

## READING

(60 minutes)

### READING PASSAGE 1

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

#### Holidays with a difference

*Tribal tourism is becoming more popular. But at what cost to the locals?*

Tribal tourism is a relatively new type of tourism. It involves travellers going to remote destinations, staying with local people and learning about their culture and way of life. They stay in local accommodation, share facilities with local people, and join in with meals and celebrations. At the moment, less than one percent of holidays are tribal tourism holidays, but this is set to change.

Tribal tourism is often compared with foreign exchange visits. However, a foreign exchange involves staying with people who often share the same values. Tribal tourism takes visitors to places where the lifestyle is very different from that in their home location. Those who have been on a tribal holiday explain that experiencing this lifestyle is the main attraction. They say that it offers them the chance to live in a way they never have before.

Not everyone is convinced that tribal tourism is a good thing, and opinions are divided. The argument is about whether or not it helps the local population, or whether it exploits them. The main problem is that, because tribal tourism is relatively new, the long-term effects on local populations have not been studied in much detail. Where studies have been carried out, the effects have been found to be negative.

Travel writer Ian Coleman recalls a recent trip to Guatemala, where he saw an example of this. 'There is a village with a statue of a man called Maximon, who has a special spiritual meaning for the local tribe,' he explains. 'The statue is kept indoors, and once a year the locals bring him out and carry him around the village. However, visitors now pay money for them to bring the statue out and carry it around, while they take photographs. As a result, Maximon has lost his original meaning, and is now just another tourist attraction.'

So, is it possible to experience an exotic culture without harming it in some way? 'With a bit of thought, we can maximise the positive impacts and minimise the negative,' says travel company director Hilary Waterhouse. 'Remember that you are there not only to experience a different culture, but to help it in some way. Tourists bring money to the community, which the community can invest in local projects. However, this does not mean you can act the way you might do back home. The most important thing is to show respect, learn about, and be aware of, local customs and traditions. Always remember you're a guest.'

Dawn Baker, manager of travel company Footprints, runs tours to tribal areas in Peru. 'Good companies specialising in tribal tours are very careful about who they allow on their tours,' she says. 'They won't take anyone they feel is unsuitable.' Baker offers reading recommendations so that visitors can read about the country and its cultures. 'The rewards of a trip to this country are priceless, and the more you know in advance, the more priceless they are.'

Tribal tourism travellers are often surprised at how basic their facilities are when they get there. 'It's not for everyone, but for me it was all part of the experience,' says Jamie White, who has recently returned from a trip to Borneo. 'We stayed in the same huts that everyone was living in, with no running water and no electricity. It was basic, but it was an ethical way to travel. Being comfortable means you use more local resources and so have more of an environmental impact.'

Questions 1-8

Complete the summary below.

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

**Tribal tourism**

People who take a tribal tourism holiday visit places that are **1** ..... . When they are there, they find out about the local **2** ..... and how people live. Currently, tribal tourism accounts for less than **3** ..... of the tourism industry.

Tribal tourism holidays are different from foreign exchange visits because the travellers and the people they meet have different **4** .....

Tribal tourism travellers experience a **5** ..... that they are not familiar with. For them, this is its **6** ..... . However, some people argue that **7** ..... do not benefit from this kind of tourism. **8** ..... show that the effects of tribal tourism are not good.

Questions 9-13

Look at the following statements and the list of people below.

Match each statement with the correct person, **A-D**. You may use any letter more than once.

- 9. Travellers may need to change the way they behave. ....
- 10. Some travellers would not enjoy living the way that the local people do. ....
- 11. Tribal tourism can have benefits for local people. ....
- 12. Some travellers make local people do things that they would not normally do. ....
- 13. Learning about a place before you go there makes your trip much more satisfying. ....

- |   |
|---|
| <p><b>List of people</b></p> <p>A Ian Coleman</p> <p>B Hilary Waterhouse</p> <p>C Dawn Baker</p> <p>D Jamie White</p> |
|---|

## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-26**, which are based on the Reading Passage 2 below.

### The pesticide-free village

*Gerry Marten and Dona Glee Williams report on reliance on the Indian village of Pudukula, so nearly destroyed by reliance on pesticides.*

Around 20 years ago, a handful of families migrated from the Guntur district of Andhra Pradesh, south-east India, into Pudukula, a community of around 900 people farming plots of between two and ten acres. The outsiders from Guntur brought cotton culture with them, and this attracted resident farmers by promising to bring in more hard cash than the mixed crops they were already growing to eat and sell, such as millet, mung beans, chilli and rice. But growing cotton meant using pesticides and fertilisers - until then a mystery to the mostly illiterate farmers of the community.

Local agro-chemical dealers obligingly filled the need for information and supplies. These 'middlemen' sold commercial seeds, fertilisers and insecticides on credit, and guaranteed purchase of the crop. They offered technical advice provided by the companies that supplied their products. The farmers depend on the dealers. If they wanted to grow cotton - and they did - it seemed they had no choice.

A quick 'high' of booming yields and incomes hooked growers during the early years of cotton in the region. Outlay on insecticides was fairly low because cotton pests hadn't moved in yet. Many farmers were so impressed with the chemicals that they started using them on their other crops as well. The immediate payoffs from chemically-dependent cotton agriculture both ensured and obscured the fact that the black dirt fields had gone into a freefall of environmental degradation, dragged down by a chain of cause and effect.

Soon cotton-eaters, such as bollworms and aphids, plagued the fields. Repeated spraying killed off the most susceptible pests and left the strongest to reproduce and pass on their resistance to generations of ever-hardier offspring. As the bugs grew tougher and more abundant, farmers applied a greater variety and quantity of poisons, something mixing 'cocktails' of as many as ten insecticides. At the same time, cotton was gobbling up the nutrients in the soil, leaving the growers no option but to invest in chemical fertilisers.

By the time some farmers tried to break free of their chemical dependence, insecticides had already decimated the birds, wasps, beetles, and other predators that had once provided natural control of crop pests. Without their balancing presence, pests ran riot if insecticide was cut back. As outlays for fertilisers and insecticides escalated, the cost of producing cotton mounted. Eventually the expense of chemical inputs outgrew the cash value of the crop, and farmers fell further and further into debt and poverty.

Their vicious cycle was only broken by the willingness of a prominent village elder to experiment with something different. He had been among the first villagers to grow cotton, and he would be the first to try it without chemicals, as set out by a programme in Non-Pesticide Management (NPM). This had been devised for Pudukkottai with the help of a Non-Government Organisation called SECURE that had become aware of the hardships caused by the pesticide

It involved turning to neem, a fast-growing, broad-leaved evergreen tree related to mahogany. Neem protects itself against insects by producing a multitude of natural pesticides that have evolved specifically to defeat plant-eating insects. Thus they are generally harmless to human and other animals, including birds and insects that eat pests.

The plant is native to India and Burma, where it has been used for centuries to control pests and to promote health. To protect cotton, neem seeds are simply ground into a powder, soaked overnight in water, and sprayed onto the crop at least every 10 days. Neem cake applied to the soil kills insect pests and doubles as an organic fertiliser high in nitrogen. As neem grows locally

and is easy to process, it is much less expensive than the chemical insecticides sold for profit by the dealers and their corporate suppliers.

Quick, short-term gains had once pushed Pudukkula into chemical-dependent agriculture. Now they found that similar immediate rewards were helping to speed change in the other direction: the harvest of the next 20 NPM farmers was as good as the harvest of farmers using insecticides, and they came out ahead because they weren't buying insecticides, instead of investing cash (in short supply) in chemicals, they invested time and labour in NPM practices.

By the end of 2000, all the farmers in Pudukkula village were using NPM rather than chemicals for cotton, and they began to use it on other crops as well. The change gathered momentum as NPM became even more effective once everyone was using it. The status and economic opportunities of women improved – neem became a source of income for some of them, as they gathered seeds from the surrounding area to sell for NPM in other villages. The improved situation meant that families could afford to put more land under cultivation.

In 2004, the panchayat (village government) formally declared Pudukkula to be a pesticide-free village. And they have big plans for the future, such as water purification. The village now serves as a model for disseminating NPM to other communities, with around 2000 farmers visiting each year.

What began as a few farmers desperate to find a way to farm without poisons has become a movement with the potential to pull an entire region back from ecological disaster.

Questions 14 – 17

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

In boxes 14 – 17 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

- 14. Cotton growing was expected to raise more money than other crop.
- 15. Some of the local agrochemical dealers had been farmers in the past.
- 16. Initially the farmers' cotton yields were low.
- 17. At first, the farmers failed to notice the negative effects on the fields of pesticide use.

Questions 18 – 23

Complete the notes below.

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

Write your answers in boxes 18 – 23 on your answer sheet.

**Non-Pesticide-Management Programme**

- Developed with the aid of SECURE
- Based on use of an 18 ..... called neem
- Neem contains many 19 ..... that target plant-eating predators.

**Neem**

- **Used as a pesticide**
  - 20 ..... formed by grinding seeds
  - left 21 ..... to soak in water
  - sprayed regularly
- **Used as a pesticide and as a fertilizer**
  - add in 22 ..... form to soil
  - contains a lot of 23 .....

Questions 24 – 26

Answer the questions below.

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

Write your answers in boxes **24 – 26** on your answer sheet.

- 24.** In which year did farmers finally stop using chemicals on cotton crops in Pudukkottai?
- 25.** What did the women of Pudukkottai collect to make money?
- 26.** What project do the authorities in Pudukkottai hope to set up in the future?

### READING PASSAGE 3

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

Questions 27 – 32

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

Choose the correct heading for paragraphs **A-F** from the list of headings below.

Write the correct number, **i-ix**, in boxes **27-32** on your answer sheet.

#### List of Headings

- i Action already taken by the United Nations
- ii Marketing the hydrogen car
- iii Making the new technology available worldwide
- iv Some negative predictions from one group of experts
- v How the new vehicle technology works
- vi The history of fuel-cell technology
- vii A holistic view of climate change
- viii Locating the essential ingredient
- ix Sustaining car manufacture

27. Paragraph A

28. Paragraph B

29. Paragraph C

30. Paragraph D

31. Paragraph E

32. Paragraph F

### READING PASSAGE 3

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

## Putting the brakes on climate change

*Are hydrogen cars the answer?*

**(A)** It is tempting to think that the conservation of coral reefs and rainforests is a separate issue from traffic and air pollution. But it is not. Scientists are now confident that rapid changes in the Earth's climate are already disrupting and altering many wildlife habitats. Pollution from vehicles is a big part of the problem.

**(B)** The United Nation's Climate Change Panel has estimated that the global average temperature rise expected by the year 2100 could be as much as 6°C, causing forest fires and dieback on land and coral bleaching in the ocean. Few species, if any, will be immune from the changes in temperature, rainfall and sea levels. The panel believes that if such catastrophic temperature rises are to be avoided, the quantity of greenhouse gases, especially carbon dioxide, being released into the atmosphere must be reduced. That will depend on slowing the rate of deforestation and, more crucially, finding alternatives to coal, oil and gas as our principal energy sources.

**(C)** Technologies do exist to reduce or eliminate carbon dioxide as a waste product of our energy consumption. Wind power and solar power are both spreading fast, but what are we doing about traffic? Electric cars are one possible option, but their range and the time it takes to charge their batteries pose serious limitations. However, the technology that shows the most potential to make cars climate-friendly is fuel-cell technology. This was actually invented in the late nineteenth century, but because the world's motor industry put its effort into developing the combustion engine, it was never refined for mass production. One of the first prototype fuel-cell-powered vehicles has been built by the Ford Motor Company. It is like a conventional car, only

with better acceleration and a smoother ride. Ford engineers expect to be able to produce a virtually silent vehicle in the future.

**(D)** So what's the process involved — and is there a catch? Hydrogen goes into the fuel tank, producing electricity. The only emission from the exhaust pipe is water. The fuel-cell is, in some ways, similar to a battery, but unlike a battery it does not run down. As long as hydrogen and oxygen are supplied to the cell, it will keep on generating electricity. Some cells work off methane and a few use liquid fuels such as methanol, but fuel-cells using hydrogen probably have the most potential. Furthermore, they need not be limited to transport. Fuel-cells can be made in a huge range of size, small enough for portable computers or large enough for power stations. They have no moving parts and therefore need no oil. They just need a supply of hydrogen. The big question, then, is where to get it from.

**(E)** One source of hydrogen is water. But to exploit the abundant resource, electricity is needed, and if the electricity is produced by a coal-fired power station or other fossil fuel, then the overall carbon reduction benefit of the fuel-cell disappears. Renewable sources, such as wind and solar power, do not produce enough energy for it to be economically viable to use them in the 'manufacture' of hydrogen as a transport fuel. Another source of hydrogen is, however, available and could provide a supply pending the development of more efficient and cheaper renewable energy technologies. By splitting natural gas (methane) into its constituent parts, hydrogen and carbon dioxide are produced. One way round the problem of what to do with the carbon dioxide could be to store it back below ground — so called geological sequestration. Oil companies, such as Norway's Statoil, are experimenting with storing carbon dioxide below ground in oil and gas wells.

**(F)** With freak weather conditions, arguably caused by global warming, frequently in the headlines, the urgent need to get fuel-cell vehicles will be available in most showrooms. Even now, fuel-cell buses are operating in the US, while in Germany a courier company is planning to take delivery of fuel-cell-powered vans in the near future. The fact that centrally-run fleets of

buses and vans are the first fuel-cell vehicles identifies another challenge fuel distribution. The refueling facilities necessary to top up hydrogen-powered vehicles are available only in a very few places at present. Public transport and delivery firms are logical places to start, since their vehicles are operated from central depots.

**(G)** Fuel-cell technology is being developed right across the automotive industry. This technology could have a major impact in slowing down climate change, but further investment is needed if the industry — and the world's wildlife — is to have a long-term future.

*Questions 33-36*

*Complete the sentences below.*

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

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

**33.** In the late nineteenth century, the car industry invested in the development of the ..... rather than fuel-cell technology.

**34.** Ford engineers predict that they will eventually design an almost ..... car.

**35.** While a fuel-cell lasts longer, some aspects of it are comparable to a .....

**36.** Fuel-cells can come in many sizes and can be used in power stations and in ..... as well as in vehicles.

Questions 37-40

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

In boxes 37-40 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*

- 37.** Using electricity produced by burning fossil fuels to access sources of hydrogen may increase the positive effect of the fuel-cell.
- 38.** The oil company Statoil in Norway owns gas wells in other parts of the world.
- 39.** Public transport is leading the way in the application of fuel-cell technology.
- 40.** More funding is necessary to ensure the success of the fuel-cell vehicle industry.

**IELTS Reading Answer Sheet**

Candidate Name

Candidate No.  Centre No.

Test Module  Academic  General Training Test Date Day  Month  Year

**Reading Reading Reading Reading Reading Reading Reading**

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<b>2</b>	2 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>22</b>	22 <input type="checkbox"/> ✓ <input type="checkbox"/> x
<b>3</b>	3 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>23</b>	23 <input type="checkbox"/> ✓ <input type="checkbox"/> x
<b>4</b>	4 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>24</b>	24 <input type="checkbox"/> ✓ <input type="checkbox"/> x
<b>5</b>	5 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>25</b>	25 <input type="checkbox"/> ✓ <input type="checkbox"/> x
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<b>17</b>	17 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>37</b>	37 <input type="checkbox"/> ✓ <input type="checkbox"/> x
<b>18</b>	18 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>38</b>	38 <input type="checkbox"/> ✓ <input type="checkbox"/> x
<b>19</b>	19 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>39</b>	39 <input type="checkbox"/> ✓ <input type="checkbox"/> x
<b>20</b>	20 <input type="checkbox"/> ✓ <input type="checkbox"/> x	<b>40</b>	40 <input type="checkbox"/> ✓ <input type="checkbox"/> x

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