READING PRACTICE

True/False/Not Given Questions

What do they test?

In this kind of question you are asked to identify factual information in the text. You are given a list of statements, and you must decide whether they match the information in the text (**TRUE**), contradict the information in the text (**FALSE**), or there is no information in the text (**NOT GIVEN**).

What do you need to do?

- Read each statement carefully, paying special attention to any qualifying words.
- Identify key words from the sentence and **scan** the text to find those words or synonyms.
- If you can find information in the text, decide whether it matches or contradicts the statement.
- If you cannot find the information in the text, choose the option of **NOT GIVEN**.

TIPS Qualifying words include adverbs such as 'always', 'usually' and 'never', and quantifiers such as 'all', 'most' and 'none of'. They can change the meaning of a statement significantly.

You can only use information **from the text** to choose your answer, not your own outside knowledge.

Activity 4.1: Guided practice

Here are some statements that relate to the text below. Before deciding whether each statement is true, false or not given, read and answer the 'clue' questions. These will help you to choose the correct answer. You can check your answers in the Answer Key in Appendix 1.

1. Turtles have existed since the prehistoric era.
According to the text, when did turtles appear? Does this have the same meaning as 'the prehistoric era'?

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2. Australia's land tortoises are unique.
Which kind of turtles 'appear nowhere else'? What does the text say about land tortoises?

3. The western swamp turtle is on the brink of extinction.
What is the status of the western swamp turtle? Does this mean it is very close to extinction?

4. Eastern long-necked turtles are often hit by cars when they are searching for food.
Is there a synonym for 'cars' in the text? Are eastern long-necked turtles hit by cars? What are they looking for when they are hit?

5. Because they spend their time under water, it is impossible to monitor freshwater turtles.
Where do freshwater turtles 'spend most of their time'? Is it difficult to monitor freshwater turtles? Is it impossible?

6. Turtles in Australia are producing fewer hatchlings.
How many eggs do turtles lay? Has this number changed?

7. Predators who eat turtle eggs pose the greatest threat to turtle populations.
Do predators eat a lot of turtle eggs? Is this a big problem for turtles?

8. The population of eastern long-necked turtles is now smaller than that of Murray turtles.
Do we know the number of eastern long-necked turtles? Do we know the number of Murray turtles? Can we compare them?

Turtles in Trouble

Bruce Chessman

Imagine a world without turtles and tortoises. Unfortunately, many of the world's turtle and tortoise species are at risk of extinction within a few decades, as more of their habitats are lost or degraded and they are killed for their meat or shells, or their eggs are dug up and eaten. Australia's turtles, though better protected than those in many countries, are not free from hazards – in fact, the signs are that introduced predators, drought and the new threat of climate change add up to an uncertain future for our unique turtle species.

Turtles and tortoises are great survivors. They first appear in the fossil record some 220 million years ago, about the same time as the first dinosaurs. But today, turtles rank among the most endangered of animals, with nearly half of the world's species now regarded as threatened, largely by excessive harvesting and habitat loss or degradation.

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Australia lacks the land tortoises found on most other continents, but has a rich variety of marine and freshwater turtles. Most of Australia's freshwater turtles occur nowhere else in the world, and those few that extend beyond our borders range only as far as Papua New Guinea and eastern Indonesia. Our 24 or so freshwater species include the critically endangered western swamp turtle, which is restricted to a few wetlands near Perth. We also have much more widespread and abundant species like the eastern long-necked turtle, a frequent victim of motor vehicles when it crosses roads after rain in pursuit of new habitat.

We have little idea of their conservation status or population trends of many of our turtle species. Spending most of their time on the bottom of rivers and lakes, freshwater turtles are usually out of the public eye, and they are rarely included in long-term monitoring programs. There are, however, good reasons for concern about the future of our freshwater turtles. Research has shown that most turtle eggs, which nesting females bury in shallow sand or soil, are dug out and eaten by predators – mainly introduced species, such as foxes and feral pigs. Still, adult turtles can live for decades and lay hundreds of eggs in a lifetime, so even if only a few eggs survive, the resulting hatchlings may be enough to sustain turtle populations.

But if hatchlings, juvenile turtles and adults also suffer a heavy mortality, turtle populations may slowly wither away. And turtles are assailed by many hazards in today's Australia. In addition to road kills, turtles are drowned in fishing nets and struck by boats. They are eaten by dogs, cats, foxes, pigs and some native animals. During the recent 'millennium drought' in south-eastern Australia, some dry lake beds were littered with the remains of dead turtles. And in the lakes at the mouth of the Murray River in South Australia, where salinity rose during the drought, many turtles perished after becoming weighed down by massive growths of estuarine tubeworms on their shells.

In the last few years I have been revisiting turtle populations on the Murray River near Yarrawonga that I first studied as a PhD student in the 1970s. Changes in catch rates suggest that one of the three species inhabiting this area, the eastern long-necked turtle, has declined in abundance by about 90 per cent over the past 30 years. The Murray turtle appears to have declined by about 70 per cent. The broad-shelled turtle does not seem to have become less abundant, but was scarce in the 1970s and remains so today.

The population structures of the first two species – the eastern long-necked and the Murray turtles – have also changed. They are now dominated by older turtles, with a small proportion of juveniles. Such population structures are also seen elsewhere, suggesting that population ageing may be widespread. Turtles are an integral part of our natural heritage and widely recognised in Indigenous culture. Only through a sound understanding of their population trends and the threats that they face, gained through adequate monitoring and research, can we plan effective conservation actions to ensure their future.

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Activity 4.2: Exam-style practice

This time you will be given only the statements and the text, the way you would be in the exam. Try to ask yourself the same kinds of questions as in Activity 4.1.

Suggested time: 12 minutes

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.*

1. Cape Breton Island is in Quebec.
2. All of the Magdalen Islands are connected by Route 199.
3. Sea ice helps to protect the islands from storms.
4. Researchers began to notice the sea ice decreasing in the 1990s.
5. Before 1990, the ferry to the Magdalen Islands operated only for half the year.
6. As water freezes, it causes sandstone to break apart.
7. Each island loses 10–110 centimetres of coast per year.
8. A number of homes were swept away by storms the previous year.

Islands in the Storm

Nick Walker

Québec's Îles-de-la-Madeleine (Magdalen Islands) lie in the heart of the Gulf of St Lawrence, about 90 kilometres north-west of Cape Breton Island. Twelve islands make up the small, sandy archipelago, the six largest connected by many kilometres of thin sand dunes, across which runs Route 199. Open sea and salty lagoons stretch out on both sides of the scenic thoroughfare. In recent years, the islands' 13,000 residents have watched intensifying natural forces threaten the boundaries of their home. Warmer winters and fiercer storms, rising seawaters and the slow sinking of the islands are responsible for an alarming loss of coastline, and the erosion appears to be accelerating.

For locals, called Madelinots, high winds and ocean storms have always been a part of life on the islands. Dominant north-west winds blow through the Gulf of St Lawrence throughout the winter; typically, ice cover in the north is driven south and accumulates along the north side of the island chain. A high concentration of sea ice (30 per cent of the water surface

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or more) obstructs the storm waves that would otherwise batter cliffs and reshape road-bearing stretches of dune. Coastal ice shields the archipelago's shores from the destructive effects of rainwater and sudden freezes. But according to ongoing studies by Montréal-based climate-research organization Ouranos, by somewhere between 2050 and 2090, there will be no ice formation in the gulf.

Researchers have noted a significant decrease in ice thickness and surface area in the gulf since the 1990s. This has benefited navigation and communication with the archipelago – the ferry from Souris, PEI, to Îles-de-la-Madeleine started to offer year-round service in 2009 – but is harmful to the fragile sandstone coasts.

Sandstone is susceptible to gelifraction or frost shattering. More frequent freezing and thawing cycles are characteristic of progressively mild gulf winters. Water either melts or is rained into cracked and porous sandstone and shale, where it expands and 'explodes' the rock as it freezes. Already, an annual average of 10 to 110 centimetres of coast are lost around the perimeter of the islands, though intense storms can destroy up to 10 metres along certain cliffs. With every storm comes the danger that the erosion of precious coastline will swallow sections of residents' properties or buildings (four summer homes were moved inland last year and a storm swept away another) or will compromise vulnerable stretches of the vital south and north islands connecting Route 199.

'Wherever we can, we will retreat,' says Mayor Joël Arseneau. 'Our priority must be the protection of the public infrastructure that we all need.' Yet it will not be easy for Madelinots to flee from the dangers of crumbling cliffs and rising waters. Many of them have centuries-old roots on the archipelago. Louis Vigneau, manager of the local Transports Québec office, says that he's been here since 1792. 'I have salt in my blood,' he laughs, 'and sand also!' Two hundred and twenty years ago, his ancestors crossed the blustery gulf from Saint Pierre et Miquelon, landing on Île du Havre Aubert, just 25 kilometres south of his present home in Cap-aux-Meules. He and the municipality are waiting for a Transports Québec study that will provide an action plan for the management of the islands' transportation infrastructure. While they wait, they reinforce threatened stretches of highway with sand dredged up from the major harbour on Île du Cap aux Meules.

Guglielmo Tita, scientific director of the Research Centre on Island and Maritime Studies at Université du Québec à Rimouski and a resident of the Îles-de-la-Madeleine for the past nine years, attests to the anxiety that pervades the archipelago, particularly during stormy weather. Yet Tita is originally from Sicily, Italy, where the island landscape is dominated by the active volcano Mount Etna. 'People live on and around the volcano just as people live here, where there are serious erosion problems,' he says. 'While we apprehend and fear the danger, it's our land. It's where we live, and we continue living.'

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LISTENING 1

1 Work in pairs. How much do you remember about the Listening Test? Complete the sentences below with the words in the box.

answers	break	correct	~~once~~	one
questions	ten	ten		

1 You hear the script *once*.
2 You have time to read the ..... before the start of each section.
3 There is no ..... in Section 4.
4 There are ..... questions in every section.
5 There is ..... mark per question.
6 You will hear the ..... in the same order as the questions.
7 Spellings must be ..... .
8 At the end of the test, you get ..... minutes to complete the answer sheet.

2 Work in pairs. You are going to hear someone giving a lecture on a traditional Japanese form of stitching called *sashiko*. Before you listen, work in pairs and take turns to describe the items below.

1 What are they? What features do they have in common?
2 Who do you think made them and why?
3 Where would you expect to see them?





3 Work in pairs. Underline the words or phrases in Questions 1–10 below that have a similar area of meaning to these words from the script.

1 translates as
2 origins
3 material/cloth
4 stitch together
5 patterns
6 dressed (in)
7 skill
8 no longer necessary
9 nowadays
10 ancient garments

4 (14) Listen and answer Questions 1–10.

Questions 1–10

Complete the sentences below.

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

1 The word *sashiko* means '.....'.
2 In the beginning, *sashiko* was ..... rather than decorative.
3 In the past, warm fabrics such as ..... were not available in some parts of Japan.
4 Warm clothes were produced by using *sashiko* to join ..... of material.
5 Traditional *sashiko* designs included one called '.....'.
6 In the towns of ancient Japan, workers such as ..... wore *sashiko* garments.
7 It used to be essential for someone married to a ..... to know how to do *sashiko*.
8 *Sashiko* was not needed when ..... began in northern Japan.
9 Modern *sashiko* patterns include stripes and ..... shapes.
10 Unfortunately, ... are not as interested in old clothes as in other ancient craft objects.

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LISTENING 2



❶ **You will hear part of a lecture about jeans. Look at Questions 1–10. What is the main focus of the task? Circle A, B or C.**

A developments connected with jeans

B the different uses of jeans

C attitudes towards jeans

❷ **Now listen and answer Questions 1–10.**

Questions 1–10

Complete the sentences below.

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

1 The word jeans may have originated in a material used in clothes worn by ..... from Italy.

2 One difference between jean and denim material concerned the ..... used to create them.

3 Denim was used in the clothes worn by people whose place of work was ..... .

4 Strauss's first name was originally ..... .

5 The miners' problem concerned the ..... on their clothes.

6 Strauss's clothes solved the problem because they used ..... fasteners.

7 The label Strauss added showed his waist overalls connected to ..... .

8 In the 1930s, the clothes became more popular because people saw characters in ..... wearing them.

9 In the 1940s, people in other countries saw the clothes being worn by ..... from the U.S.

10 In the 1950s, teenagers called the clothes ..... .

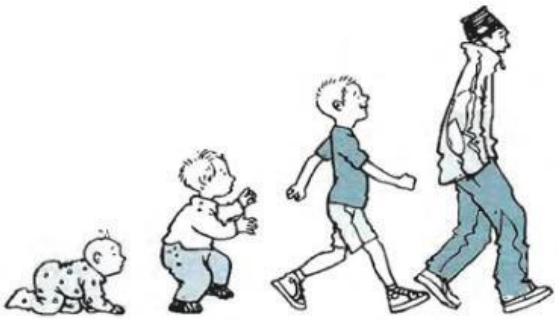
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VOCABULARY PRACTICE

The body

1.1 How old were you when you first learned to

A crawl .....
B walk .....
C talk .....
D ride a bike .....
E read .....
F tie a shoelace? .....



1.2 2a You will hear a talk about early development in children. Listen and complete the table below. Write NO MORE THAN TWO WORDS for each answer.

Stage	*Social and emotional milestones*	*Physical milestones*	*Cognitive and communicative milestones*
Infant	• *likes to mimic* • *tries to see how parents react to their (1) .....*	• *can sit and stand without help*	• *can use basic words and (2) .....* • *uses objects for their intended purpose*
(3)	• *is more (4) .....* • *takes turns*	*is able to* • *run* • *(5) ..... things* • *ride a tricycle*	• *greater understanding of language* • *uses (6) ..... in play*
Middle childhood	• *the (7) .... has a greater impact on development* • *some children appear grown up, others are (8) .....*	• *growth is not as (9) ..... as in earlier stages* • *(10) ..... and (11) ..... are the same size as in adulthood*	• *good reading and writing (12) .....*

1.3 2a Listen to the talk again and find words that mean the same as the following.

1 learned (a skill) .....
2 copying people .....
3 without help .....
4 in a natural, unforced way .....
5 developed a skill to a high level .....
6 phase (2 words) .....

1.4 WORD BUILDING Complete the table.

Verb	*Noun*	*Adjective*
develop		
grow		*fully-*
		mature

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2.1 **Read this text about development in adolescence. Then complete the folowing sentences with words from the text.**

The final stage before adulthood is adolescence. This is a period of transition for teenagers and there are many crucial milestones. Socially and emotionally, teens worry that they may not be developing at the same rate as their peers. They become extremely self-conscious and may be overly sensitive about their appearance. Teens may rebel against their parents but are also more able to accept the consequences of their actions.

This is also a period of enormous physical change and adolescents experience changes in their physical development at a rate unparalleled since infancy. These changes include significant gains in height and weight. Within a year, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively. This growth spurt typically occurs two years earlier for girls than for boys and can tend to make both sexes go through a clumsy phase. In terms of their cognitive development, adolescents have greater reasoning skills and have developed the ability to think logically and hypothetically. They are also able to discuss more abstract concepts. They should also have developed strategies to help them study.

1 First-year students often struggle with the ..... transition ..... from high school to university.
2 The ..... at which a change occurs can cause problems for both the very young and the elderly.
3 It can be less stressful to make a presentation to your ..... rather than to your teachers.
4 The increase in violence among young people may be a ..... of watching too much violence on TV and in video games.
5 Petrol prices are increasing at a speed that is ..... since the oil crisis of the 70s.
6 Teenagers ..... rebel against their parents between the ages of 14 and 16.
7 In part three of the speaking test you are expected to be able to talk about more ..... topics.
8 Infinity is a very difficult ..... for children to grasp.

2.2 **What stage would you associate the following words and phrases with? Write the words in the correct column below.**

crawling	immature
irresponsible	nurturing
overindulgent	overprotective
patient	rebellious
throw a tantrum	tolerant
unsteady	

Childhood	*Parenthood*
clumsy	*mature*

Vocabulary note

The prefix *im-* is often in front of adjectives beginning with *b*, *m* or *p* to form the opposite or to show that something is lacking: ***im****mature*, ***im****possible*. Similarly, *ir-* often comes in front of words beginning with *r*, *il-* often comes in front of words beginning with *l* and *in-* in front of other words: ***ir****responsible*, ***il****legal*, ***in****sensitive*. However, there are exceptions: *unbelievable*, *displeased*, *unlikely*, *unpopular* etc. The prefix *over-* can also be negative, meaning too much: *overdeveloped*, *overdue*, *overcrowded*, *oversensitive*.

Error warning

Grow can be used with plants: *We could grow flowers and trees here.* Or with things: *The business is growing rapidly*. But *grow up* can only be used with people or cities: *The city grew up from a small group of houses near the river. Grow up* is intransitive, which means you can't use it with an object. NOT ~~*The government grew up the city.*~~

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2.3 **Many words used to talk about human growth can also be used to talk about data and statistics. Complete the sentences with a suitable word from the text in 2.1. You may need to change the form of the words.**

1 The p..... of greatest stability occurred between 1985 and 1990.

2 The greatest period of g..... was in 2004.

3 The figures g..... from 2,500 to 6,000 in 2007.

4 The company g..... an extra 2,000 employees in 2002.

5 Sales increased at a significant r..... between 2001 and 2005.

6 The number of migrants rose s..... from 1980 to 2000.

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