentence. \_\_\_\_\_
- STEP 3** Read the topic sentence again to understand the main idea of the whole paragraph. \_\_\_\_\_
- STEP 4** Choose the correct heading in the list. \_\_\_\_\_

### Q2

- STEP 1** Find three key words in the first, second, and last sentences of paragraph B.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- STEP 2** In the list of headings, find a word associated with one of the key words you have found out in step 1. \_\_\_\_\_
- STEP 3** Read the last sentence again to confirm the idea that is similar to the one in the list of headings.  
\_\_\_\_\_
- STEP 4** Choose the correct heading in the list. \_\_\_\_\_

### Q3

- STEP 1** Find one key word in the second sentence of paragraph C. \_\_\_\_\_
- STEP 2** In the list of headings, find a word associated with the key word you have found out in step 1. \_\_\_\_\_
- STEP 3** Read the second sentence again to confirm the idea that is similar to the one in the list of headings.  
\_\_\_\_\_
- STEP 4** Choose the correct heading in the list. \_\_\_\_\_

#### Q4

**STEP 1** Find three key phrases in the topic sentence of paragraph D. \_\_\_\_\_ ,  
\_\_\_\_\_ , \_\_\_\_\_

**STEP 2** In the list of headings, find two words associated with the key phrases you have found out in step 1. \_\_\_\_\_ , \_\_\_\_\_

**STEP 3** Read the topic sentence again to understand the main idea of the whole paragraph.  
\_\_\_\_\_

**STEP 4** Choose the correct heading in the list. \_\_\_\_\_

#### Q5

**STEP 1** Find one key word in the last sentence of paragraph E. \_\_\_\_\_

**STEP 2** In the list of headings, find a word associated with the key word you have found out in step 1. \_\_\_\_\_

**STEP 3** Read the last sentence again to confirm the idea that is similar to the one in the list of headings.  
\_\_\_\_\_

**STEP 4** Choose the correct heading in the list. \_\_\_\_\_



## Are ASBOs Good for Society?

- A. ASBOs, or Anti-Social Behavior Orders, were first implemented in England and Wales. They are civil orders given to individuals by courts for a number of reasons. They were introduced as an effort to improve the general quality of life and targeted behaviors not normally considered criminal offences.
- B. Actions such as vandalism, disturbing the peace, racial intimidation or begging make one eligible for an ASBO. If the court approves the order, they can then impose various restrictions on the individual's actions or on their movement in certain places and neighborhoods.
- C. While the creation of ASBOs was for the greater goal of social harmony, there has been criticism about their open-ended nature. ASBOs are in effect for at least two years, but can be imposed indefinitely, depending on the magistrate. A violation of any of the restrictions listed in an ASBO can result in years of prison time.
- D. In their current form, ASBOs may be too blunt of a tool to be totally effective. ASBOs often target people who would be better served by mental health services or counseling, rather than hard jail time. There have been a few neighborhoods in England where the ASBO system may have helped with quality of life issues.
- E. Others wonder whether or not there are other ways to reduce 'antisocial behavior' among youth. If there are incentives to complete education as well as hope for a more prosperous life, the tide of rude and bad behavior will be stemmed.

(249 words)

### Questions 1–5

The passage has five paragraphs, **A–E**.

Choose the correct headings for paragraphs **A–E** from the list of headings below.

Write the correct numbers, **i–ix**, in boxes 1–5 on your answer sheet.

### List of Headings

- i Violations that may lead to an ASBO
- ii ASBOs definitely reduce antisocial behavior
- iii Effectiveness of ASBOs still debated
- iv Why ASBOs were considered necessary
- v Why ASBOs may be too harsh
- vi Persuading people to be better citizens
- vii How ASBOs actually increase crime
- viii ASBOs and the justice system
- ix School crime down in England

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



## 4. True / False / Not Given (or Yes / No / Not Given)

Yes/No/Not Given questions usually refer to the writer's opinion, while True/False/Not Given questions refer to facts in a passage. For a statement to be true, the passage must clearly support the information stated in that statement. On the contrary, if the meaning of the statement contradicts the information in the passage, the answer is false. In fact, you may find "Not Given" statements in the questions the most challenging because the information in these statements is often very similar or related to certain details in the passage. Therefore, to decide that a statement is "Not Given", you must find no information in the passage relating to the information in that statement.

### Sample instructions

Do the following statements agree with the views of the writer? Write

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts the views of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

Do the following statements agree with the information given in the reading passage?  
Write

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

### Guided practice

#### Hiking for Life

Hiking is one of the best exercises for the body. Few other physical activities can match it. Whether it is a beginner course through low hills, or a multi-day trek in steep mountains, hiking is a great way to burn calories and lift the spirit. The endorphins released during a hike give a natural high that is well worth the preparation and strenuous effort.

People can condition their bodies for a hike by using exercise machines or by running. There is also, of course, the option of going on actual hikes to train one's body and mind. An area with low elevation or with trails that are not too steep are good places to start. To keep up stamina and endurance, bring a pack with high energy foods and water. Sunglasses, sunscreen, a hat, and even measures to prevent blisters on the feet all contribute to an enjoyable experience. Taking along a music player is not recommended since nature provides her own soundtrack and since one of the purposes of hiking is to commune with the natural world.

Going on a solo hike provides time to think about oneself. For longer hikes that span several days, it is probably best to go with at least one other person. The necessary gear, like food, water, and sleeping equipment, is not easy to carry alone. Also, just in case the unthinkable happens, there is someone else there to get help. Hiking provides a chance to meet new people and spend time with close friends. There are many hiking groups all over the world that can give advice and also give information on the best places to go.

(275 words)

### Questions 1–5

Do the following statements agree with the information given in the passage?

In boxes 1–5 on your answer sheet, write

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

- 1 Hiking has only average health benefits compared to other physical activities.
- 2 People need to see a doctor before starting a hiking regime.
- 3 Bringing provisions is recommended when going on a hike.
- 4 Going on long hikes with other people is inefficient and quite a hassle.
- 5 A device that plays MP3s would be a distraction on a hike.

## Approach

### Q1

STEP 1 Find a key phrase in the statement. \_\_\_\_\_

STEP 2 Read the whole statement in the question.  
\_\_\_\_\_

STEP 3 Read the first sentence in paragraph 1. Find a word and a phrase associated with the key phrase you have found out in step 1. \_\_\_\_\_ , \_\_\_\_\_

STEP 4 Compare the idea in the first sentence with that in the statement.  
\_\_\_\_\_

STEP 5 Choose the correct answer. \_\_\_\_\_

### Q2

STEP 1 Find a key phrase in the statement. \_\_\_\_\_

STEP 2 Read the whole statement in the question.  
\_\_\_\_\_

STEP 3 Read the first two sentences in paragraph 2.  
\_\_\_\_\_  
\_\_\_\_\_

STEP 4 Compare the idea in these first two sentences with that in the statement.  
\_\_\_\_\_

STEP 5 Choose the correct answer. \_\_\_\_\_

### Q3

STEP 1 Find a key phrase in the statement. \_\_\_\_\_

STEP 2 Read the whole statement in the question.  
\_\_\_\_\_

STEP 3 Read the fourth sentence in paragraph 2.  
\_\_\_\_\_

STEP 4 Compare the idea in this sentence with that in the statement.  
\_\_\_\_\_

STEP 5 Choose the correct answer. \_\_\_\_\_

#### **Q4**

**STEP 1** Find a key phrase in the statement. \_\_\_\_\_

**STEP 2** Read the whole statement in the question.  
\_\_\_\_\_

**STEP 3** Read the second sentence in paragraph 3.  
\_\_\_\_\_

**STEP 4** Compare the idea in this sentence with that in the statement.  
\_\_\_\_\_

**STEP 5** Choose the correct answer. \_\_\_\_\_

#### **Q5**

**STEP 1** Find a key word and a key phrase in the statement. \_\_\_\_\_ , \_\_\_\_\_

**STEP 2** Read the whole statement in the question.  
\_\_\_\_\_

**STEP 3** Read the last sentence in paragraph 2.  
\_\_\_\_\_

**STEP 4** Compare the idea in this sentence with that in the statement.  
\_\_\_\_\_

**STEP 5** Choose the correct answer. \_\_\_\_\_



## That Gunk in Your Ears

Everyone in the world has to deal with earwax. As part of a hygiene routine, it is necessary to clean out the matter that accumulates in the ear canal. Excess accumulation of earwax can reduce sensitivity to sounds and impair the functioning of hearing aids.

Earwax has a few special functions and is secreted naturally by special cells. It prevents the ear canal from drying out and also protects it by trapping dust and bacteria, which are all carried out when the ear is cleaned. Without the wax, delicate parts of the body, like the ear drum, would become more vulnerable to infection.

Among humans, there are two different types of earwax. Most people in the world have a 'wet' type of earwax. The color ranges from honey to dark brown and the consistency is moist and somewhat smooth. It is found in Caucasians, Africans, and their descendants. Asians and Native Americans, on the other hand, produce a 'dry' type of earwax. This wax is flaky and gray in color. Anthropologists have used this distinction to track the movements of some indigenous groups.

Cleaning earwax is a relatively simple process, but one that must be done with care. It is possible to safely wipe the opening of the ear. Inserting an instrument deeper into the canal has the potential to push the wax further down, causing blockage. Though, for ears without too much accumulation, this technique might be sufficient. For those with a greater amount of wax in deeper locations, a doctor or a specialist in ear cleaning should remove it.

(261 words)

### Questions 1–5

Do the following statements agree with the information given in the passage?

In boxes 1–5 on your answer sheet, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information about this

- 1 Earwax is a problem for the throat and nose, as well as the ear.
- 2 There is no known reason for the existence of earwax.
- 3 Among the world's population, there is a dominant type of earwax.
- 4 The earwax found in Asian people contains high levels of moisture.
- 5 Consulting a medical professional is the safest way to deal with earwax.

## 5. Short Answers

One of the most typical question types in the IELTS Reading test is the short-answer questions. This kind of question tests your ability to skim for some relevant information in certain sections and then scan those sections in detail to give answers to corresponding questions. Most likely, you will be instructed to give short answers in **NO MORE THAN THREE WORDS AND/OR A NUMBER**. If you write four words, your answer is marked as wrong. The spelling has to be correct, too.

To succeed in this task type, you need to apply the first two steps in the SSSUPA procedure. Firstly, read each question carefully to be able to decide what information you will scan for. Then skim through the passage to quickly locate the relevant information to give the answers. Note that your answers must be within the word limit and written exactly as they are found in the passage. Generally, the answers may be found in order of the passage, but this is not always true. You, therefore, need to enhance your ability of skimming and scanning to locate the intended information rapidly.

### Sample instructions

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

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

### Guided practice

#### Mosaic Art

The art of mosaic making goes back about 4,000 years. A mosaic is made up of separate pieces of material, called tesserae, which are arranged together in a special way. The earliest mosaics discovered are located in what was Mesopotamia. Small clay cones of differing colors were embedded point first into columns to create various designs. Later mosaics used pebbles of different shades to create rudimentary images and geometric patterns. In the West, the Greeks and Romans made very sophisticated mosaics using various types of tesserae.

With advancements in glass making, colored and metal tinted glass tiles took mosaic making to a new level. The Byzantine Empire produced many iconic works using those materials. One great artist in the early 20th century, Antoni Gaudi, created many striking mosaics. They often included 'found' objects, like broken pottery and other waste materials, which was an innovation for the time.

These days, making a mosaic is a very accessible hobby. Materials and instructions for making personal works of art are readily available. One needs only patience and a vision of what they want to create.

Broadly, there are two ways of creating mosaic art: the direct method and the indirect method. In the direct method, a person takes each tessera and glues it directly to the object or surface to be covered. With the indirect method, flat tiles are glued to a piece of paper with a water-soluble adhesive. Once the pieces are properly arranged, mortar or glue is placed on the surface where the mosaic will go. The sheet of paper with the tiles is pressed into the adhesive and when it sets, the paper is moistened with a sponge and taken off the affixed tile.

(284 words)

### Questions 1–5

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 1–5 on your answer sheet.

- 1 How long is the history of mosaics?
- 2 Where were the first mosaics made?
- 3 Who is one notable mosaic artist?
- 4 What is one technique for creating a mosaic?
- 5 What are the individual objects that make up a mosaic called?



## Approach

### Q1

STEP 1 Find a key word in the question. \_\_\_\_\_

STEP 2 Read the whole question.  
\_\_\_\_\_

STEP 3 Read the first sentence in paragraph 1.  
\_\_\_\_\_

STEP 4 Select the relevant information to the question. \_\_\_\_\_

STEP 5 Write the correct answer in no more than three words. \_\_\_\_\_

### Q2

STEP 1 Find a key word and a key phrase in the question. \_\_\_\_\_ , \_\_\_\_\_

STEP 2 Read the whole question.  
\_\_\_\_\_

STEP 3 Read the third sentence in paragraph 1.  
\_\_\_\_\_

STEP 4 Select the relevant information to the question. \_\_\_\_\_

STEP 5 Write the correct answer in one word. \_\_\_\_\_

### Q3

STEP 1 Find a key word in the question. \_\_\_\_\_

STEP 2 Read the whole question.  
\_\_\_\_\_

STEP 3 Read the third sentence in paragraph 2.  
\_\_\_\_\_

STEP 4 Select the relevant information to the question. \_\_\_\_\_

STEP 5 Write the correct answer in two words. \_\_\_\_\_

#### **Q4**

**STEP 1** Find a key word in the question. \_\_\_\_\_

**STEP 2** Read the whole question.  
\_\_\_\_\_

**STEP 3** Read the first sentence in paragraph 4.  
\_\_\_\_\_

**STEP 4** Select the relevant information to the question. \_\_\_\_\_, \_\_\_\_\_

**STEP 5** Write the correct answer in no more than three words. \_\_\_\_\_

#### **Q5**

**STEP 1** Find a key phrase and a key word in the question. \_\_\_\_\_, \_\_\_\_\_

**STEP 2** Read the whole question.  
\_\_\_\_\_

**STEP 3** Read the second sentence in paragraph 1.  
\_\_\_\_\_

**STEP 4** Select the relevant information to the question. \_\_\_\_\_, \_\_\_\_\_

**STEP 5** Write the correct answer in one word. \_\_\_\_\_



### Frida Kahlo



Looking at one of Frida Kahlo's many self-portraits, one tends to focus on the striking features. Her connected eyebrows and the thin line of hair on the upper lip are somewhat surprising to see. Their prominent display in her paintings is just a small part of how she presented herself and her art to the rest of the world.

It is an understatement to say that Kahlo led a difficult life. She was born in Mexico during its revolutionary period in the first decade of the 20th century. When Kahlo was eighteen, a bus she was riding on collided with a trolley. She was impaled by a handrail through her stomach and uterus, breaking her spine in multiple locations, as well as many other of her bones. Miraculously, she recovered and was even able to walk again. Kahlo would suffer from excruciating pain for the rest of her life, though, and was also unable to have children. This experience and many others would affect the art that she made.

She had a tumultuous marriage with the famous muralist, Diego Rivera. The relationship was fraught with affairs on both sides. Frida Kahlo once even courted Leon Trotsky, who had been exiled from Russia and then traveled to Mexico.

Kahlo was never as famous as her husband or his contemporaries during her lifetime. In recent decades, her work has gained more widespread attention. Her paintings were often autobiographical in nature and included very stark symbols representing physical and mental pain and her inability to have children.

(254 words)

### Questions 1–5

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

Write your answers in boxes 1–5 on your answer sheet.

- 1 What kind of paintings did Kahlo create most?
- 2 What did Kahlo have to live with most of her life?
- 3 What phrase would characterize Kahlo's relationship with Diego Rivera?
- 4 What are Kahlo's paintings often described as?
- 5 What can one see throughout many of Kahlo's paintings?

## 6. Matching / Classification

This question type asks you to match or classify information given in a reading passage. You will be asked to identify a letter which represents one of the classifications for each item in a list of statements. Your job is to find the relevant information in the passage. Therefore, you need the skill of scanning to find out the most suitable category. Also remember that a particular category could be used more than once while some categories might not be used at all.

### Sample instructions

Match each example with the influence that it illustrates. Write the correct letters, A, B or C, next to questions 1–5.

NB You may use any letter more than once.

Classify the following statements as being:

A communication that goes through traditional copper wires

B communication that goes through fiber-optic cables

Write the appropriate letters A and B in boxes 1–5 on your answer sheet.

### Guided practice

#### Mapping Scientific Research

Speculating about any current trend and its future direction is very difficult. Throughout the past, people have thought about the things to come. Many times, such predictions were motivated by a vision of what they wanted to see happen. Others would try to be as objective as possible and not let personal preferences bias their forecasts. Sometimes, though, even the most objective prediction can affect other people's opinions, even to the extent of changing research priorities in the scientific world.

The scope of science over the past few thousands years has expanded in two directions. New technologies in the past, for the most part, could affect only a limited area. The discovery of fire allowed the immediate surroundings to become more

comfortable and made it easier to cook hunted meat. Military innovation of pre-modern ages focused on more and more efficient ways of dispatching the enemy on a nearby battlefield. In the current era, the most advanced weapons reach into outer space and across the world. The mechanisms of these modern nuclear, chemical, and biological weapons affect the body at the most basic level of the cell and molecule.

Future directions in scientific research will continue to expand the scope of understanding. In physics, there are attempts to understand both the origins of the entire universe and the behavior of ever-smaller subatomic particles. Biology is also quite expansive. This is because it includes the biosphere of the earth as a whole, with all its different ecosystems, and also the manipulation and engineering of DNA, the basis for all life. Chemistry overlaps all these areas, with fields like quantum chemistry and biochemistry filling in important areas of knowledge.

(274 words)

### Questions 1–5

Classify the following as being part of:

A Physics

B Biology

C Military Science

D Other

Write the appropriate letters, **A–D**, in boxes 1–5 on your answer sheet.

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

- 1 Procedures that help to prevent the extinction of endangered animals from a genetic disease
- 2 Development of a new rifle that is more powerful and more reliable
- 3 A new theory about how galaxies form and evolve
- 4 Techniques that result in faster mobile phone production
- 5 A method of cloning human embryos in a laboratory

## Approach

### Q1

STEP 1 Find two key words in question 1. \_\_\_\_\_, \_\_\_\_\_

STEP 2 Read the whole question.

\_\_\_\_\_

\_\_\_\_\_

STEP 3 Read the third and fourth sentences in paragraph 3.

\_\_\_\_\_

\_\_\_\_\_

STEP 4 Identify the word associated with the key words you have found out in step 1 and select a relevant category in the box. \_\_\_\_\_

STEP 5 Write the appropriate letter as your answer. \_\_\_\_\_

### Q2

STEP 1 Find a key phrase in question 2. \_\_\_\_\_

STEP 2 Read the whole question.

\_\_\_\_\_

\_\_\_\_\_

STEP 3 Read the fourth and fifth sentences in paragraph 2.

\_\_\_\_\_

\_\_\_\_\_

STEP 4 Identify the word and the phrase associated with the key phrase you have found out in step 1 and select a relevant category in the box. \_\_\_\_\_, \_\_\_\_\_

STEP 5 Write the appropriate letter as your answer. \_\_\_\_\_

### Q3

STEP 1 Find a key word in question 3. \_\_\_\_\_

STEP 2 Read the whole question.

\_\_\_\_\_

\_\_\_\_\_

STEP 3 Read the second sentence in paragraph 3.

\_\_\_\_\_

\_\_\_\_\_

**STEP 4** Identify the word associated with the key word you have found out in step 1 and select a relevant category in the box. \_\_\_\_\_

**STEP 5** Write the appropriate letter as your answer. \_\_\_\_\_

#### **Q4**

**STEP 1** Find a key phrase in question 4. \_\_\_\_\_

**STEP 2** Read the whole question.  
\_\_\_\_\_

**STEP 3** Skim through the passage to look for relevant information.  
\_\_\_\_\_

**STEP 4** Search for the information associated with the idea in the question and select a relevant category in the box. \_\_\_\_\_

**STEP 5** Write the appropriate letter as your answer. \_\_\_\_\_

#### **Q5**

**STEP 1** Find two key words in question 5. \_\_\_\_\_ , \_\_\_\_\_

**STEP 2** Read the whole question.  
\_\_\_\_\_

**STEP 3** Read the third and fourth sentences in paragraph 3.  
\_\_\_\_\_  
\_\_\_\_\_

**STEP 4** Identify the words associated with the key words you have found out in step 1 and select a relevant category in the box. \_\_\_\_\_ , \_\_\_\_\_

**STEP 5** Write the appropriate letter as your answer. \_\_\_\_\_





### Wiring the World

Information has been moving between continents since at least the 1850s, when the first telegraph cables were laid across the Atlantic Ocean. They consisted of wires sheathed in a special material and were spread out over 3,000 kilometers from Ireland to Nova Scotia. Although they had very poor transmission speeds and could transmit only Morse code, they represented quite an advancement in communication.

With the advent of the Internet and closely interconnected economies, different types of information required exponentially greater bandwidth than what old copper wires provided. From critical financial information to inane Web videos, an increasing amount of information is transmitted across the world. One example of a modern submarine communications cable is Fiber-Optic Link Around the Globe (FLAG). Over 28,000 kilometers long, it connects the east coast of America to Europe, the Middle East, India, Southeast Asia, and then goes on to Korea and Japan.

FLAG uses optical fibers where light, rather than electrical signals, carry information. Modern technology allows for the amplification of this signal. Amplifying units are placed at intervals along the cable. These devices boost the strength of light beams as they travel across the globe. Electricity required to power them is provided along the same cable. Submarine branching units are also special devices that allow signals to be split, creating entry points for data into different countries.

The constructions of these lines require cooperation between international corporations, national governments and local entities. Infrastructure like fiber-optic trunks that span the world is necessary for even further economic and political integration.

(255 words)

### Questions 1–4

Classify the following statements as being:

**A** communication that goes through traditional copper wires

**B** communication that goes through fiber-optic cables

Write the appropriate letters **A** and **B** in boxes 1–4 on your answer sheet.

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

- 1 Phone conversations over a traditional landline
- 2 Talking through Skype to a cell phone on another continent
- 3 A meeting conducting through webcams and videoconferencing software
- 4 A message relayed in Morse code in the 19th century



# PART 3

## ACTUAL TESTS

In this part, three actual IELTS tests will be given. You should try to do them within the time limit. In the IELTS test room, you have 1 hour only to do the Reading test of a total of 40 questions. On average, you should spend approximately 20 minutes on each passage.

Try now and check with the answer key at the back of the book to see how much progress you have gained after a plenty of practice in the previous parts.



## Actual Test 1

### Reading Passage 1

You should spend about 20 minutes on Questions 1–15 which are based on Reading Passage 1 below.

### Biology of Light

- A. The phenomenon of light has always been pondered and mythologized about, but only until recently have there been systematic efforts to determine its basic properties and nature. A whole host of cultures have their own take on the origin of light or the day/night cycle. Some stories see the light and dark duality as a great cosmic struggle. In the Norse mythology of Scandinavia, wolves chase both the moon and sun as they arch across the sky. Scientific inquiry into light is yet another expression of our natural curiosity about the world. In the West, there have been postulations about light since the time of Ancient Greece. This line of questioning sometimes has led to practical applications as well, allowing us to harness the properties of different kinds of light for the benefit of all.
- B. The Greek hills and islands produced many naturalists and mathematicians in ancient times. Several inquired about the nature of light. Euclid, famous for his work in geometry, theorized that light traveled in straight lines and studied the laws of reflection. Another different theorist prefigured the wave/particle debate over the nature of light by stating that it was made up of atoms that moved at infinite speed. The biggest advance in the nature of light during this time, though, was from an Islamic scientist named Al-Haitham. He theorized that our vision was a result of light entering our eyes. Al-Haitham believed this light to be very, very fast but ultimately finite in speed. He also guessed correctly that the refraction effect was a result of light traveling at different speeds through different mediums. The camera obscura, or pinhole camera, that he invented would later help others understand human sight. Further advances into the biology of light would not be made for about 600 years, or until the beginning of the 17th century.
- C. Johannes Kepler was a great astronomer whose work was part of the revolution, in the Western world, from ancient ways of looking at nature to a more

systematic and scientific way. Kepler's work led to a greater understanding of the orbits of planets and laid the foundations for modern astronomy. He also studied the phenomena of light and made important formulations of it. The inverse square law was formulated by Kepler, which states that the intensity of light goes down proportionately by the square of the distance away from the source. For example, if the distance from an object to a light source is doubled, the intensity of the light reaching the object is reduced to one-fourth of the previous intensity. If the distance is tripled, the intensity is reduced to one-ninth of the previous intensity, or three squared, and so forth. Kepler also theorized that the image of the world we receive onto our eyes is actually upside-down due to the light entering the eye, much like in the camera obscura invented by Al-Haitham. Oddly, Kepler did not expound upon the laws of refraction, and he also incorrectly assumed the speed of light to be infinite.

- D. Over the next centuries, various other scientific greats added to our understanding of light. Isaac Newton's *Opticks* was a seminal work in color and refraction. During his time, there was a debate over whether or not light was actually a particle or a wave. The true nature of light turned out to be more complicated, actually having properties of both, but at that time it was thought Newton made a mistake by pushing a particle theory of light.
- E. The work of two more scientists, Michael Faraday and James Clerk Maxwell, created the modern understanding of light. Faraday's experiments, data, and incipient theory on light allowed Maxwell to formulate a complete mathematical understanding of light in relation to electricity and magnetism. By realizing and explaining how these forces were unified, modern physicists could delve into the more counterintuitive and interesting properties of light. However, even Maxwell's theories needed improvement since he assumed that all electromagnetic waves, including light, propagated through a substance that permeated all space. Since sound had to travel in a medium such as air or water, it was thought light needed such one as well. Later experiments disproved the notion of a 'luminous aether' as well as refining the measurements for the speed of light.
- F. The leap from a classical view of light to a quantum view of light took place in the 20th century. Albert Einstein was responsible for two discoveries, which fundamentally altered the way the light was perceived. The first discovery, and the one for which he received a Nobel Prize in Physics, was his explanation of the photoelectric effect. Einstein noticed that if a certain type of light were shined onto a piece of

reactive metal, it would emit electrons. If another type of light with a lower frequency, and therefore less energy, were used instead, the metal would not emit any electrons, regardless of the amount of that lower frequency light. Einstein used the earlier work of Max Planck to show how this particle-like behavior of light showed that its energy wasn't continuous, but rather, came in 'quanta'. Light could only exist at certain energy levels and nowhere in between. Einstein also used Maxwell's equations to develop his Special Theory of Relativity. Among many things, this theory states that light is a sort of universal speed limit and that nothing can travel faster than it.

- G. Scientists today are continuing to try and understand properties of light. Useful technologies, such as fiber optics and laser communications, have already been developed. Future work may even give us computers that make calculations using photons instead of electrons. The long search for the deeper meaning of something around us all the time has been most useful and beneficial.

(961 words)

### Questions 1–8

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1–8 on your answer sheet.

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

You may use any of the words more than once.

## OUR KNOWLEDGE OF LIGHT

In the past, our knowledge of light came from (*Example*).

*Answer: myth*

In the Western world, there have been investigations into the (1) of light since the time of the Ancient (2). They laid some of the foundations for (3) inquiry into light. People either (4) on what light was, or tried to describe very broad mathematical properties of it.

After the (5) revolution in Europe, some (6) delved deeper and deeper into the intrinsic nature of light, including what it was made of, how it acted, and how fast it went. Recent (7) about light include some (8) and unintuitive findings.

### Word List

religious	past	speculated
future	Nobel	created
outcomes	discoveries	unknowable
beneficial	Scandinavians	undesirable
nature	scientists	nurture
adventurers	pragmatic	Greeks
scientific	unexpected	myth



### Questions 9–15

Look at the following notes that have been made about the scientists described in Reading Passage 1. Decide which name (**A–H**) corresponds with each description and write your answers for questions 9–15.

**NB** There are more names than descriptions, so you will not use them all.  
You may use any letter more than once.

#### List of Scientists

- A Johannes Kepler
- B Max Planck
- C Isaac Newton
- D Al-Halham
- E Albert Einstein
- F Michael Faraday
- G Euclid
- H James Clerk Maxwell

wrote seminal work in color and refraction. (*Example*)

Answer: C

- 9 was the first to theorize that vision was light entering our eyes.
- 10 formulated how nothing in the universe could exceed the speed of light.
- 11 used a previous person's work to determine light's relationship with electromagnetism.
- 12 invented a special device that helped to understand our vision.
- 13 discovered properties about the strength of light as it leaves a source.
- 14 His work was used to determine how the energy in light is discrete.
- 15 early theorist who studied the reflection of light.

## Reading Passage 2

You should spend about 20 minutes on Questions 16–25 which are based on Reading Passage 2 below.

### Australia Invaded from Abroad

- A. The interconnectedness of the global economy has brought many benefits to Australia. Transportation connections to the rest of the world allow for the export of natural resources. These links to the outside world also bring in other goods as well as people, both immigrants needed for the labor force and tourists. If not for these developments, Australia would not be the prosperous society as it is. However, other plant and animal species can also accompany these movements. Most of them do not pose a threat to the indigenous wildlife, but sometimes they proliferate, harming the existing ecosystem of Australia. Since the Australian economy is dependent on trade with the rest of the world, government, corporations, and individuals must minimize the introduction of species that threaten the environment and effectively manage those invasive ones already present.
- B. The indigenous flora and fauna of Australia exhibit some unique characteristics among life on Earth. Animals such as the kangaroo, koala, and platypus are known throughout the world. Most of the world's marsupial species are found there. The most notable features of larger marsupials are special pouches in the mother animals where the young suckle. They are born only after a few weeks and the embryo-like baby must crawl unaided into the pouch and attach itself to the teat for sustenance. This method of birth offers an advantage over placental mammals, like humans, in that the mother is not at great risk from giving birth. The exit of the embryo from the mother is not traumatic and if there is any scarcity while the embryo is still attached to the teat, the young animal dies and the mother produces another one. Australia is also where nearly all monotremes exist. Monotremes, like the platypus and echidna, are similar to other mammals in that they have hair and produce milk for their young, but they lay eggs instead of giving birth to live babies.
- C. According to the Australian Department of Foreign Affairs and Trade, nearly 80 percent of the continent's indigenous animals and flowering plants are unique to it, meaning they are found nowhere else in the world. The geologic history of plate tectonics explains how this came to be. About 250 million years ago, there existed a supercontinent called Pangaea whose southeastern portion was composed of what is now Australia. This southern part of Pangaea started to break apart and by about

35 million years ago, Australia separated from what is now Antarctica. Unlike the other parts of the old supercontinent, Australia remains separate from other major landmasses and also has a climate where its unique animal and plant species can survive.

- D. Unfortunately, with the arrival of non-native visitors from Europe, many invasive species were introduced. The first of these vectors were sailing ships with animals stowed away in their holds, as well as settlers and colonists who brought their own animals and plants with them. The environment of Australia makes it the driest inhabited continent on Earth, so the arrival of non-indigenous species makes it hard for other animals and plants to survive. In modern times, container ships, airplanes, and people desiring exotic plants or pets have been other vectors for the introduction of new species. Sometimes, in order to control a weed or pest animal, authorities have deliberately propagated a non-indigenous species with disastrous results. The current cane toad infestation in Australia is a result of poor planning in trying to control a type of beetle. The cane toad shunned eating that particular insect pest and, instead, has wreaked enormous havoc on other indigenous species.
- E. The government has implemented a variety of controls to combat invasive animals. Any method, though, has its limits given the scale of the problem and the variety of limiting factors involved. The red fox is controlled through government bounties, poisoning, and fencing. Shooting animals from helicopters is another method that is more practical for larger animals that congregate in herds, like feral goats and camels. An early attempt at invasive species control in the 1950's used a virus that affected only wild rabbits. It was a mostly successful effort, killing over 90% of them, according to the Australian Department of Environment and Water Resources. Unfortunately, they are still present throughout most of the country, albeit in greatly reduced numbers, since some rabbits developed a resistance to the virus. Another method with potential is the use of sterile animals released into the wild to disrupt a species' reproductive cycle.
- F. Some of these methods are controversial because of their possible impact on indigenous species and questions about their humaneness. There is no question about the economic impact of invasive species, though; weed plant management alone costs Australia about AUD\$4 billion a year. The proliferation of destructive species affects industries like agriculture, forestry, and tourism. Through careful regulation and environmental stewardship, Australians can mitigate the impact of these unwelcome plants and animals.

(817 words)

### Questions 16–22

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

In boxes 16–22 on your answer sheet, write

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

Most invasive species in Australia come from North America. (*Example*)

Answer: **NOT GIVEN**

- 16 Globalization is one factor that causes invasive species to be introduced into Australia.
- 17 The majority of marsupial species is found outside of Australia.
- 18 New Zealand shares some plants and animals with Australia.
- 19 The introduction of invasive species into Australia is always accidental.
- 20 The Department of Environment and Water Resources reports that wild rabbits were effectively eradicated in Australia.
- 21 Releasing sterile members of an invasive species into the wild has been shown to be an effective way to control them.
- 22 Australia can reduce the effect of invasive species through careful policy.

### Questions 23–25

Choose the appropriate letters, **A–D**, and write them in boxes 23–25 on your answer sheet.

- 23 What reason do people have to settle in Australia and, thus, potentially bring invasive species?
- A to encourage the extinction of indigenous animals
  - B to prevent globalization from taking place
  - C to contribute to the economy of Australia
  - D to help preserve the environment
- 24 Why do marsupial females give birth to undeveloped young?
- A to increase the chances of the offspring surviving
  - B to better provide food and energy to the baby animal
  - C to save space in the pouch where they are raised
  - D to minimize risk to the mother
- 25 What phrase best describes the author's opinions on invasive species?
- A must be dealt with in a thoughtful manner
  - B an inconvenience that is necessary
  - C have to be eradicated at all cost
  - D are not really a problem in Australia

## Reading Passage 3

You should spend about 20 minutes on Questions 26–40 which are based on Reading Passage 3 below.

### Columns

- A. Few other legacies from the past in the Western world are as tangible and cogent as the column. This architectural feature's ubiquitous presence speaks to its symbolism of strength and stability. The use of columns, even if merely decorative, is a tribute to its ancient origins, which are not always readily apparent. The most basic column is a post or pillar used to support the structure's roof. This could consist of the trunk of a tree or stones piled on top of one another. The origin of forms used in Western architecture in regards to columns can be traced to the ancient Mediterranean world. The civilizations there created structures and spaces that prefigured those created for several millennia thereafter.

- B. The Egyptians made use of the column as early as the third millennium before the Common Era. Through trade and contact with other populations, the use of the col-



umn spread throughout the region. Some of the most impressive artistic expressions of this form were columns made in Persia where the capital (the topmost part) consisted of two ornate bulls' heads facing outwards. The most well-known and recognizable types of column in the Western world today, though, were developed in Greece. The architecture there represented the humanistic culture of that civilization and was the yardstick of form and function against which all other architectural forms were compared to. The construction of buildings was one of many areas where the Romans borrowed ideas from; they also applied their own innovations. These ideas were transmitted to the rest of Europe and then to the rest of the world. The modest Greek column, and their original three orders, does not readily tell the story of how they came to be almost universally used and known.

- C. The most basic form of column invented by that ancient civilization was the Doric order. It consists of a fluted shaft with twenty channels, or grooves, set around a cylindrical shape. Doric columns have no base and stand directly upon the flat surface while the capital consists merely of a round, undecorated stone on which

the rest of the structure sits upon. One of the most famous examples of a structure incorporating the Doric order is the Parthenon in Athens, Greece. Dedicated as a temple to the ancient Greek goddess of war and wisdom, Athena, it is one of the most important buildings in the Western world to have survived from the Classical era. Studies of the façade reveal how closely it hews to the Golden Ratio. The height to diameter ratio of the columns gives the Parthenon a ‘masculine’ feel, as opposed to the other orders, which have more slender and graceful proportions.

- D. The second order of columns in classical architecture is called the Ionic order. Its construction is more complicated than simple Doric columns. The most distinguishing feature is the inclusion of four volutes, (scroll-like designs which bear resemblance to eyes) on four corners above the column shaft, and below the abacus, the area where the rest of the structure sits on top of the column. The volutes facing a viewer may either be in the same geometric plane, or they may be angled with respect to each other, so as to look the same from all four sides. In Ionic columns, the volutes and the abacus together are what compose the capital. Unlike in the Doric order, there is a base that consists of a torus, a flat donut-shaped protrusion coming out from the column, and a plinth block on which the whole column sits. Columns of this order have a greater height to diameter ratio and 24 channels worth of fluting and, therefore, feel lighter than their Doric counterparts.
- E. The final mode in classical architecture is the Corinthian order. The most decorative of the three orders, it is also considered the most ‘feminine’. While Corinthian capitals have similar proportions to Ionic columns and also have a base, their volutes are less distinguished. Their most prominent features are the two ranks of carved leaves that curl up and out of the column. Though invented by the Greeks, the order was not as established there as in the wider world. Thus, it is possible to see a wide variation in the themes with changes made to the fluting or the representation of the leaves.
- F. The three different types of columns are only one part of the architecture that so defined the ancient Mediterranean world. The word ‘order’ refers not only to the columns themselves, but also the rules of proportionality for the whole structure in which they were embedded. The meticulous attention to detail and spatial relationships of different parts created a memorable harmony in classic Greek buildings. They have served as an architectural inspiration ever since.

(798 words)

### Questions 26–30

Reading Passage 3 has six sections, **A–F**.

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

Write the correct numbers, **i–viii**, in boxes 26–30 on your answer sheet.

#### List of Headings

- i Strict rules that lived beyond their creators
- ii Development of column in ancient civilization
- iii Many different types of architectural orders
- iv Column with a simple form
- v Legacy passed down from generations ago
- vi The column most representative of females
- vii Why columns are used so much
- viii A more graceful column

Paragraph A (*Example*)

*Answer: v*

26 Paragraph B

27 Paragraph C

28 Paragraph D

29 Paragraph E

30 Paragraph F



### Questions 31–35

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

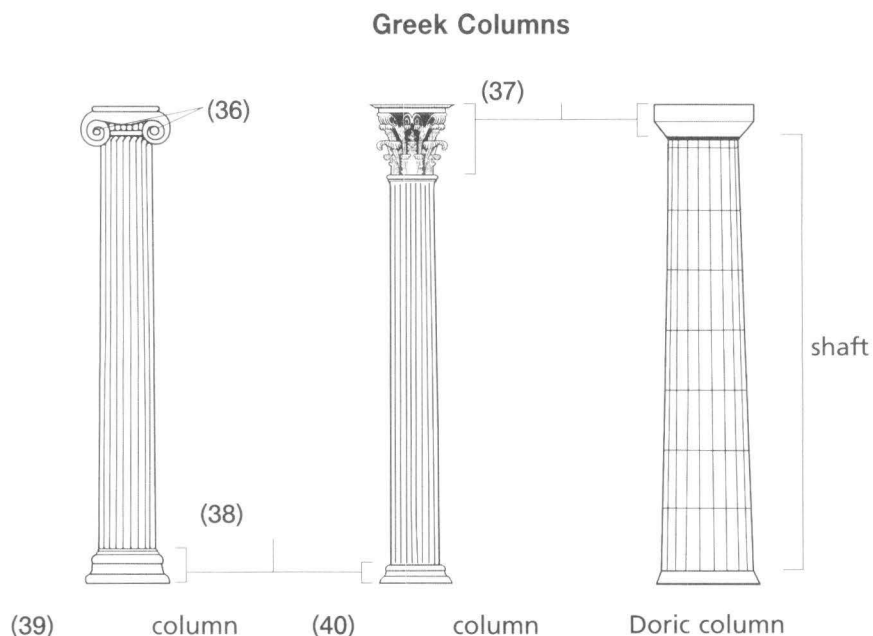
Write your answers in boxes 31–35 on your answer sheet.

- 31 Columns, if not made just for decoration, have a function in that they
- 32 The Greeks passed their ideas of architecture onto the
- 33 One outstanding display of Doric order architecture is the
- 34 The use of Corinthian columns has spread to
- 35 The column was only one feature in the architecture of the

### Questions 36–40

Complete the labels for the columns below, using **NO MORE THAN ONE WORD** from the passage.

Write your answers in boxes 36–40 on your answer sheet.





## Actual Test 2

### Reading Passage 1

You should spend about 20 minutes on Questions 1–15 which are based on Reading Passage 1 below.

### Managing Risk

- A. Among a wide range of fields, the word 'risk' entails the probability of loss. As a concept, it is useful in areas as diverse as military conflict, public health, business, and finance. It is a very broad term that can refer to such things as the handling of radioactive materials or to the construction safety of bridges and other infrastructure. One particular scope of risk involves institutions' understanding about all new projects that create desired benefits. Those initiatives have the potential to bring in more profit, but also engender some risk; at the very least, there is the prospect of losing the initial outlay without having produced any tangible results. Research over the past few decades has created frameworks that help to identify and mitigate potential pitfalls. Venturing into the unknown is a less frightening task for companies when they can rationally evaluate the risks they take on an effort to expand their operations and income.
- B. Any change in the way a company works, like implementing a new Internet technology system or a franchising scheme, requires understanding the risk at hand. Identification is the first step in any decision-making process. Identifying risks can be broken down into several constituent parts depending on the nature of the problem and type of institution conducting the analysis. Sources of risk are identified in order to formulate and deploy potential mitigating strategies.
- C. For example, a software engineering project requires numerous man-hours and high labor costs. An internal source of risk for that particular project is the possibility that parts of the software coded by different teams might be incompatible, resulting in a product that requires more capital input than planned for. For the same software project, one source of exogenous risk, as opposed to endogenous, might be a downturn in the national economy that dries up demand for the final software product. Risk identification strategies may also include simulations, analysis of different market scenarios, or for particular areas, checking a common database of known risks.

- D. Once potential risks have been identified, both the probability of the problem actually occurring and how much the problem would cost if it did materialize need to be calculated. Multiplying the two numbers together can give a value, which can then be compared to the values generated by all other identified risks. This kind of risk assessment is useful for helping corporations prioritize risks that need to be mitigated, though there are some difficulties inherent in the methodology.
- E. The value of a lost shipment of cargo is easily quantifiable but the probability of a major weather event that causes the loss is not. Also, since the probability of the event occurring and the cost of that event are multiplied, it is difficult to prioritize between: a) events that have a very high cost, but relatively low chance of occurring; and b) events that have minimal costs, but will almost certainly occur. With only finite amounts of capital, material, and time, deciding which risk is focused on becomes very important.
- F. After agreeing on which risks should be mitigated, there are several options that groups can choose from. Dr. Merlin Dorfman, a software engineer, identifies four types of treatment for potential risks: Avoidance, Reduction, Transfer, and Retention. All four strategies of approaching risks have benefits and drawbacks. Avoidance dictates not engaging in the particular activity that carries the risk, the cost of which is foregoing any potential profit or advantage. Reduction of risk is intuitively very familiar to most people and involves the expenditure of resources to reduce costs in the event of a loss. Installing sprinkler systems in a building to reduce damage sustained in a fire is one common example. Transfer is where another party takes on risk, with one typical method being insurance. Retention simply means accepting the risk and covering it with available resources. This includes risk where losses are so small that addressing them would cost more money than is lost, and also risks that are so catastrophic and improbable as to be uninsurable.
- G. In an ever-changing world, dealing with the unexpected creates stronger institutions. A comprehensive and rigorous risk strategy is part of that plan, especially when large amounts of capital and livelihoods are on the line.

(709 words)

## Questions 1–6

Reading Passage 1 has seven sections, **A–G**.

Choose the correct headings for sections **A–F** from the list of headings below.

Write the correct numbers, **i–ix**, in boxes 1–6 on your answer sheet.

### List of Headings

- i The problem of allocating limited resources to address risk
- ii External and internal threats
- iii Thinking about change
- iv How to understand risk clearly
- v Starting the risk analysis
- vi A quantitative method for analyzing risk
- vii Managing different parts
- viii Different strategies for dealing with risk
- ix Adapting to change saves resources

Paragraph G (*Example*)

Answer: *ix*

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

### Questions 7–9

Choose the appropriate letters, **A–D**, and write them in boxes 7–9 on your answer sheet.

- 7 One example of an exogenous risk for a business starting a new venture is
- A the threat of invasion from another country.
  - B internal strife among the management.
  - C potential problems with the facility or building.
  - D the occurrence of accounting irregularities at the finance department.
- 8 Knowing what risks to prioritize is difficult because
- A random events will always occur in life.
  - B people will never be able to quantify risk.
  - C it is hard to determine which risk has the greatest consequences.
  - D there are too many unknown factors in the world.
- 9 According to passage, the author feels that
- A dealing with risk is not feasible, given the limitation in methodology.
  - B companies addressing risk are stronger.
  - C given the right approach, risk is easily manageable.
  - D the framework concerning risk needs to be re-examined.

### Questions 10–14

From the information in the text, identify what kind of risk treatment the following actions are.

Write the appropriate letters, **A–C**, in boxes 10–14 on your answer sheet.

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

Matching the risk treatment / example

Answer: B

- 10 Increasing the coverage of a company's fire insurance policy
- 11 Making a decision not to invest in a new product
- 12 Installing safety lights in a stairwell
- 13 Training workers on the proper use of machines
- 14 Canceling the unveiling of a new product line

### Types of Risk Treatment

A Avoidance    B Reduction    C Transfer

#### Question 15

Answer the question below, using **NO MORE THAN THREE WORDS** from the passage.

Write your answer in box 15 on your answer sheet.

15 What does the Retention strategy simply involve?

## Reading Passage 2

You should spend about 20 minutes on Questions 16–29 which are based on Reading Passage 2 below.

### Human Diaspora

- A. The question of exactly how the Earth became populated by humanity beggars our everyday notion of self. The government and nation state under which people live are usually quite familiar in such a way that it is difficult to imagine a time when no such social structures existed. That there was a pre-human time on the planet is not in dispute. Exactly how humans came to imprint their own mental and cultural architecture on the physical landscape across the world is quite important. The discourse that a single person engages in with himself or herself forms a coherent, yet malleable identity. Similarly, the story of the human diaspora across face of the planet, as told by Western science, supplements the rich and varied ways that people across the world see themselves.
- B. In the field of paleoanthropology (study of human origins), the great majority of evidence now points to a single origin hypothesis out of Africa. In 1871, Charles Darwin prefigured this development in his book *Descent of Man* when he conjectured it was “somewhat ... probable that our early progenitors lived on the African continent ...” This went against another view held in Western science that Europe was ‘naturally’ the birthplace of all humankind. With modern technology, the origin of modern humans has been confirmed. The time and circumstances under which those first peoples left their homes and settled the entire planet have also been roughly sketched.
- C. Climate change was the driving factor that drove both the evolution of protohominid species and also migration out of the continent. Around two million years ago, climate factors changed the environment such that previously tree-dwelling species were forced onto the ground. These new selection pressures resulted in a species able to walk upright and able to use tools extensively. The climate changes also allowed these early hominids to migrate through the usually arid Sahara and Middle East, populating the rest of the Eurasian landmass, but not Australia nor the Americas, for the next one million years.
- D. The next part of this version of the human story comes from a variety of sources including: the fossil record, which can trace where human species went in the world

and at what time; two types of genetic evidence, one of which is mitochondrial DNA (mtDNA) and the other being Y-chromosome DNA; geologic cores that give insights into weather patterns from millennia ago; and archaeological findings that indicate what tools early humans used. Scientists have taken core samples from one of the world's deepest lakes, Lake Malawi, in southeastern Africa in order to determine climatic conditions in previous geological eras. Sediments from around 100,000 years ago indicate the occurrence of a massive 'megadrought' in the region when the level of Lake Malawi dropped by at least 600 meters. All humans currently inhabiting the Earth today are descended from a small band, perhaps numbering just about 2,000 people, who survived that continent-wide devastation. Then, starting about 70,000 years ago, more favorable wet and humid weather conditions allowed the descendants of those survivors to cross into Eurasia and, eventually, to all other major land-masses, excluding Antarctica.

- E. The genetic evidence from which scientists developed this model is based on the characteristics of a special kind of DNA in cells. Mitochondria are the power stations of the body since they produce most of the adenosine triphosphate (ATP) used to create chemical energy for cellular processes. Mitochondria are also notable for containing DNA that is outside the cell nucleus. This is important because the mitochondria present in cells that are involved in reproduction and fertilization come exclusively from the egg cell, or the mother's side. This mtDNA mutates at a higher rate than nuclear DNA. By measuring the differences in samples from enough populations, geneticists can determine a rough timeline of when groups of humans arrived where they did. The genetic evidence indicates modern humans settled Australia about 50,000 years ago, corresponding with the exit out of Africa. In the rest of Eurasia, previous human species had already established themselves but were eventually displaced by *Homo sapiens sapiens*.
- F. Paleoanthropological studies are useful for highlighting how closely related the human species is. Anthropologists have already noticed certain universal culture characteristics present in all groups of human beings. The most obvious superficial characteristics, such as skin pigmentation, have only recently been expressed. Nina Jablonski and George Chaplin of the California Academy of Sciences state that "coloration in humans is adaptive and labile. Skin pigmentation levels have changed more than once in human evolution," giving weight to the argument that arbitrary categorization is not, in fact, part of the real human story here on Earth.

(775 words)



### Questions 16–18

Choose the appropriate letters, **A–D**, and write them in boxes 16–18 on your answer sheet.

- 16 According to information in the text, the place where humans originated
- A is still subject to controversial debate.
  - B has been pinpointed to an exact time and place.
  - C were different, according to different theories.
  - D might never be known for sure.
- 17 According to information in the text, one important factor affecting the spread of humanity
- A resulted from the mutation rate in early humans' DNA.
  - B was the use of different kind of stone tools.
  - C was the ability to walk upright on two legs.
  - D was the shifting of global weather patterns.
- 18 According to information in the text, the continent of Australia
- A remained uninhabited by any human species until 50,000 years ago.
  - B was settled by early hominids about 70,000 years ago.
  - C has been home to some sort of human species for at least a million years.
  - D was unable to support any human population until its climate changed.

### Questions 19–22

Do the following statements agree with the views of the writer in Reading Passage 2?  
In boxes 19–22 on your answer sheet, write

- |           |  |
|-----------|--|
| YES       | if the statement agrees with the writer                      |
| NO        | if the statement contradicts the writer                      |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

- 19 Western science is one of several methods used to understand our past.
- 20 Modern humans were the only species of hominids to have left Africa.
- 21 Geologic findings from Lake Malawi give clues about the timeline of modern humans.
- 22 Without evidence from mtDNA, it would be impossible to know when Australia was settled.

### Questions 23–25

Choose **ONE** phrase from the list of phrases, **A–J**, below to complete each of the following sentences.

Write the appropriate letters in boxes 23–25 on your answer sheet.

23 The story of humans on the planet ...

24 Paleoanthropology ...

25 Charles Darwin's *Descent of Man* ...

- A has had very few breakthroughs in recent times.
- B seeks to determine how humans settled the globe.
- C is still being revealed through scientific research.
- D is largely conjectural and not very useful.
- E tries to understand how human cultures are different.
- F makes claims which are not verifiable.
- G is largely understood, with little left to research.
- H has been largely disproven with modern science.
- I contains mostly positive aspects about human nature.
- J has an early guess about human origins that is accurate.

### Questions 26–29

Classify the following statements as being:

- |                                  |                           |
|----------------------------------|---------------------------|
| <b>A</b> geological evidence     | <b>C</b> fossil evidence  |
| <b>B</b> archaeological evidence | <b>D</b> genetic evidence |

Write the appropriate letters, **A–D**, in boxes 26–29 on your answer sheet.

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

26 Bones of a primitive human species in Western Europe

27 An ancient stone axe found on an Australian beach

28 An analysis of chromosomal material in different populations

29 Strata in a rock exposed by natural weathering and erosion

## Reading Passage 3

You should spend about 20 minutes on Questions 30–40 which are based on Reading Passage 3 below.

### Communicating Styles and Conflict

*Knowing your communication style and having a mix of styles on your team can provide a positive force for resolving conflict.*

#### Section A

As far back as Hippocrates' time (460–370 BC), people have tried to understand other people by characterising them according to personality types or temperaments. Hippocrates believed there were four different body fluids that influenced four basic types of temperament. His work was further developed 500 years later by Galen (130–200 AD). These days there are a number of self-assessment tools that relate to the basic descriptions developed by Galen, although we no longer believe the source to be the types of body fluid that dominate our systems.

#### Section B

The value in self-assessments that help determine personality styles, learning styles, communication styles, conflict-handling styles, or other aspects of individuals is that they help depersonalise conflicts in interpersonal relationships.

The depersonalisation occurs when you realise that others aren't trying to be difficult, but they need different or more information than you do. They're not intending to be rude; they are so focused on the task they forget about greeting people. They would like to work faster but not at the risk of damaging the relationships needed to get the job done. They understand there is a job to do, but it can only be done right with the appropriate information, which takes time to collect.

When used appropriately, understanding communication styles can help resolve conflicts on teams. Very rare are conflicts of true personality issues. Usually, they are issues of style, information needs, or focus.

#### Section C

Hippocrates and later Galen determined there were four basic temperaments: sanguine, phlegmatic, melancholic, and choleric. These descriptions were developed centuries ago and are still somewhat apt, although you could update the wording.

In today's world, they translate into the four fairly common communication styles described below:

#### Section D

The sanguine person would be the expressive or spirited style of communication. These people speak in pictures. They invest a lot of emotion and energy in their communication and often speak quickly, putting their whole body into it. They are easily sidetracked onto a story that may or may not illustrate the point they are trying to make. Because of their enthusiasm they are great team motivators. They are concerned about people and relationships. Their high levels of energy can come on strong at times and their focus is usually on the bigger picture, which means they sometimes miss the details or the proper order of things. These people find conflict or differences of opinion invigorating and love to engage in a spirited discussion. They love change and are constantly looking for new and exciting adventures.

#### Section E

The phlegmatic person – cool and persevering – translates into the technical or systematic communication style. This style of communication is focused on facts and technical details. Phlegmatic people have an orderly, methodical way of approaching tasks, and their focus is very much on the task, not on the people, emotions, or concerns that the task may evoke. The focus is also more on the details necessary to accomplish a task. Sometimes the details overwhelm the big picture and focus needs to be brought back to the context of the task. People with this style think the facts should speak for themselves, and they are not as comfortable with conflict. They need time to adapt to change and need to understand both the logic of it and the steps involved.

#### Section F

The melancholic person, who is soft-hearted and oriented towards doing things for others, translates into the considerate or sympathetic communication style. A person with this communication style is focused on people and relationships. They are good listeners and do things for other people – sometimes to the detriment of getting things done for themselves. They want to solicit everyone's opinion and make sure everyone is comfortable with whatever is required to get the job done. At times this focus on others can distract from the task at hand. Because they are so concerned with the needs of others and smoothing over issues, they do not like conflict. They believe that change threatens the status quo and tends to make

people feel uneasy, so people with this communication style, like phlegmatic people, need time to consider the changes in order to adapt to them.

### Section G

The choleric temperament translates into the bold or direct style of communication. People with this style are brief in their communication – the fewer words the better. They are big picture thinkers and love to be involved in many things at once. They are focused on tasks and outcomes and often forget that the people involved in carrying out the tasks have needs. They don't do detail work easily and as a result can often underestimate how much time it takes to achieve the task. Because they are so direct, they often seem forceful and can be very intimidating to others. They would usually welcome someone challenging them, but most other styles are afraid to do so. They also thrive on change, the more the better.

### Section H

A well-functioning team should have all of these communication styles for true effectiveness. All teams need to focus on tasks, and they need to take care of relationships in order to achieve those tasks. They need the big picture perspective or the context of their work, and they need the details to be identified and taken care of for success.

We all have aspects of each style within us. Some of us can easily move from one style to another and adapt our style to the needs of the situation at hand – whether the focus is on tasks or relationships. For others, a dominant style is very evident, and it is more challenging to see the situation from the perspective of another style.

The work environment can influence communication styles either by the type of work that is required or by the predominance of one style reflected in that environment. Some people use one style at work and another at home.

The good news about communication styles is that we all have the ability to develop flexibility in our styles. The greater the flexibility we have, the more skilled we usually are at handling possible and actual conflicts. Usually it has to be relevant to us to do so, either because we think it is important or because there are incentives in our environment to encourage it. The key is that we have to want to become flexible with our communication styles. As Henry Ford said, "Whether you think you can or you can't, you're right!"

(1098 words)

### Questions 30–36

Reading Passage 3 has eight sections, **A–H**.

Choose the correct heading for each section from the list of headings below.

Write the correct number **i–x** in boxes 30–36 on your answer sheet.

#### List of Headings

- i Summarising personality types
- ii Combined styles for workplace
- iii Physical explanation
- iv A lively person who encourages
- v Demanding and unsympathetic personality
- vi Lazy and careless personality
- vii The benefits of understanding communication styles
- viii Cautious and caring
- ix Factual and analytical personality
- x Self-assessment determines one's temperament

Section A (*Example*)

Answer: *iii*

30 Section B

31 Section C

32 Section D

33 Section E

34 Section F

35 Section G

36 Section H

### Questions 37–39

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

In boxes 37–39 on your answer sheet, write

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

36 The writer believes that people dislike variety. (Example)

Answer: FALSE

- 37 Managers often select their best employees according to personality types.  
38 It is possible to change one's personality type.  
39 Workplace environment can affect which communication style is most effective.

### Question 40

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

Write your answer in box 40 on your answer sheet.

- 40 The writer believes using self-assessment tools can
- A help to develop one's personality.
  - B help to understand colleagues' behaviour.
  - C improve one's relationship with the employer.
  - D directly resolve conflicts.



## Actual Test 3

### Reading Passage 1

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

- A. The process by which the first language (L1) is acquired in people is a subject of continuing research and theorization. Those efforts have borne much fruit in terms of our insight into the most important trait of human beings. A more complete understanding of the dynamics that occur from the time a baby is born to the time they are able to produce meaningful sentences is beneficial for the education of not only citizens, but also of people from other cultures who desire to learn a foreign language. Trade and communication increasingly cuts across boundaries and necessitates the learning of other languages. English is now the lingua franca of the world due to the circumstances of history. Scientific exchanges, business deals, and international diplomacy are increasingly conducted in English, hence its status as the most learned second language (L2) in the world. Inquiry into how people gain working knowledge of L2 is beneficial for countries, like South Korea, that depend on global trade for their economic growth and prosperity.
- B. L1 and L2 learning are intricately related. Variable factors include: the ages at which both are learnt; phonological, lexical, and grammatical similarity between the two languages; and the surrounding language environment, among many others. There are a number of theories that relate to L1 fluency and how a newborn can go from communicating with the most rudimentary of gestures, like crying, to using full sentences within a few years. Insight regarding such cognitive phenomena in the past speculated that the mind of a newly born person was like a blank slate, or *tabula rasa*. As the theory goes, this slate was then imprinted with the various words and expressions heard by the growing child. It was only in the last century that other theories were put forth. With knowledge of biology and an inchoate idea of underlying brain mechanics, linguists theorized that innate concepts already existed at birth. Similar to the vocal expressions of certain animals, the specific expressions of those innate ideas would be shaped by the language heard and used.
- C. The acquisition of L2 is not a monolithic process with clear distinctions between bilingual and monolingual. It takes place in relation to L1 formation and consists of many different aspects. The truism that language is culture spotlights the



complexities that go into L2 analysis. Sociolinguistic factors, which affect L2 learning and involve the language environment, range from community attitudes towards the target language to the hierarchical framework of the learner's native culture. Classrooms involving learners of Korean in foreign countries and of English language students in Korea display the dynamic intersection of different world views.

- D. In an *English as a Foreign Language* journal, Sung Jin Kim expounds upon several cultural characteristics he casts as obstacles to learning a foreign language. He expounds upon a world view based on mores from a pre-industrial agricultural society and compares them with the contrasting characteristics of those natives who speak (and teach) American English: collectivistic tendencies vs. individual initiatives, hierarchical rigidity vs. egalitarian yearnings, and strong concepts of honor vs. weak 'face' consciousness. Kim paints the image of both Korean and US cultures with broad brushstrokes and does not mention a way the Korean cultural framework benefits L2 learning nor how the American framework inhibits it. His effort, though, to catalogue factors beyond just the syntax and structure of a language that affect L2 learning is relevant.
- E. On the flipside, Professor Andrew Sangpil Byon has studied the interaction of teachers and students in a Korean as a foreign language class. In one discourse analysis, he categorizes students in a basic Korean class by ethnic backgrounds, gender, and whether or not they are adopted Koreans. Prof. Byon's focus is on the socialization aspect of learning another language. In this context, Byon proposes that the structure of the language both explicitly and implicitly conveys cultural messages. Explicit examples of socialization include the Korean teacher's request to have students call her only by her Korean title. Byon also states out how the use of the polite speech marker '-yo' and its concomitant rules on hierarchy and kinship is an implicit example of socialization. The different cognitive value organizations, or what Byon also describes as cognitive cultures, govern the norms that make up the social interaction of those people. The ability to identify socialization processes will help students have a fuller understanding of their target language.
- F. The increasing connectivity between national and regional economies underscores the importance of foreign language learning. The microinteractions in a classroom should naturally be considered an area of study. Discourse analysis and the examination of cultural backgrounds help to improve the multifaceted aspects of L2 pedagogy, tailoring it not only to individuals, but also to different national populations.

(794 words)

### Questions 1–8

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 1–8 on your answer sheet, write

- |           |  |
|-----------|--|
| YES       | if the statement agrees with the writer                      |
| NO        | if the statement contradicts the writer                      |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

- 1 There have been useful results from research into language learning.
- 2 English has been the most learned second language for quite a long time.
- 3 The different aspects of L1 and L2 acquisition are closely bound together.
- 4 According to one theory of language learning mentioned in the passage, people are born with a complete knowledge of words and grammar.
- 5 The learning of a second language cannot be completely separated from native language learning.
- 6 Attitudes that encourage or discourage foreign language learning are generally very similar across different cultures.
- 7 The study of a group learning Korean found that the teacher did not try to transmit a set of social norms to her students.
- 8 Studying how students and teachers interact in a classroom is probably not useful to L2 learning.

### Questions 9–13

The box on the next page gives a list of responses, **A–L**, to the questionnaire discussed in Reading Passage 1.

Answer the following questions by choosing the correct responses, **A–L**.

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

- 9 What is the main difference between thinking of the mind as a *tabula rasa* and subsequent theories?
- 10 Why is learning a second language more important than ever before?
- 11 What relevance do Prof. Sangpil Byon's cognitive cultures have in the classroom?



## Reading Passage 2

You should spend about 20 minutes on Questions 15–26, which are based on Reading Passage 2 below.

### Biofuels: A Viable Solution?

- A. With emissions control and energy security becoming a greater concern throughout the world, governments and corporations are floating the idea of biofuels as a solution. Biofuel is a term that describes a diverse number of energy sources made from biomass. Humans have used biomass ever since the discovery of fire. Wood, plant material, and even animal dung can all be burned to produce heat and energy. Biofuels are derived from this biomass for the purpose of producing power or for fueling vehicles. Advocates for this process claim that the technology can be 'carbon neutral' or even 'carbon negative'. In other words, implementation of such an energy system would not add to or might even take away from the amount of carbon dioxide ( $\text{CO}_2$ ) gas in the atmosphere. If the claim is true, that will help to minimize climate change in the future. However, they need to be closely scrutinized in order to determine whether or not they are truly beneficial, especially since they take away from the food supply.
- B. The problem with current fossil fuel consumption is that humans are extracting sequestered forms of carbon compounds, like oil, coal, and gas, that formed tens of millions of years ago. In that form, such carbon did not threaten to alter the Earth's climate. With the advent of modern industry, carbon that was stored away is now being burned, releasing  $\text{CO}_2$  and other greenhouse gases into the atmosphere. According to an American government agency, in 2003 more than 27 billion metric tons of  $\text{CO}_2$  were emitted worldwide. In the United Kingdom,



road vehicles are responsible for four-fifths of all emissions that come from transportation. Elsewhere, less industrialized nations are increasing their share of global emissions. The emerging economies of China and India are building hundreds of new coal-fired power plants every year. The dawning realization is that this use of fossil fuels is ultimately not

sustainable. Eventually, there will be feedback processes that will fundamentally change the Earth's weather, making life very hard for human beings in the long term. In the short term, conflicts over securing energy supplies will lead to war and refugee crises.

- C. The appeal of biofuels is based on the carbon cycle. One of many natural cycles that occur on Earth, the carbon cycle involves CO<sub>2</sub> in the atmosphere and carbon compounds in plants and animals. Plants take in CO<sub>2</sub> and through photosynthesis convert it into carbon compounds necessary for growth. Plants also convert CO<sub>2</sub> into oxygen gas. This oxygen gas is necessary for all human and animal life. In Brazil, the Amazon Rainforest alone provides about 20% of the world's oxygen. When humans burn this plant matter, or animals consume it, the carbon goes back into the atmosphere to be used again. When biofuel is consumed, it releases the CO<sub>2</sub> that was used in growing back into the atmosphere.
- D. Currently, biofuels play a limited but growing role in providing energy. Only a small percentage of vehicles in the world run completely on biofuel. In the United States, ethanol is the most widely used petrol alternative. However, it is not used only by itself, but rather, it is blended with gasoline at a percentage no higher than 15%. Any higher percentage of ethanol would require special modifications to car engines. In contrast, a CBS news report states that over 70% of the vehicles sold in Brazil are 'flex' vehicles, capable of running on ethanol only or ethanol/petrol blends. While that is a notable achievement, there are other reasons to be cautious about the efficacy of biofuels.
- E. There is much research and study going on to determine whether or not ethanol and other first-generation biofuels are truly carbon neutral. First-generation biofuels are generally made from sugars, starches, vegetable oils or animal fats. Their production requires fertilizers, machines used to help farming, transportation of biomass, and transportation of the biofuel. These all require energy that may not be carbon neutral. The production of biofuel also has other economic and environmental consequences. In the United States, corn is increasingly being converted into ethanol. Critics are raising serious questions about whether or not this will reduce the country's dependency on oil. They also point out impoverished people the most, since they spend a greater percentage of their household budget on food. In Brazil and Southeast Asia, the production of biofuel will encourage more deforestation of tropical rainforests.

F. There is still much debate on just how effective current biofuel systems are. Most sides can agree, though, on supporting research for new initiatives. Second-generation biofuels have potential and avoid some of the drawbacks of ones currently used. Fuel derived from algae or plant waste using special bacteria and other biological processes are some of the projects currently in the pipeline. These technologies might be part of a number of initiatives to reduce greenhouse gas emissions and to ensure energy security in the future.

(818 words)

### Questions 15–21

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 15–21 on your answer sheet.

Source of energy	Examples	History of their use
15 _____	wood, animal dung, and 16 _____	since the 17 _____
fossil fuels	gas, 18 _____	since the advent of modern industry
first-generation biofuels	19 _____ and others made from sugars, starches, oils and fats	20 _____ of cars in the world run on it.
second-generation biofuels	plant waste or algae	projects currently being researched; seem to not have the 21 _____ of other types of fuel

### Questions 22–26

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

Write your answers in boxes 22–26 on your answer sheet.

- 22 What is a term to describe a technology which adds no atmospheric carbon dioxide?
- 23 Which growing countries will add tremendously to global emissions in the future?
- 24 What kind of car can run on both ethanol and petrol?
- 25 What do plants make with the CO<sub>2</sub> they absorb?
- 26 What is threatened in Brazil by the production of biofuel?

### Reading Passage 3

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

## Superbug

- A. The development of hygiene was very important for modern life. Increasing food production and then industrialization led to greater and greater population densities in cities. Medical personnel eventually understood how important personal hygiene was in maintaining a healthy environment. Hand washing greatly reduces the risk of spreading germs from the part of the body we use most to interact with the everyday world. The advent of modern medicine also gave people new tools to reduce disease and the risk of infection. Penicillin, along with many other antibiotics, has saved many lives with its curative properties. There have been some unintended consequences, though, which are a direct result of their widespread use. By understanding why antibiotic resistance occurs, we can take steps to reduce the risk in hospitals and in the general community.
- B. Disease rapidly spreads in overcrowded areas with poor sanitation. In the 19th century, hundreds of thousands of people died from cholera. With the advent of germ theory, city authorities slowly began to understand how sickness was transmitted. Germ theory is the belief that bacteria and other microorganisms unseen by the naked eye transmit disease. The transmission takes place through various means. Water supplies and sanitation in cities were improved, and diseases like typhoid and cholera became rare in developed countries.
- C. There were still many other types of infection, though. It was not until the discovery of a substance that could directly attack bacteria that those problems could be addressed. Penicillin was discovered around the middle of the twentieth century. Several observers noted how certain strains of a blue-green mold discouraged bacterial growth. Over eons, some fungi have evolved chemical defenses that inhibit the growth of bacteria. Penicillin was the first medicine of its kind to be isolated and mass-produced. As a result, it has been the most well known and most used antibiotic to date. Other natural and synthetic antibiotics have since been introduced. Their widespread use has been very beneficial, but has also led to the creation of more dangerous pathogens.



- D. MRSA and 'superbug' are common buzzwords in news articles about the emergence of this serious health threat. MRSA stands for Methicillin-Resistant *Staphylococcus Aureus*. 'Methicillin resistant' refers to the fact that some strains of the normally innocuous staph bacteria have developed resistance to many antibiotics. In the United Kingdom, almost half of all infections that happen in hospitals occur from MRSA. Studies in the United States indicate that patients infected with MRSA stay in hospital three times longer. The Center for Disease Control and Prevention has conjectured that in America, about 95,000 people developed an infection from a 'superbug' in 2005. Out of those, there were about 20,000 deaths. That is more than the number of homicides that occur each year in that country. According to the New York Times, about 15% of MRSA infections occur outside medical facilities. School gym lockers and nursing homes can harbor bacteria that are able to spread from skin-to-skin contact. Any cut in the skin that would normally be harmless has a small potential to turn into something quite deadly in the presence of MRSA.
- E. *Staphylococcus* (or staph) is commonly present on the skin and also inhabits the nasal cavities of about one third of all Americans where it is usually harmless. Certain practices, however, have created conditions that encourage the growth of antibiotic-resistant staph. For example, overusing antibiotics, or not following a prescribed treatment regime correctly, creates conditions in which natural selection of drug-resistant bacteria occurs. In any population of bacteria, there are a few bacteria that may have some resistance to an antibiotic due to their genes. Stopping a treatment regime too early, or prescribing antibiotics when they are not needed, encourages the growth of these strains. New antibiotics then have to be developed in order to combat them. It has come to the point where many infectious strains of bacteria are now immune to the original penicillin developed in the last century.
- F. There are a number of ways to combat the rise of 'superbug' infections. Informing medical personnel and patients about the proper prescription and use of antibiotics would be beneficial. Inside hospitals, rigorous attention to hygienic procedures can reduce the transmission of MRSA among patients and staff. Topical application of alcohol has been found effective in dealing with MRSA and its regular use can make the hospital environment safer. The connection between the development of antibiotic-resistant bacteria and the myriad of products as 'antibacterial' is still tenuous. In any case, the excessive use of antibacterial products in soaps, lotions, and cleaning products is largely unnecessary outside a medical facility.

- G. The increasing immunity of bacteria and efforts to find new and effective antibiotics resemble an unsustainable arms war. But because humans are the only ones with something at stake in this escalation, it is prudent to implement policy at the institutional level to address MRSA.

(813 words)

### Questions 27–31

Reading Passage 3 has seven paragraphs, **A–G**.

Choose the correct headings for paragraphs **A, B, C, E, F** from the list of headings below.

Write the correct numbers, **i–ix**, in boxes 27–31 on your answer sheet.

#### List of Headings

- i Understanding of how disease spread
- ii How MRSA attacks the body
- iii Potential methods to control infection
- iv Why natural antibiotics are better
- v Brief history of hygiene and antibiotics
- vi The eventual development of antibiotics
- vii Habits that encourage antibiotic resistance
- viii Some antibacterial products that are safe to use
- ix Some statistics regarding infection

Paragraph D (*Example*)

Answer: *ix*

27 Paragraph A

28 Paragraph B

29 Paragraph C

30 Paragraph E

31 Paragraph F

### Questions 32–34

Choose the appropriate letters, **A**, **B**, **C** or **D**.

Write your answers in boxes 32–34 on your answer sheet.

**32** In the second paragraph, the writer describes

- A how people did not know why disease was spread before knowledge of germ theory.
- B the symptoms of cholera and typhoid.
- C ways in which bacteria and microorganisms reproduce.
- D how people in the 19th century tried to cure disease.

**33** The writer thinks that antibacterial products

- A are safe and effective and should be used often.
- B are an enormous risk to the health of the general population.
- C are not really necessary outside of medical settings.
- D are the main cause of the increase in MRSA infections.

**34** According to passage, MRSA infections

- A will eventually decrease in number.
- B occur mostly in hospitals.
- C cannot be controlled with current medical technology.
- D are not fatal.

### Questions 35–40

Complete the summary below using words from the box.

Write your answers in boxes 35–40 on your answer sheet.

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

The development of (35) and penicillin changed the lives of people. In growing cities, increasing population densities created (36) where disease spread very easily. The misuse of (37), though, has spurred the evolution of new 'superbugs'. These (38) are highly (39) to even the strongest medicine and pose a threat to hospital patients and (40) workers, as well as the general populace.

#### Word List

conditions

excessive

typhoid

hygienic

resistant

sanitation

technology

antibiotics

microorganisms

products

medical

synthetic



# Answer Key

## Part 1 :: Reading Sub-skills

### 1. Skimming

#### Practice 1 (p.21)

Tasks 1, 2

## The Growing Popularity of Organic Food

### Paragraph 1

At the supermarket these days, there is often a section or aisle that sells just organic products. There are also many new stores opening up that specialize just in organic fruits and vegetables. Organic food is becoming more and more popular these days due to concerns about the safety of conventionally grown food. Organically grown produce, though, is often more expensive to buy. Consumers need to understand why something is labeled 'organic' in order to make the best choices when purchasing food for themselves and their families.

### Paragraph 2

Several factors contribute to this higher price. Though there are some small differences, government agencies across the world agree on what qualifies a product as organic: such products must be grown without chemical fertilizers or pesticides. Also, livestock, such as cows, pigs, and chickens, must not be injected with artificial growth hormones or antibiotics. These standards result in food that is generally healthier and tastier. Without harsh pesticides and chemical fertilizers, crop plants produce more antioxidants and other beneficial nutrients. The farmer, their families, and their communities also benefit from a cleaner and safer environment. Fertilizer runoff is a major environmental problem and affects places far away from farms. Their mass production also contributes to global warming. Organic production techniques encourage environmental stewardship for the Earth and long-term agricultural sustainability.

### Paragraph 3

Those standards ensure a safe and nutritious supply of food from organic farms. However, organic farming reduces crop yields per farm while increasing

the labor required. As a result, organic food is generally more expensive. The price difference may be offset slightly in the future, as consumers ask for more organically grown produce and more suppliers jump into the market to fill that demand. Many people, though, are willing to pay that extra cost for organic food, given the health and environmental benefits.

### Task 3

#### Paragraph 1

1. organic products
2. Organic food is becoming more and more popular
3. concerns about the safety of conventionally grown food
4. Organically grown produce, though, is often more expensive to buy.

**Summary** Organic food is becoming more and more popular but often more expensive to buy. (Introduction)

#### Paragraph 2

1. Several factors contribute to this higher price.
2. such products must be grown without chemical fertilizers or pesticides
3. These standards result in food that is generally healthier and tastier.
4. The farmer, their families, and their communities also benefit from a cleaner and safer environment.
5. global warming

**Summary** Several factors contribute to this high price but the farmer, their families, and their communities also benefit from a cleaner and safer environment. (Body)

#### Paragraph 3

1. Those standards ensure a safe and nutritious supply of food from organic farms.
2. reduces crop yields
3. organic food is generally more expensive
4. Many people, though, are willing to pay that extra cost for organic food, given the health and environmental benefits.

**Summary** Organic food is generally more expensive, but many people are willing to pay that extra cost, given the health and environmental benefits. (Conclusion)



## Task 4

(Not given in this passage)

## Task 5

- |    |             |  |          |
|----|-------------|--|----------|
| 1. | Explanation | Paragraph 1 (sentence 4) "Organically ~ to buy."                   | Answer 2 |
| 2. | Explanation | Paragraph 2 (sentence 2) "such products ~ pesticides"              | Answer 1 |
| 3. | Explanation | Paragraph 2 (sentence 2) "government agencies"                     | Answer 0 |
| 4. | Explanation | Paragraph 2 (sentence 8) "Their mass production ~ global warming." | Answer 3 |
| 5. | Explanation | Paragraph 2 (sentence 6) "The farmer, ~ safer environment."        | Answer 0 |

Tasks 1, 2

## The Lovely Avocado

### Paragraph 1

The avocado is a very special kind of fruit. It originally evolved somewhere in Mexico or Central America and is now grown all over the world. Avocados were once considered an aphrodisiac because their shape is similar to a part of the human body. One common type of avocado consumed is the 'Hass' variety. The skin of this kind of avocado is dark green and has ridges and bumps. When ripe, the flesh of the fruit has a soft and buttery texture that feels good on the tongue. Unlike most other fruits, the avocado is not considered sweet. A medium-sized avocado can contain up to 35 grams of fat, though the vast majority of that fat is of the healthier monounsaturated kind. Among all fruits, avocados also have the most fiber per unit of weight. They also contain many other nutrients and vitamins.

### Paragraph 2

Due to their unique texture and taste, avocados can be prepared in a variety of ways. They are an excellent substitute for meat in vegetarian cuisine. Mature, ripened avocados can be eaten with just a little salt and pepper. Sliced avocado is a great addition to salads, soups and sandwiches. The avocado is the main ingredient in 'guacamole', a kind of dip that consists of the mashed flesh of the fruit, tomatoes, onions, lime and spices. Avocados are even versatile enough for desserts, including ice cream and milkshakes.

### Paragraph 3

Avocado oil is very good in cooking because of its high smoking point, ability to carry other flavors, and absence of any unhealthy trans fats. This oil is high in vitamin E and is also used in skin products for the face and body.

## Task 3

### Paragraph 1

1. The avocado is a very special kind of fruit.
2. the avocado is not considered sweet
3. avocados also have the most fiber per unit of weight
4. They also contain many other nutrients and vitamins.

**Summary:** The avocado is a very special kind of fruit which contains many nutrients and vitamins. (Introduction)

### Paragraph 2

1. avocados can be prepared in a variety of ways
2. excellent substitute for meat
3. versatile

**Summary:** Avocados can be prepared in a variety of ways. (Body)

### Paragraph 3

1. Avocado oil is very good in cooking
2. This oil is high in vitamin E and is also used in skin products

**Summary:** Avocado oil is very good in cooking and used in skin products. (Conclusion)

## Task 4

Paragraph 1: Mexico, Central America, Hass

## Task 5

- 1 Avocados are useful in cosmetic products because the oil contains vitamin E.  
Explanation Paragraph 3 (sentence 2) "This oil ~ in vitamin E"
- 2 In vegetarian dishes, avocados are a good ingredient for those who don't eat meat.  
Explanation Paragraph 2 (sentence 2) "They are ~ vegetarian cuisine."
- 3 People can eat avocados by themselves, with some salt and pepper.  
Explanation Paragraph 2 (sentence 3) "Mature ~ salt and pepper."
- 4 Avocados contain monounsaturated fat which is much better than saturated types.  
Explanation Paragraph 1 (sentence 8) "~ though the vast ~ monounsaturated kind."
- 5 It is best to eat avocados when they are mature and/or ripe.  
Explanation Paragraph 1 (sentence 6) "When ripe, ~ the tongue."

## 2. Scanning

### Practice 1 (p.26)

#### Tasks 1, 2, 3

- 1 There was a strong tradition of telling science fiction stories before the invention of film.
- 2 Science fiction is also called 'speculative fiction' because it talks about developments that have not happened yet.
- 3 2001: A Space Odyssey influenced later science fiction films.
- 4 When the movie Blade Runner first opened, throngs of eager fans went to see it.
- 5 Movie directors generally reject working on science fiction screenplays.

### Science Fiction in Film

#### Paragraph 1

The art of making films is still going strong, even after a hundred years since the technology was developed. Science fiction is a rich source of ideas for stories because it allows the writer to look at the current state of society and the world. The writer can emphasize certain trends and extend them into the future, or can envision something totally new.

#### Paragraph 2

The seminal science fiction film in modern times was 2001: A Space Odyssey. It was the first film of the genre to deal seriously with science fiction themes both in the story and in the cinematography. Released in 1968, the movie reflected turbulent social times in the wider world and the hope for something greater.

#### Paragraph 3

In the 1982, the dystopian Blade Runner was released. Based on the novel Do Androids Dream of Electric Sheep? by Philip K. Dick, it paints a very gloomy picture of a world where even one's basic humanity is subject to question. When the film was first released, it was not very popular. The movie is now, however, much more appreciated, especially in regards to its special effects. Many science fiction films made since then have taken cues from Blade Runner's visual representations of a future world.

## Paragraph 4

Science fiction films these days heavily feature special effects and mind-blowing computer graphics in order to attract an audience. There are some films that contain a coherent story line and characters that people care about, but they are few and far between. The combination of a visionary director or screenwriter and financial backing from a rich studio is not very common. This makes good science fiction films somewhat of a rarity today.

## Task 4

### Paragraph 1

1. making films
2. Science fiction
3. The writer can emphasize certain trends
4. can envision something totally new

### Paragraph 2

1. science fiction film
2. *2001: A Space Odyssey*
3. the first film of the genre to deal seriously with science fiction themes

### Paragraph 3

1. *Blade Runner*
2. not very popular
3. is now, however, much more appreciated
4. Many science fiction films made since then have taken cues from

### Paragraph 4

1. special effects
2. mind-blowing computer graphics

3. they are few and far between
4. visionary director, screenwriter
5. This makes good science fiction films somewhat of a rarity

**Summary** The fact that the combination of a visionary director or screenwriter and financial backing from a rich studio is not very common makes good science fiction films somewhat of a rarity. (Conclusion)

## Task 5

Paragraph 2: *2001: A Space Odyssey*

Paragraph 3: *Blade Runner, Do Androids Dream of Electric Sheep?*, Philip K. Dick

## Task 6

- 1 There was a strong tradition of telling science fiction stories before the invention of film.

**Answer** NOT GIVEN

- 2 Science fiction is also called 'speculative fiction' because it talks about developments that have not happened yet.

**Explanation** Passage 1 (sentence 3) "The writer ~ totally new."

**Answer** YES

- 3 *2001: A Space Odyssey* influenced later science fiction films.

**Explanation** Passage 2 (sentence 1) "The seminal ~ *Odyssey*."

**Answer** YES

- 4 When the movie *Blade Runner* first opened, throngs of eager fans went to see it.

**Explanation** Passage 3 (sentence 3) "When the film ~ not very popular."

**Answer** NO

- 5 Movie directors generally reject working on science fiction screenplays.

**Answer** NOT GIVEN

## Practice 2 (p.29)

### Tasks 1, 2, 3

- 1 What is something that established newspapers unexpectedly still print?
- 2 What is one example of something used to help a fortune-teller?
- 3 What kind of people should someone going to a fortune-teller be worried about?
- 4 From what part of the body can people read the future?

## Predicting the Future

### Paragraph 1

Every culture in the world has a way of dealing with uncertainty in life. One form of this is fortune-telling. Some people who are curious about their future, or who have an important decision to make, go to a fortune-teller. Using various techniques, these men and women try to help the customer with their request. It is often surprising just how widespread such beliefs are. Many respectable newspapers still print astrological horoscopes. The news sometimes reports how celebrities and even politicians go to clairvoyants.

### Paragraph 2

One of the earliest recorded instances of fortune-telling was the Oracle at Delphi in Greece. There are stories of both kings and ordinary people who went to these seers. Held in a trance, they would often give very cryptic predictions. The techniques of predicting the future vary from place to place. Fortune-tellers can focus on a particular object, like the crystal ball of Rome origins that is gazed into in an attempt to see the future. Tarot cards with their occult imagery are laid out in a special manner and tell a story based on how the person chooses them and lays them out. East Asian cultures have a very long history of fortune-telling. Even in the modern day, many people still consult them regularly. Palm reading, face reading, or rituals where spirits possess a shaman help some people to make sense of the world they live in.

### Paragraph 3

Many modern people are quite skeptical about fortune-telling and even dismiss them out of hand as 'evil' or 'demonic'. There are fraudsters in the fortune-telling business but the concept as a whole offers a unique perspective on what it means to be human, offering a different view of faith and hope for the future.

## Task 4

### Paragraph 1

1. uncertainty in life
2. One form of this is fortune-telling.
3. Some people go to a fortune-teller.
4. It is often surprising just how widespread such beliefs are.
5. newspapers, print

**Summary** Fortune-telling has become widespread because of people's uncertainty in life.  
(Introduction)

### Paragraph 2

1. One of the earliest recorded instances of fortune-telling
2. The techniques of predicting the future vary from place to place.
3. particular object
4. the crystal ball of Rome origins
5. Tarot cards with their occult imagery
6. Palm reading, face reading

**Summary** The techniques of fortune-telling vary from place to place. (Body)

### Paragraph 3

1. Many modern people are quite skeptical about fortune-telling
2. There are fraudsters in the fortune-telling business
3. the concept, unique perspective

**Summary** There has been a wide variety of beliefs about fortune-telling. (Conclusion)

## Task 5

Paragraph 2: Oracle, Delphi, Greece, Rome, East Asian



## Task 6

- 1 What is something that established newspapers unexpectedly still print?

Explanation Paragraph 1 (sentence 6) "Many respectable ~ astrological horoscopes."

**Answer**

**astrological horoscopes**

- 2 What is one example of something used to help a fortune-teller?

Explanation Paragraph 2 (sentences 5~6) "Fortune-tellers can focus ~ see the future. Tarot cards ~"

**Answer**

**crystal ball / tarot cards**

- 3 What kind of people should someone going to a fortune-teller be worried about?

Explanation Paragraph 3 (sentence 2) "There are fraudsters in the fortune-telling business"

**Answer**

**fraudsters**

- 4 From what part of the body can people read the future?

Explanation Paragraph 2 (sentence 9) "Palm reading, face reading"

**Answer**

**(the) palm / (the) face**

## Part 2 :: Question Types

### 1. Multiple Choice

#### Guided practice (p.35)

#### Q 1. Degree of difficulty ★★☆☆☆

##### Approach:

Step 1. recent, blogs

Step 2. current

Step 3. Paragraph 1 (the second sentence) "At current growth rates, the number of new blogs created is doubling about every five months."

Step 4.

#### Q 2. Degree of difficulty ★★★★★

##### Approach:

Step 1. Over the years

Step 2. As + subject + verb in the present perfect tense

Step 3. Paragraph 2 (the second sentence) "people need no specialized knowledge"

Step 4.

#### Q 3. Degree of difficulty ★★★★★

##### Approach:

Step 1. Blog posts

Step 2. blog sites, comment threads

Step 3. Paragraph 2 (the last sentence) "On the most popular blog sites, comment threads can run many times longer than the original entry."

Step 4.

#### Q 4. Degree of difficulty ★★★★★

##### Approach:

Step 1. link, other sites

Step 2. other blogs

Step 3. Paragraph 3 "Usually, along the side of the blog, ~ better search results."

Step 4.

**Q5. Degree of difficulty ★★★★★**

**Approach:**

Step 1. unique characteristic

Step 2. one distinguishing feature

Step 3. Paragraph 4 (the second sentence) "There is a certain intimacy in reading a blog that has not been edited by a third party."

Step 4.

**Practice (p.39)**

**Questions 1–4**

IN ANY ORDER

B

E

G

H

## 2. Completion

### Guided practice (p.42)

#### Q1. Degree of difficulty ★★☆☆☆

##### Approach:

Step 1. The word 'amphibian' refers to how such animals

Step 2. amphibian, refers to

Step 3. amphibian, means

Step 4. Paragraph 1 (the second sentence) “~ The word ‘amphibian’ comes from Greek and means ‘double life’.”

Step 5.

#### Q2. Degree of difficulty ★★★★★

##### Approach:

Step 1. All amphibians start their life with

Step 2. All

Step 3. almost all of them

Step 4. Paragraph 1 (the third sentence) “~ almost all of them spend at least a part of their lives in water.”

Step 5.

#### Q3. Degree of difficulty ★★☆☆☆

##### Approach:

Step 1. Living on land requires changes that include

Step 2. changes

Step 3. change

Step 4. Paragraph 2 (the first three sentences) “This change from a water habitat to a land habitat changes their bodies in very marked ways. Most species grow legs to move about on land. The skin develops special glands to prevent dehydration.”

Step 5.

#### Q4. Degree of difficulty ★★☆☆☆

##### Approach:

Step 1. Amphibians are found in a wide range of habitats

Step 2. a wide range of habitats

Step 3. the range of habitats

Step 4. Paragraph 3 (the first sentence) “~ because of the range of habitats they inhabit, from tropical rainforests to dry deserts.”

Step 5.

### Q5. Degree of difficulty ★★★★★

#### Approach:

Step 1. The disappearance of amphibian species is alarming because they show

Step 2. disappearance

Step 3. extinction

Step 4. Paragraph 3 (the last sentence) “~ it seems that amphibians are the first victims.”

Step 5.

## Practice (p.46)

### Questions 1–6

1. interact

3. exist

5. Superfluids

2. water

4. electrons

6. properties

### 3. Heading Matching

#### Guided practice (p.48)

##### Q 1. Degree of difficulty ★★★☆☆

Paragraph A

##### Approach:

Step 1. influential

Step 2. important

Step 3. "Though he never had an opportunity to become president, Alexander Hamilton was one of the most influential statesmen ~."

Step 4.

##### Q 2. Degree of difficulty ★★★☆☆

Paragraph B

##### Approach:

Step 1. national, federal, strengthen

Step 2. strengthening

Step 3. "He also developed tax policies to help strengthen the power of the state in the young country."

Step 4.

##### Q 3. Degree of difficulty ★★★☆☆

Paragraph C

##### Approach:

Step 1. odds

Step 2. conflicts

Step 3. "This put him at odds with the egalitarian Thomas Jefferson ~."

Step 4.

##### Q 4. Degree of difficulty ★★★★★

Paragraph D

##### Approach:

Step 1. from abroad, swung opinion, in Hamilton's favor

Step 2. foreign, help

Step 3. "~, threats from abroad swung opinion in Hamilton's favor."

Step 4.

**Q 5. Degree of difficulty ★★☆☆☆**

Paragraph E

**Approach:**

Step 1. died

Step 2. death

Step 3. “~, and he eventually died of his wounds.”

Step 4.

**Practice (p.52)**

**Questions 1–5**

1. IV

2. I

3. V

4. III

5. VI

## 4. True / False / Not Given (or Yes / No / Not Given)

### Guided practice (p.54)

#### Q 1. Degree of difficulty ★★☆☆☆

##### Approach:

- Step 1. average health benefits
- Step 2. Hiking has only average health benefits compared to other physical activities.
- Step 3. Hiking, best exercises
- Step 4. Paragraph 1 (the first sentence) "Hiking is one of the best exercises for the body."
- Step 5. **FALSE**

#### Q 2. Degree of difficulty ★★☆☆☆

##### Approach:

- Step 1. see a doctor
- Step 2. People need to see a doctor before starting a hiking regime.
- Step 3. "People can condition their bodies for a hike by using exercise machines or by running. There is also, of course, the option of going on actual hikes to train one's body and mind."
- Step 4. Key ideas in the sentences: by using exercise machines or by running, going on actual hikes
- Step 5. **NOT GIVEN**

#### Q 3. Degree of difficulty ★★☆☆☆

##### Approach:

- Step 1. Bringing provisions
- Step 2. Bringing provisions is recommended when going on a hike.
- Step 3. "To keep up stamina and endurance, bring a pack with high energy foods and water."
- Step 4. Similar ideas in this sentence with those in the statement: pack, foods, water
- Step 5. **TRUE**

#### Q 4. Degree of difficulty ★☆☆☆☆

##### Approach:

- Step 1. long hikes
- Step 2. Going on long hikes with other people is inefficient and quite a hassle.
- Step 3. "For longer hikes that span several days, it is probably best to go with at least one other person."



Step 4. Key idea in the sentence: longer hikes, go with at least one other person

Step 5. **FALSE**

### Q 5. Degree of difficulty ★★☆☆☆

#### Approach:

Step 1. MP3s, a distraction

Step 2. A device that plays MP3s would be a distraction on a hike.

Step 3. "Taking along a music player is not recommended ~."

Step 4. Similar ideas in this sentence with those in the statement: MP3s, a distraction, a music player, not recommended

Step 5. **TRUE**

### Practice (p.58)

#### Questions 1–5

1. NOT GIVEN

3. TRUE

5. TRUE

2. FALSE

4. FALSE

## 5. Short Answers

### Guided practice (p.60)

#### Q 1. Degree of difficulty ★☆☆☆☆

##### Approach:

- Step 1. history
- Step 2. How long is the history of mosaics?
- Step 3. "The art of mosaic making goes back about 4,000 years."
- Step 4. about 4,000 years
- Step 5. **about 4,000 years / 4,000 years**

#### Q 2. Degree of difficulty ★☆☆☆☆

##### Approach:

- Step 1. where, first mosaics
- Step 2. Where were the first mosaics made?
- Step 3. "The earliest mosaics discovered are located in what was Mesopotamia."
- Step 4. Mesopotamia
- Step 5. **Mesopotamia**

#### Q 3. Degree of difficulty ★☆☆☆☆

##### Approach:

- Step 1. artist
- Step 2. Who is one notable mosaic artist?
- Step 3. "One great artist in the early 20th century, Antoni Gaudi ~."
- Step 4. Antoni Gaudi
- Step 5. **Antoni Gaudi**

#### Q 4. Degree of difficulty ★☆☆☆☆

##### Approach:

- Step 1. technique
- Step 2. What is one technique for creating a mosaic?
- Step 3. "Broadly, there are two ways of creating mosaic art: the direct method and the indirect method."
- Step 4. Two ways of creating mosaic art: the direct method, the indirect method.
- Step 5. **(the) direct method / (the) indirect method**

**Q5. Degree of difficulty ★★★★★☆**

**Approach:**

Step 1. individual objects, called

Step 2. What are the individual objects that make up a mosaic called?

Step 3. "A mosaic is made up of separate pieces of material, called tesserae ~."

Step 4. made up, tesserae

Step 5. tesserae

**Practice (p.64)**

**Questions 1–5**

1. self-portraits

2. overwhelming pain

3. tumultuous marriage

4. autobiographical

5. stark symbols

**Q4. Degree of difficulty ★☆☆☆☆**

**Approach:**

- Step 1. mobile phone
- Step 2. Techniques that result in faster mobile phone production
- Step 3. Skim through the whole passage.
- Step 4. No relevant information associated with the idea in the question can be found in the passage.
- Step 5.

**Q5. Degree of difficulty ★★★☆☆**

**Approach:**

- Step 1. cloning, embryos
- Step 2. A method of cloning human embryos in a laboratory
- Step 3. Paragraph 3 (sentences 3 & 4) "Biology is also quite expansive. This is because it includes the biosphere of the earth as a whole, with all its different ecosystems, and also the manipulation and engineering of DNA, the basis for all life."
- Step 4. Biology, DNA
- Step 5.

**Practice (p.70)**

**Questions 1–4**

1. A      2. B      3. B      4. A

## 6. Matching / Classification

### Guided practice (p.66)

#### Q 1. Degree of difficulty ★★☆☆☆

##### Approach:

Step 1. prevent, animals

Step 2. Procedures that help to prevent the extinction of endangered animals from a genetic disease

Step 3. Paragraph 3 (sentences 3 & 4) "Biology is also quite expansive. This is because it includes the biosphere of the earth as a whole, with all its different ecosystems, and also the manipulation and engineering of DNA, the basis for all life."

Step 4. Biology

Step 5.

#### Q 2. Degree of difficulty ★☆☆☆☆

##### Approach:

Step 1. new rifle

Step 2. Development of a new rifle that is more powerful and more reliable

Step 3. "Military innovation of pre-modern ages focused on more and more efficient ways of dispatching the enemy on a nearby battlefield. In the current era, the most advanced weapons reach into outer space and across the world."

Step 4. Military, advanced weapons

Step 5.

#### Q 3. Degree of difficulty ★★☆☆☆

##### Approach:

Step 1. galaxies

Step 2. A new theory about how galaxies form and evolve

Step 3. "In physics, there are attempts to understand both the origins of the entire universe ~."

Step 4. universe

Step 5.

## Part 3 :: Actual Tests

### Actual Test 1

#### Reading Passage 1 (p.74)

##### Questions 1–8

- |           |               |               |                |
|-----------|---------------|---------------|----------------|
| 1. nature | 3. future     | 5. scientific | 7. discoveries |
| 2. Greeks | 4. speculated | 6. scientists | 8. unexpected  |

##### Questions 9–15

- |       |       |       |       |
|-------|-------|-------|-------|
| 9. D  | 11. H | 13. A | 15. G |
| 10. E | 12. D | 14. B |       |

#### Reading Passage 2 (p.79)

##### Questions 16–22

- |         |               |               |         |
|---------|---------------|---------------|---------|
| 16. YES | 18. NOT GIVEN | 20. NO        | 22. YES |
| 17. NO  | 19. NO        | 21. NOT GIVEN |         |

##### Questions 23–25

- |       |       |       |
|-------|-------|-------|
| 23. C | 24. D | 25. A |
|-------|-------|-------|

#### Reading Passage 3 (p.83)

##### Questions 26–30

- |        |        |          |        |       |
|--------|--------|----------|--------|-------|
| 26. ii | 27. iv | 28. viii | 29. vi | 30. i |
|--------|--------|----------|--------|-------|

##### Questions 31–35

- 31. support the structure / support the roof
- 32. Romans / rest of Europe
- 33. Parthenon / Parthenon in Athens
- 34. the wider world
- 35. ancient Mediterranean world / ancient Mediterranean

### Questions 36–40

36. volute / volutes

38. base

40. Corinthian

37. dactyl

39. Ionic

## Actual Test 2

### Reading Passage 1 (p.87)

#### Questions 1–6

1. A

2. V

3. I

4. V

5. J

6. III

#### Questions 7–9

7. A

8. D

9. B

#### Questions 10–14

10. C

11. A

12. B

13. B

14. A

#### Question 15

15. accepting the risk

### Reading Passage 2 (p.92)

#### Questions 16–18

16. B

17. D

18. A

#### Questions 19–22

19. YES

20. NO

21. YES

22. NOT GIVEN

#### Questions 23–25

23. C

24. B

25. J

**Questions 26–29**

26. C

27. B

28. D

29. A

**Reading Passage 3 (p.96)****Questions 30–36**

30. vii

32. iv

34. viii

36. ii

31. i

33. ix

35. v

**Questions 37–39**

37. NOT GIVEN

38. TRUE

39. TRUE

**Question 40**

40. B

**Actual Test 3****Reading Passage 1 (p.101)****Questions 1–8**

1. YES

3. YES

5. YES

7. NO

2. NOT GIVEN

4. NO

6. NOT GIVEN

8. NO

**Questions 9–13**

9. B

10. A

11. I

12. L

13. G

**Question 14**

14. D



## Reading Passage 2 (p.105)

### Questions 15–21

- |                     |                                |               |
|---------------------|--------------------------------|---------------|
| 15. biomass         | 18. oil and coal / oil or coal | 21. drawbacks |
| 16. carbon-neutral  | 19. ethanol                    |               |
| 17. a chain of fire | 20. A small percentage         |               |

### Questions 22–26

- |                                       |  |
|---------------------------------------|--|
| 22. carbon neutral / carbon negative  | 25. carbon compounds / oxygen gas      |
| 23. China and India / India and China | 26. tropical rainforests / rainforests |
| 24. plug vehicles                     |  |

## Reading Passage 3 (p.109)

### Questions 27–31

- |        |       |        |         |         |        |       |
|--------|-------|--------|---------|---------|--------|-------|
| 27. IV | 28. i | 29. vi | 30. vii | 31. iii | 32. ii | 33. i |
|--------|-------|--------|---------|---------|--------|-------|

### Questions 32–34

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|-----------|-------|-------|
| 32. 1950s | 33. C | 34. B |
|-----------|-------|-------|

### Questions 35–40

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|----------------|--------------------|---------------|
| 35. sanitation | 37. antibiotics    | 39. resistant |
| 36. infections | 38. microorganisms | 40. medical   |