# Reading

• identifying information • *True/False/Not given* questions




## Develop your exam skills

info

In the Reading test, you may be asked whether information is correct or not. You will be given a list of statements. If the text confirms the statement, your answer should be 'TRUE'. If the text contradicts the statement, your answer should be 'FALSE'. If it is impossible to know from the text if the statement is true or not, your answer should be 'NOT GIVEN'.

see **GRAMMAR** page 145 and more **PRACTICE** online

**Exam tip**

Do not use your own opinion to answer but check in the text.



**1** **Read three statements about families and the questions that follow. Can you answer the questions using only the information in the statements? Put a tick if you can, or write NOT GIVEN if not.**

| Statements | Questions | ✓ or NOT GIVEN |
|---|---|---|
| Nuclear families, with mother, father and child/children, are more common in large cities. | 1 Can you have a nuclear family of three people? | |
| | 2 Were there any nuclear families 500 years ago? | |
| In China, there are words for many kinds of family relationships, e.g. a word for 'father's sister's son's daughter's son'. | 3 What is the reason for China having so many words for family relationships? | |
| | 4 Does 'aunt's grandson' have exactly the same meaning as the example? | |
| One of the main reasons for arranged marriages is to keep money and property in the family. | 5 How does an arranged marriage keep the family money and property safe? | |
| | 6 Are there other reasons for arranged marriages other than keeping wealth in the family? | |

see **GRAMMAR** page 143 and more **PRACTICE** online

**2** **Read three more statements about families. Write TRUE if the text next to it confirms the information, FALSE if it contradicts the information, or NOT GIVEN if there is not enough information.**

| Statements | Information | ✓ or NOT GIVEN |
|---|---|---|
| Children in large families usually don't have many possessions, but one advantage is that they can get help from their brothers and sisters. | 1 Children with lots of brothers and sisters usually have more things of their own. | |
| | 2 Brothers and sisters can provide help for each other. | |
| | 3 Large families share their possessions. | |
| People sometimes talk about the disadvantages of being a child in a single-parent family, but single parents are often closer to their children. | 4 People think there are many disadvantages of living in a single-parent family. | |
| | 5 Children with one parent are looked after better. | |
| | 6 A single-parent family can have benefits for the children as well as disadvantages. | |
| In families around the world, the father is usually in charge; however, it is usually the mother who takes charge of the home. | 7 In Britain, the father is usually the head of the family. | |
| | 8 In many countries, although the father is important, the mother deals with the home. | |
| | 9 Mothers are the head of the family in most countries around the world. | |

LIVEWORKSHEETS

## Exam tip

When we read texts, we use different techniques depending on what we are looking for in the text. Two useful techniques are skimming and scanning.

Skimming means that you read the text quickly to get a general idea of the topic or content without worrying about specific details and examples.

Scanning means that you read the text quickly to find specific information, e.g. places, names, phrases, ignoring other information you do not need.

**3** **Discuss what you have learnt about families in Exercises 1 and 2.**

**4** **Read Part 1 of the text as fast as you can. Try to understand the main idea of what you read even if you do not know all the vocabulary. Check your understanding by answering the questions.**

### Part 1

#### Changes in family structure

There are many types of family systems around the world. In North America and northern Europe, the nuclear family (with two generations – a father, mother and one or more children) is often seen as the most typical. In contrast, in most other parts of the world, extended families, which include other family members such as grandparents, aunts, uncles and cousins, are seen as the norm.
***True or False? The nuclear family is seen as the most common in the USA.***

The common view is that the nuclear family has become the norm in many Western societies as a result of industrialization and urbanization. This trend began in the late eighteenth and nineteenth centuries, when people were forced to move to cities to find work in the factories that sprang up during the Industrial Revolution. In the twentieth century, greater industrialization resulted in even more people leaving their large extended families. Urbanization also meant that people lived in much smaller houses, which were not big enough for an extended family.
***True or False? Nuclear families started with the rise in industrialization.***

The trend towards nuclear families meant that many of the duties and responsibilities of a family, such as providing food and shelter, cleaning the home, preparing the food, caring for children and their education, and caring for the sick and elderly are no longer shared among the members of the extended family. The parents (or parent) now have to do this, with some help from the state. However, this is the price that people pay for the higher standard of living that may come from living in a city.
***True or False? In nuclear families, people have a higher standard of living.***

**5** **Read Part 2 of the text in the same way as you read Part 1 and answer the questions.**

### Part 2

We may think we know what we mean by a 'nuclear' family and an 'extended' family, but reality is more complicated than most people believe. Most nuclear families are part of extended families: children have grandparents and in many cases, aunts, uncles and cousins as well. Part of what makes them 'nuclear' is that they live in their own separate household, but it is not the whole story. In Greece or Italy, for example, a nuclear family may live in its own flat, but the extended family may live in the same apartment block or in the same street and family members see each other and even eat together every day.
***True or False? Nuclear families are isolated from their extended family.***

There is at least one more factor to consider. Family members may be separated from each other by geographical distance, but they may have close emotional ties. Even in North America and northern Europe, grandparents usually have close bonds with their grandchildren, and families often travel long distances so that they can see each other. Grandparents often help their adult children, for example, by cooking and looking after their children in emergencies. In the same way, when their parents become too old to live on their own, adult children may take them into their own homes. As a result, they turn their nuclear family into an extended family.
***True or False? Members of extended families often look after people who live in other households.***

The structure of families changes over time. The effects of urbanization and industrialization are enormous, but they are not the only reasons for the changes. People marry, have children, become widowed, divorce and die. Children grow up and adults grow old. Nuclear families become extended families and extended families become nuclear families. Family ties stay strong or become weak. One thing is certain: in a changing world, the family will continue to change, but ultimately, it is likely to continue to be the basic unit of society.
***True, False or Not Given? Changes to family structure will become increasingly fast in the future.***

LIVEWORKSHEETS

## Exam tip

You should adjust your reading speed throughout the exam. When you are looking for detailed information (e.g. the writer's opinion), you will need to slow down to make sure you find the exact answer. When you are asked for more general information, you may be able to skim (e.g. in order to match paragraph headings), or scan (e.g. in order to find a number or detail in the text). By practising, you will find the ideal balance between reading slowly enough to understand and fast enough to finish on time.

## Practice for the test

### Questions 1–8

**Do the following statements agree with the information in the text? Write:**

TRUE if the text confirms the statement

FALSE if the text contradicts the statement

NOT GIVEN if it is impossible to know from the text

### Statements

1 Sixty years ago, children were expected to help around the house. .....

2 Today the world is a more dangerous place. .....

3 Helicopter parents love their children more than other parents. .....

4 People today have shorter childhoods than children in the past. .....

5 In the past children who lived in the country worked out of doors. .....

6 Eighteenth-century mothers were cruel or indifferent to their children. .....

7 Children serving in the Royal Navy in the eighteenth century might find themselves in charge of adults. .....

8 Modern Western ideas about childhood are probably considered unusual in other cultures. .....

# The Meaning of Childhood

What do we mean by a 'normal' childhood? It really depends on the period when a person was born and where they live. If you asked a parent in Britain today, they would probably say that childhood should be the happiest time of a person's life: a time when the child is loved, kept safe and is free to play.

However, even within the same culture, ideas about childhood have changed dramatically within a short period of time. British children growing up in the 1960s or 1970s seem to have had more freedom than children in the early twenty-first century. They were allowed to go about more freely, walking to school or to visit their friends, or using public transport. They were also more likely to be asked to do things like clean floors and wash the dishes and to look after younger brothers and sisters.

Today, parents are far more protective. They worry more about the dangers their children might face, and some parents also involve themselves excessively with their child's experiences and problems. These are the 'helicopter' parents. They are called this because, like helicopters, they continually hover over their child's head.

Childhood also ends later than it used to. At the beginning of the twentieth century, a twelve-year-old girl might have been sent off to work in a factory or as a maid for a wealthy family. She would have earned money and sent some of it back to her family. Twelve-year-old boys often become apprentices and learnt a trade, and in the countryside children worked in the fields and looked after animals almost as soon as they could walk.

The further back we go in history, the more difficult it is to have an accurate picture of attitudes to childhood. We know very little, for example, about the attitudes of mothers in eighteenth-century Britain. For example, what sort of mother could send her son, still a child, to join the Royal Navy, where he could expect a tough life, bad food and constant danger? Was she indifferent, cruel, or did she simply have no choice? And yet, boys as young as ten were sent away to sea. And it wasn't only the sons of the poor; wealthy families sent their sons, some as young as eight, to join the navy. Incredibly, they were put in charge of men who had many years of experience at sea.

So how have things changed? In some societies people are having fewer children. Does this fact alone mean that children are more precious to their parents and that therefore they have more of a 'normal' childhood? There is a concern that in a family with an only child, the parents and grandparents give the child a huge amount of attention and spoil them by buying them anything the child wants. The result of this is that the child expects their parents to do anything they tell them to, which creates problems for the child as they start to grow up.

A childhood in the slums of Bangladesh or on the war-torn streets of so many parts of the world remains what it has been for most children for much of history: a time of physical hardship, danger and little opportunity to get an education.

LIVEWORKSHEETS

# Reading

## Family structures


A


B


C

**1** **The photos show three different types of family. Match the photos with the words.**

single-parent family ..... extended family ..... nuclear family .....

**2** **Complete the three descriptions with a family type from Exercise 1.**

### A Greg

Our family is a typical ..... . There's me, my wife, Sue, and our three children, Adam, Tessa and Tony. We're from Scotland but we live in London – we moved here for work. One of the disadvantages is that the boys don't see much of their grandparents or their cousins, except for when we go to Scotland during the school holidays.

### B Benjy

It isn't easy being a ..... . I got divorced five years ago and now it's just me and the kids. My ex-wife got a new job and moved to Australia. She stays in touch with the children and sends money, but she isn't here to help me bring them up, and my parents live abroad so they can't help.

### C Beatriz

We have a big house in the south of the country. It's divided into three apartments: one for my parents, one for my brother and his wife, and one for me, my husband, and our two children. Living in an ..... is very convenient. My brother and his wife are often away but there's always someone to talk to and discuss problems with, or to help with childcare and we save money by sharing things and helping each other.

### Watch Out!

Don't waste too much time on unknown words in texts: sometimes you don't need them. When it is useful, try to guess the meaning from the context and make a note of it so you can check it in a dictionary.

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## 3 Match the words 1–12 with the definitions a–l.

| | | | |
|---|---|---|---|
| 1 | husband | a | two people who are married or in a romantic relationship |
| 2 | wife | b | a woman who marries one's father after the death of one's mother or after one's parents divorce |
| 3 | sibling | c | a marriage arranged by the parents of the bride and groom |
| 4 | stepmother | d | a relative by marriage |
| 5 | divorcee | e | a person who is divorced |
| 6 | in-law | f | the male partner in a marriage |
| 7 | household | g | a woman whose husband has died / a man whose wife has died |
| 8 | couple | h | all the people of approximately the same age, regarded as a group |
| 9 | arranged marriage | i | a religious or legal ceremony where two people get married |
| 10 | wedding | j | the female partner in a marriage |
| 11 | widow (f) / widower (m) | k | the people who live together in a house |
| 12 | generation | l | a person's brother or sister |

## 4 Decide if the words below refer to females, males or either.

brother divorcee husband mother-in-law parent
sibling son-in-law stepchild widow wife

| Female | Male | Either |
|---|---|---|
| | brother | |
| | | |
| | | |
| | | |

## 5 Choose the correct words to complete the sentences.

1 Our neighbour, Mr James, is a *husband / divorcee / widower*. His wife died three months ago.

2 I married my *husband / sibling / son* in 2013.

3 Mhairi and James are the young *widows / generations / couple* who live in the apartment downstairs.

4 There are four people in the *couple / marriage / household*: Mr and Mrs Jones and their two children, Alan and Jenny.

5 Mo and Raziye had *a tidy / an ordered / an arranged* marriage.

6 'How many *stepchildren / siblings / parents* have you got?' 'I've got two older sisters and a younger brother.'

7 'Do you get on with your *step-parents / parents / parents-in-law*?' 'Yes, my wife's mum and dad are really nice.'

8 Stephan and Ana are my *in-laws / stepchildren / siblings*. They're my wife's children from her first marriage.

LIVEWORKSHEETS

# IELTS Listening Unit 1

## Pre-listening practice

Now you shall do some practice exercises to help you recognise letters and improve your spelling speed.

### Task 2 { Track 001 }
### Listening for sound differences

Before the words are spelt out in the listening, you will hear the actual word itself. So it is important to listen carefully at this point to improve your chances of spelling it correctly.

The sentences below contain sounds which students often find hard to pick out. Put a tick next to the sentence that you hear. You will have to listen very carefully as the difference is very slight.

1. **a.** My name is Steve Newly. _____
   **b.** My name is Steve Mewly. _____

   **a.** I live at 10, Thanes Close. _____
   **b.** I live at 10, Staines Close. _____

2. **a.** That's Mrs. Melanie Ridgely. _____
   **b.** That's Mrs. Melanie Bridgely. _____

   **a.** And the address is Charwood Crescent. _____
   **b.** And the address is Sharwood Crescent. _____

3. **a.** You'll need to speak to Jane Price. _____
   **b.** You'll need to speak to Joan Price. _____

   **a.** You can find us at the end of Beachcroft Road. _____
   **b.** You can find us at the end of Beachcross Road. _____

4. **a.** It's Catherine – Catherine Millwell. _____
   **b.** It's Catherine – Catherine Meilwell. _____

   **a.** My address is Ditchfield Way. _____
   **b.** My address is Tichfield Way. _____

5. **a.** The name is Darren Knight. _____
   **b.** The name is Daryl Knight. _____

   **a.** This is it – 102, Pine Court Place. _____
   **b.** This is it – 102, Vine Court Place. _____

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## Task 3 { Track 002 }

You will hear three short dialogues and will be expected to spell names, addresses and postcodes. Remember that there will be a pause in the middle of the postcode and this means that you need to le space when writing it down.

**Listen to these dialogues and write the spellings in the blanks.**

### 3A

Write **no more than TWO words and/or a number** for each answer.

**Name:** Martin **(1)** _____

**Address:** 263, **(2)** _____ Avenue,
Newington, Edinburgh

**Postcode:** **(3)** _____

### 3B { Track 003 }

Write **no more than TWO words and/or a number** for each answer.

**Address:** Preston Technical College

**(4)** _____ Road, Preston

**Postcode:** **(5)** _____

**Head of the Admissions Department:**
**(6)** _____ Winters

### 3C { Track 004 }

Write **no more than TWO words and/or a number** for each answer.

**Address:** **(7)** _____ Lodge

**(8)** _____ Drive, Stepton, Brisbane

**Postcode:** **(9)** _____

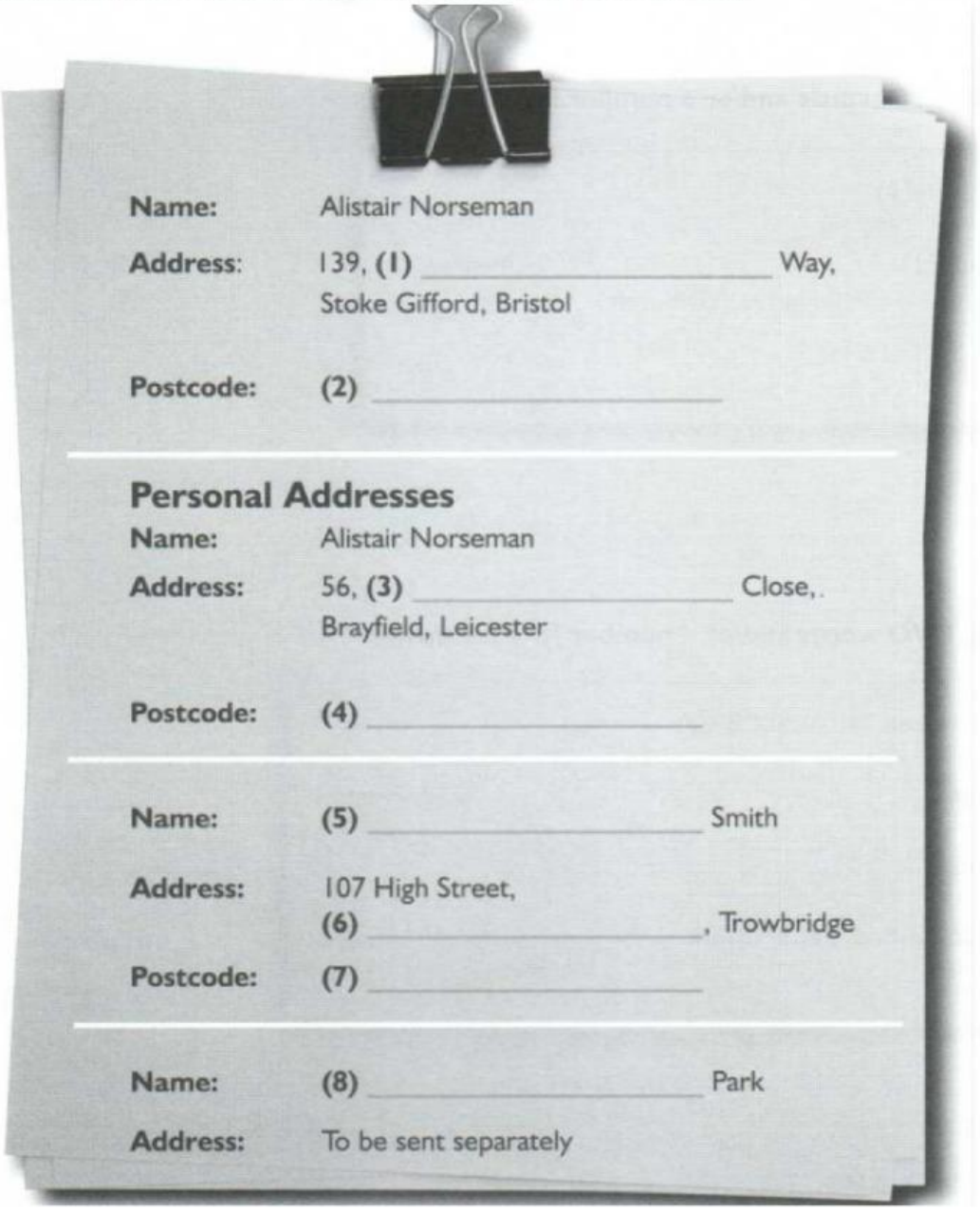
LIVEWORKSHEETS

# MAIN LISTENING

At the beginning of the unit a man telephoned a helpline to ask some questions about filling in a census form. This section will help you to consolidate the skills practised over the previous pages.

## Task 4 { Track 005 }

Write **no more than TWO words and/or a number** for each answer.



**Name:** Alistair Norseman

**Address:** 139, **(1)** _____ Way,
Stoke Gifford, Bristol

**Postcode:** **(2)** _____

### Personal Addresses

**Name:** Alistair Norseman

**Address:** 56, **(3)** _____ Close,.
Brayfield, Leicester

**Postcode:** **(4)** _____

**Name:** **(5)** _____ Smith

**Address:** 107 High Street,
**(6)** _____, Trowbridge

**Postcode:** **(7)** _____

**Name:** **(8)** _____ Park

**Address:** To be sent separately

## Post-listening Activity

Look at the different ways the word "**road**" is written in this unit. Make a list of them and try to find other ones. Becoming familiar with typically English names and cities from around the English-speaking world, particularly British and Australian ones, will also help you to feel more confident when listening for information in Part One.

LIVEWORKSHEETS