

Full name:.....

Lesson 28	**Topic: Culture**		**WID:** IELTS6.0_28_R
Skills	**Reading:** - Use relative clauses - Matching information - Review reading task types	**..... pts/10**	**QR code:**

<u>Exercise 1.</u> [Grammar: Relative clauses] Read the information. Then use the correct relative pronouns to complete the sentences.

1. He's the professor _____ gives lectures about local history and culture.

2. Mandarin is the dialect _____ is most commonly spoken in China.

3. Blues is a style of music _____ roots can be traced back to African American musical traditions, especially in the South of the USA.

4. Thanksgiving is a North American festival in _____ people give thanks for the previous year's harvest.

5. That's the woman _____ we saw giving a demonstration of folk dancing.

6. The Day of the Dead festival in Mexico is a time _____ people traditionally visit the graves of friends or family members.

7. Bonfire Night, _____ is on 5 November every year, commemorates the capture of Guy Fawkes and his failed attack on the British Houses of Parliament.

8. The UK is one of the few countries in the world _____ people drive on the left-hand side of the road.

<u>Exercise 2.</u> [Grammar: Relative clauses] Read and correct the mistakes in the sentences.

1. Halloween is an ancient Celtic festival when is now celebrated in many countries across the globe.

2. Yorkshire puddings, that are made with flour, eggs and milk, are a savoury food served with roast beef in the UK.

3. In Denmark, parents have to select baby names from a list of around 7,000 names who the government has approved.

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4. Niue is an island nation in the South Pacific which coins feature characters from Disney and Star Wars movies.

5. In Sudan there are more than 200 pyramids, where is more than the number of pyramids found in Egypt.

6. According to Greek myth, the name 'Europe' came from the Phoenician princess Europa, which was the mother of King Minos of Crete.

7. Hawaii is the only place in the US which coffee is grown commercially.

8. Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogogoch, who is located in Wales, has the longest name of any town in Europe.

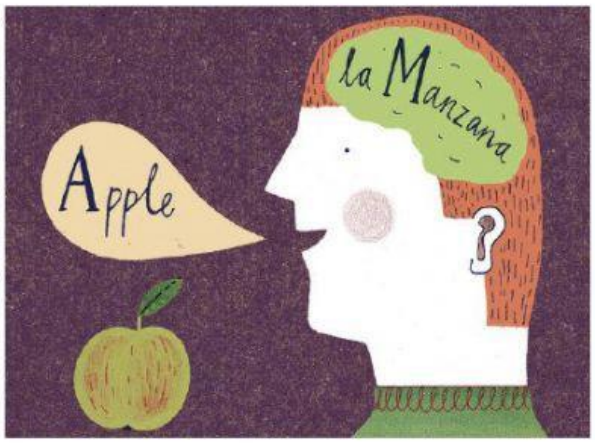
Exercise 3. [Reading task types] Read the information. Then choose the 11 task types that are used in the IELTS Reading test.

- [ ] Completing a flow-chart
- [ ] Completing summary notes
- [ ] Identifying which information is in which paragraph
- [ ] Inserting missing sentences into a text
- [ ] Labelling a diagram
- [ ] Labelling a map
- [ ] Matching features (e.g. people in a text) to statements
- [ ] Matching headings to paragraphs
- [ ] Matching sentence endings
- [ ] Multiple-choice questions
- [ ] Putting paragraphs of a text in the right order
- [ ] True / False
- [ ] True / False / Not Given (for facts stated in the text)
- [ ] Writing short answers to questions
- [ ] Yes / No / Not Given (for opinions expressed in the text)

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Exercise 4. [IELTS Reading] Read the passage and answer the questions.

The Benefits of Being Bilingual



A. According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages. In the past, such children were considered to be at a disadvantage compared with their monolingual peers. Over the past few decades, however, technological advances have allowed researchers to look more deeply at how bilingualism interacts with and changes the cognitive and neurological systems, thereby identifying several clear benefits of being bilingual.

B. Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', marka, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.

C. Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i., the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i., the word 'red' printed in blue). This occurs because the word itself ('red') and its font colour (blue) conflict. Bilingual people often excel at

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tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green) to categorizing them by shape (circle or triangle), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

D. It also seems that the neurological roots of the bilingual advantage extend to brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. When researchers play the same sound to both groups in the presence of background noise, however, the bilingual listeners' neural response is considerably larger, reflecting better encoding of the sound's fundamental frequency, a feature of sound closely related to pitch perception.

E. Such improvements in cognitive and sensory processing may help a bilingual person to process information in the environment, and help explain why bilingual adults acquire a third language better than monolingual adults master a second language. This advantage may be rooted in the skill of focussing on information about the new language while reducing interference from the languages they already know.

F. Research also indicates that bilingual experience may help to keep the cognitive mechanisms sharp by recruiting alternate brain networks to compensate for those that become damaged during aging. Older bilinguals enjoy improved memory relative to monolingual people, which can lead to real-world health benefits. In a study of over 200 patients with Alzheimer's disease, a degenerative brain disease, bilingual patients reported showing initial symptoms of the disease an average of five years later than monolingual patients. In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. If the brain is an engine, bilingualism may help it to go farther on the same amount of fuel.

G. Furthermore, the benefits associated with bilingual experience seem to start very early. In one study, researchers taught seven-month-old babies growing up in monolingual or bilingual homes that when they heard a tinkling sound, a puppet appeared on one side of a screen. Halfway through the study, the puppet began appearing on the opposite side of the screen. In order to get a reward, the infants had to adjust the rule they'd learned; only the bilingual

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babies were able to successfully learn the new rule. This suggests that for very young children, as well as for older people, navigating a multilingual environment imparts advantages that transfer far beyond language.

Questions 1-5: Complete the table below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

Test	Findings
Observing the 1_____ of Russian-English bilingual people when asked to select certain objects	Bilingual people engage both languages simultaneously: a mechanism known as 2_____
A test called the 3_____, focusing on naming colours	Bilingual people are more able to handle tasks involving a skill called 4_____
A test involving switching between tasks	When changing strategies, bilingual people have superior 5_____

Questions 6-10: Do the following statements agree with the claims of the writer in Reading Passage? Write:

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

6. Attitudes towards bilingualism have changed in recent years.

7. Bilingual people are better than monolingual people at guessing correctly what words are before they are finished.

8. Bilingual people consistently name images faster than monolingual people.

9. Bilingual people's brains process single sounds more efficiently than monolingual people in all situations.

10. Fewer bilingual people than monolingual people suffer from brain disease in old age.

Questions 11-14: Reading Passage has seven paragraphs, A-G. Which paragraph contains the following information?

11. an example of how bilingual and monolingual people's brains respond differently to a certain type of non-verbal auditory input

12. a demonstration of how a bilingual upbringing has benefits even before we learn to speak

13. a description of the process by which people identify words that they hear

14. reference to some negative consequences of being bilingual

Exercise 5. [IELTS Reading] Read the passage and answer the questions.

Change in business organisations

A The forces that operate to bring about change in organisations can be thought of as winds which are many and varied - from small summer breezes that merely disturb a few papers, to mighty howling gales which cause devastation to structures and operations, causing consequent reorientation of purpose and rebuilding. Sometimes, however, the winds die down to give periods of relative calm, periods of relative organisational stability. Such a period was the agricultural age, which Goodman (1995) maintains prevailed in Europe and western societies as a whole until the early 1700s. During this period, wealth was created in the context of an agriculturally based society influenced mainly by local markets (both customer and labour) and factors outside people's control, such as the weather. During this time, people could fairly well predict the cycle of activities required to maintain life, even if that life might be at little more than subsistence level.

B To maintain the meteorological metaphor, stronger winds of change blew to bring in the Industrial Revolution and the industrial age. Again, according to Goodman, this lasted for a long time, until around 1945. It was characterised by a series of inventions and innovations that reduced the number of people needed to work the land and, in turn, provided the means of production of hitherto rarely obtainable goods; for organisations, supplying these in ever increasing numbers became the aim. To a large extent, demand and supply were predictable, enabling . companies to structure their organisations along what Burns and Stalker (1966) described as mechanistic lines, that is as systems of strict hierarchical structures and firm means of control.

C This situation prevailed for some time, with demand still coming mainly from the domestic market and organisations striving to fill the 'supply gap'. Thus the most disturbing environmental influence on organisations of this time was the demand for products, which outstripped supply. The saying attributed to Henry Ford that 'You can have any colour of car so long as it is black', gives a flavour of the supply-led state of the market. Apart from any technical difficulties of producing different colours of car, Ford did not have to worry about customers' colour preferences: he could sell all that he made. Organisations of this period can

be regarded as 'task-oriented', with effort being put into increasing production through more effective and efficient production processes.

D As time passed, this favourable period for organisations began to decline. In the neo-industrial age, people became more discriminating in the goods and services they wished to buy and, as technological advancements brought about increased productivity, supply overtook demand. Companies began, increasingly, to look abroad for additional markets.

E At the same time, organisations faced more intensive competition from abroad for their own products and services. In the West, this development was accompanied by a shift in focus from manufacturing to service, whether this merely added value to manufactured products, or whether it was service in-its own right. In the neo-industrial age of western countries, the emphasis moved towards adding value to goods and services - what Goodman calls the value-oriented time, as contrasted with the task- oriented and products/services-oriented times of the past.

F Today, in the post-industrial age, most people agree that organisational life is becoming ever more uncertain, as the pace of change quickens and the future becomes less predictable. Writing in 1999, Nadler and Tushman, two US academics, said: 'Poised on the eve of the next century, we are witnessing a profound transformation in the very nature of our business organisations. Historic forces have converged to fundamentally reshape the scope, strategies, and structures of large enterprises.' At a less general level of analysis, Graeme Leach, Chief Economist at the British Institute of Directors, claimed in the Guardian newspaper (2000) that: 'By 2020, the nine-to-five rat race will be extinct and present levels of self-employment, commuting and technology use, as well as age and sex gaps, will have changed beyond recognition.' According to the article, Leach anticipates that: 'In 20 years time, 20-25 percent of the workforce will be temporary workers and many more will be flexible, ... 25 percent of people will no longer work in a traditional office and ... 50 percent will work from home in some form.' Continuing to use the 'winds of change' metaphor, the expectation's of damaging gale-force winds bringing the need for rebuilding that takes the opportunity to incorporate new ideas and ways of doing things.

G Whether all this will happen is arguable. Forecasting the future is always fraught with difficulties. For instance, Mannermann (1998) sees future studies as part art and part science and notes: 'The future is full of surprises, uncertainty, trends and trend breaks, irrationality and rationality, and it is changing and escaping from our hands as time goes by. It is also the result of actions made by innumerable more or less powerful forces.' What seems certain is that the organisational world is changing at a fast rate - even if the direction of change is not always

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predictable. Consequently, it is crucial that organisational managers and decision makers are aware of, and able to analyse the factors which trigger organisational change.

Questions 1-5: *Reading Passage has SEVEN paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, A-G.*

1. _____ some specific predictions about businesses and working practices

2 _____ reference to the way company employees were usually managed

3 _____ a warning for business leaders

4 _____ the description of an era notable for the relative absence of change

5 _____a reason why customer satisfaction was not a high priority

Questions 6-10: *Look at the following characteristics (Questions 6-10) and the list of periods below. Match each characteristic with the correct period, A, B or C. Write the correct letter, A, B or C. NB You may use any letter more than once.*

List of periods A The agricultural age B The industrial age. C The neo-industrial age	6 _____ a surplus of goods. 7 _____ an emphasis on production quantity. 8 _____ the proximity of consumers to workplaces. 9 _____ a focus on the quality of goods. 10 _____ new products and new ways of working.

Questions 11-13: *Complete the summary below. Choose ONE WORD ONLY from the passage for each answer.*

Businesses in the 21st century

It is generally agreed that changes are taking place more quickly now, and that organisations are being transformed. One leading economist suggested that by 2020, up to a quarter of employees would be 11 _____ and half of all employees would be based in the 12 _____. Although predictions can be wrong, the speed of change is not in doubt, and business leaders need to understand the 13 _____ that will be influential.

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Exercise 6. [IELTS Reading] Read the passage and answer the questions.

Obtaining Linguistic Data

A. Many procedures are available for obtaining data about a language. They range from a carefully planned, intensive field investigation in a foreign country to a casual introspection about one's mother tongue carried out in an armchair at home.

B. In all cases, someone has to act as a source of language data - an informant Informants are (ideally) native speakers of a language, who provide utterances for analysis and other kinds of information about the language (e.g. translations, comments about correctness, or judgements on usage). Often, when studying their mother tongue, linguists act as their own informants, judging the ambiguity, acceptability, or other properties of utterances against their own intuitions. The convenience of this approach makes it widely used, and it is considered the norm in the generative approach to linguistics. But a linguist's personal judgements are often uncertain, or disagree with the judgements of other linguists, at which point recourse is needed to more objective methods of enquiry, using non-linguists as informants.

The latter procedure is unavoidable when working on foreign languages, or child speech.

C. Many factors must be considered when selecting informants - whether one is working with single speakers (a common situation when languages have not been described before), two people interacting, small groups or large-scale samples. Age, sex, social background and other aspects of identity are important, as these factors are known to influence the kind of language used. The topic of conversation and the characteristics of the social setting (e.g. the level of formality) are also highly relevant, as are the personal qualities of the informants (e.g. their fluency and consistency). For larger studies, scrupulous attention has been paid to the sampling theory employed, and in all cases, decisions have to be made about the best investigative techniques to use.

D. Today, researchers often tape-record informants. This enables the linguist's claims about the language to be checked, and provides a way of making those claims more accurate ('difficult' pieces of speech can be listened to repeatedly). But obtaining naturalistic, good-quality data is never easy. People talk abnormally when they know they are being recorded, and sound quality can be poor. A variety of tape-recording procedures have thus been devised to minimise the 'observer's paradox' (how to observe the way people behave when they are not being observed). Some recordings are made without the speakers being aware of the fact - a procedure that obtains very natural data, though ethical objections must be anticipated. Alternatively, attempts can be made to make the speaker forget about the recording, such as