FURTHER PRACTICE

How much do you know about the IELTS Academic Reading module? Do the quiz below and find out.

Quiz

1 Complete the sentences with these words.

one three forty sixty

1 The Academic Reading module has ..... reading passages.
2 There are ..... questions in this module.
3 There is ..... mark for each correct answer.
4 You get ..... minutes to complete the reading test.

2 You have extra time to write your answers on the answer sheet at the end of the exam. True or false?

3 Reading passages sometimes have pictures or tables. True or false?

4 Choose the correct answer.

1 Each reading passage is
A between 700 and 800 words long.
B more than 1,000 words long.
C between 400 and 500 words long.

2 Reading passages are from
A books only **B** books and magazines
C books, magazines, journals and newspapers
D books, magazines, journals, newspapers and letters

5 These are some of the common question types in an IELTS exam. Match the question types (**A–F**) to their descriptions (**1–6**).

A true, false, not given
B matching headings
C multiple choice
D matching sentence endings
E sentence / summary / note completion
F diagram completion

1 Read the passage and write labels on a picture.
2 Choose the correct ending for the beginning of a sentence.
3 Read the passage and fill in the missing information.
4 Decide if a statement agrees with the information in a passage.
5 Choose one or more answers from a number of different possible options.
6 Choose the correct heading for each section of the passage.

Reading Passages 1, 2 and 3

Remember
You need to get a general idea of what a passage is about. The title of the passage often contains its main ideas. You can also read through the passage quickly or 'scan' it, looking for words which relate to the main ideas.

Skills development

Getting a general understanding of the passage

1 Read the title of Reading Passage 1 and answer these questions.

Future of money: a currency that helps people make friends

1 Can you find another word for 'money' in the title?
2 Scan paragraphs A and B of the passage and find more words that relate to 'money'.
3 Scan paragraphs A and B of the passage again and find words that relate to 'technology'.

LIVEWORKSHEETS

Future of money: a currency that helps people make friends

New game with a social purpose

A In one of America's poorest cities, a new use of technology has been attracting attention. The 92,000 people who live in Macon, Georgia, USA know each other a little better than they did, thanks to an online computer game. Since October, the locals – college students and elderly people alike – have been playing Macon Money, a 'social impact game' that uses 'virtual money' to bring people from different economic backgrounds closer together by encouraging them to meet.

B In the game, winning players receive 'bonds', which they can then exchange for bank notes of Macon Money. These notes can be spent at local shops and businesses. But the game is not as simple as it sounds. Each person receives just half a bond and must find the person with the other half so that they can spend it. People often find their other half by searching for them on the social networking sites Facebook and Twitter. Matching players then meet in person to redeem the bond and get their Macon Money. The bonds range in value from $10 to $100.

C Pairs might spend their money separately, or do something together like share a meal or give the money to someone who needs it more, says Beverly Blake of the John S. and James L. Knight Foundation, the non-profit group based in Miami, Florida, that funded the game. 'These are meetings and conversations that might not happen naturally at all,' she said. The game's designers are hoping Macon Money will bring members of the community together who wouldn't normally meet each other.

D Although Macon Money is quite a new innovation, early signs are positive. The first round of the game has seen $65,000-worth of bonds given out and 2,688 participants so far spending $48,000 in Macon Money. Recently, Macon Money's Executive Producer Kati London accepted the 2011 FutureEverything Award for outstanding innovation in art, society and technology in Manchester, UK. It isn't just technology for technology's sake, London said in an interview with FutureEverything after receiving the award, 'It's about putting those tools, that craft, to work in the community.'

E Whether such a game can bring lasting economic growth remains to be seen, however. An independent research firm will now evaluate how much economic activity the game has caused, with results due later this year.

Remember
In the exam, there are often more headings than you need. Before you start doing the task, check how many paragraphs the passage has and how many headings you need. Read the headings before you read the passage to help you focus on the main ideas you need to look for. There is only one correct heading for each paragraph. Make sure that the heading you choose summarizes the whole paragraph.

Matching headings to paragraphs

1 How many paragraphs does the passage have? How many headings does it need?

2 Read the list of possible headings. Underline the most important words in each one.

List of headings

- **i** A game that makes money
- **ii** Investigation of financial benefits
- **iii** The creation of unusual partnerships
- **iv** New game with a social purpose
- **v** Success at an early stage of the project
- **vi** The way the game works
- **vii** Strategies for using social networking sites
- **viii** Charities that benefit from the project
- **ix** Success at a late stage of the project

3 Look at the extract from the text below. Which piece of underlined information in the paragraph tells us about the purpose of the game?

New game with a social purpose

A In one of America's poorest cities, [1]a new use of technology has been attracting attention. The 92,000 people who live in Macon, Georgia, USA know each other a little better than they did, thanks to an online computer game. Since October, the locals – college students and elderly people alike – have been playing Macon Money, a [2]'social impact game' that uses 'virtual money' [3]to bring people from different economic backgrounds closer together by encouraging them to meet.

4 Read paragraph **B** and find information which matches headings **vi** and **vii**. Which heading matches the paragraph? Why? Why is the other heading not correct?

5 Read paragraphs **C–E** and choose the correct heading for each one.

LIVEWORKSHEETS

True, False or *Not Given*: understanding the difference

Tips for completing *True, False* or *Not Given* tasks

In these tasks, the statements will not be expressed in the same way as the relevant information in the reading passage.

Follow these steps to complete these tasks.

Read the statements and underline the most important words. Then find information in the reading passage that has a similar meaning. If you can do this, the answer to the statement is *True*.

If there isn't any information in the passage with a similar meaning to the words in the statement, look for information with the opposite meaning. If you find this, the answer is *False*.

The answer is *Not Given* if only some of the information in the statement is in the passage, but not all of it.

1 Look at the underlined information in statements **1–3** below. Then answer questions **A–D** using information from Reading Passage 1.

1 The money which people get from playing Macon Money <u>isn't real.</u>	**A** Which word in paragraph A means the same as 'not real'?
2 People can buy things in shops <u>all over the USA</u> with Macon money.	**B** What adjective in paragraph B describes the shops and businesses where you can spend Macon notes?
3 <u>More young people</u> play Macon Money online <u>than old people.</u>	**C** Can you find another way of describing old and young people in paragraph A? **D** Does the passage say how many old and young people play the game?

2 Do the statements **1–3** above agree with the information 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

3 Now decide if these statements are ***True***, ***False*** or ***Not Given***.

1 A computer game has brought the people of Macon closer together than they were before.
2 Everyone who wins the game receives the same amount of money.
3 Most people decide to give their money away to poor people.
4 People from different areas of Georgia have met through Macon Money.
5 The game's inventor has become very rich with Macon Money.
6 All of the Macon Money bonds which have been given out have been spent.
7 More research is needed to see whether Macon Money has created a healthier economy.

LIVEWORKSHEETS

Remember
There are different types of *Yes, No, Not Given* questions in the exam. Sometimes the task will ask you if a set of statements reflects the claims of the writer and sometimes whether they reflect the writer's opinion.
An opinion is a personal feeling. Opinions often start with the words *I believe, I feel, I think, in my opinion, in my view.* Sometimes the writer uses adverbs to show their opinion, eg *luckily* – to say that he thinks something is lucky; *sadly* – to say he thinks something is sad.
A claim is a statement that a writer makes. The writer often uses evidence from scientific study to support their statement. A claim is not necessarily true.

Yes, No, Not Given questions: recognizing the claims of the writer

1 Read the short texts **A–D.** Which are claims and which are opinions?

A Do animals have or feel emotion? I cannot tell you the number of times I have been asked that question. My answer without even looking for any specific emotional studies on animals is simply YES. Having lived with animals most of my life I feel very positive that every emotion that we feel is also felt by our pets.

B Charles Darwin's ideas about evolution argue that animals have emotions and know the difference between right and wrong.

C Unfortunately, some people are over sentimental about animals. They've grown up watching cartoon animals with human emotions and believe that real life animals are the same.

D According to researchers, cows enjoy mental challenges and feel excitement when they use their intellect to solve a problem. Dr Donald Broom, a professor at Cambridge University, says that when cows figure out a solution to a problem, 'The brainwaves showed their excitement; their heartbeat went up and some even jumped into the air. We called it their Eureka moment.'

2 Read the first paragraph of Reading Passage 2 and choose the best title **1–3.**

1 Differences between elephants and humans revealed.
2 Similarities between humans and monkeys revealed.
3 Similarities between elephants and humans revealed.

3 These phrases are used to talk about research, and writers may use them to introduce claims. Scan the passage to find the words and phrases.

argues that claims that conclude that demonstrates describes
details evidence of conclude that reveals proved that found to be

Remember
Start a *Yes, No, Not Given* task by finding important words in each statement. Then find words in the passage which relate to the important words. If you can find information which means the opposite of the words in the statement, the answer is probably *No.* If you cannot find information on a part of the statement, the answer is probably *Not Given.*

4 Read the statements and answer questions **a–c.** Then decide whether the statements **1–3** reflect the claims of the writer in the reading passage. Write:

YES	if the statement reflects the claims of the writer
NO	if the statement contradicts the claims of the writer
NOT GIVEN	if it's impossible to way what the writer thinks about this

1 Although we don't look like elephants, our brains work in a similar way.
- **a** Find a word which relates to 'look like' in paragraph A.
- **b** What do we do with our brains? Find a noun that relates to this in paragraph A.
- **c** Does paragraph A say that our brains work in a similar way to elephants'?

2 This is the first study which demonstrates that elephants can feel emotions.
- **a** Find three words that relate to elephants' emotions in paragraph B.
- **b** Find a word in paragraph B which means 'to watch or study something'.
- **c** What has been shown for the first time: elephants' emotions or the different types of elephant emotions?

3 Elephants communicate with each other using a range of sounds.
- **a** What does 'a range' refer to in paragraph B?
- **b** What do elephants use to greet one another and show they want to play?
- **c** Paragraph C refers to a 'conversation'. Does it say anything about the sounds elephants make?

LIVEWORKSHEETS

Reading Passage 2

A A 35-year study, in which approximately 2,500 elephants were observed in Kenya, has collected evidence of behaviour that claims that human beings have certain characteristics in common with elephants. Whereas our appearance is not unlike that of monkeys, the study argues that we definitely share similar emotional reactions and thought processes with elephants.

B Elephants' human-like behaviour, such as showing sadness when one of their family (or herd) dies, has been observed before. However, the study – the Amboseli elephant research project – reveals for the first time the range of emotions that elephants can show. For instance, the study demonstrates that elephants feel upset when another elephant is in pain, feel angry over disagreements and can recognize members of their family.

C The body language used by elephants is also recognizable to humans. The study describes elephants touching trunks or bumping shoulders in greeting, while 'playful' elephants moved their heads from side to side to start a game. In addition, the researchers thought they saw evidence of 'conversation' between the elephants; when the signal to move was given, elephants stood side by side and 'discussed' which route to take. When this long exchange ended, the elephants moved all together in one direction.

D The project also details evidence of elephants' higher thinking skills. When one of the herd was shot with a tranquilizer dart two elephants were observed removing the dart and standing either side of the tranquilized elephant in order to prevent it from falling over. Elephants also have the ability to make and use basic tools, such as fly killers taken from tree branches, and the knowledge to remember routes through the landscape many years after they last travelled them. They have been found to be more intelligent than apes in some areas, such as route planning, while other experiments have shown them as capable as monkeys in co-operating on tasks. Scientists have even proved that their short-term memories are better than humans' in some respects.

E Cynthia Moss started the Amboseli elephant research project. Her findings, published by University of Chicago Press conclude that there is 'no doubt' that elephants display empathy for one another. There is considerable support for her findings. Iain Douglas-Hamilton, who runs the Save the Elephants project in Samburu nature reserve in Kenya, welcomed Moss's research. 'They're definitely compassionate animals,' he said.

Glossary

observe – to watch or study someone or something with care and attention
characteristic – a particular quality or feature that is typical of someone or something
trunk – an elephant's long nose
tranquilizer dart – a small pointed object with a drug on it that makes animals calmer when they are very worried or nervous
ape – a type of animal without a tail that includes chimpanzees and gorillas
empathy – the ability to understand how someone feels because you can imagine what it is like to be them



5 Do the following statements reflect the claims of the writer in the reading passage? Write:

YES	if the statement reflects the claims of the writer
NO	if the statement contradicts the claims of the writer
NOT GIVEN	if it's impossible to say what the writer thinks about this

1 Scientists have found that elephants can recognize and mirror human body language.
2 The study shows that elephants work together in order to make a decision.
3 The project demonstrates that some elephants have a good sense of direction.
4 The research has found that elephants are cleverer than humans and monkeys in some ways.
5 Moss's findings differ from the conclusions of all other scientists.

LIVEWORKSHEETS

Skills practice

Now practise the skills you have learnt by answering the questions on the following reading passage.

Reading passage 3

The mysterious origins of flight

A Flight has been the dream of humankind since birds were seen in the sky. But it wasn't until the 1780s that two Frenchmen flew in a hot air balloon near Paris. After that, powered flight became the goal. Although it was thought that flight was possible as early as the 13th century, and in the 16th century Leonardo da Vinci drew designs which looked like aircraft, it wasn't until the Wright brothers made their first successful flights in *Kitty Hawk* in 1903 that powered flight became a reality.

B That's what historians have always believed. However, a small minority of researchers and scientists have re-examined historical objects and have found evidence to suggest that humans achieved flight earlier than the 20th century. They argue that flight was discovered long ago, but the knowledge of the technology was lost.

B That's what historians have always believed. However, a small minority of researchers and scientists have re-examined historical objects and have found evidence to suggest that humans achieved flight earlier than the 20th century. They argue that flight was discovered long ago, but the knowledge of the technology was lost.

C A strange flying object was found in 1898 in a tomb at Saqquara, Egypt and was later dated to around 200 BCE. As aeroplanes had not been 'invented' in the late 19th century, when the object was found, it was stored in a box marked 'wooden bird model' in the museum of Cairo. The object was later re-discovered by Dr Khalil Messiha, who considered the object so important that a special committee of leading scientists was established to study the object. As a result of their findings, the object was displayed in the museum of Cairo as a 'model aeroplane'.

D Admittedly, it is difficult to believe that a flying device with such advanced features was invented more than 2,000 years ago; historians insist that aeroplanes did not exist in those times. But this object seems to suggest otherwise, despite the refusal of unimaginative science to accept the evidence.

E Gold trinkets discovered in Central America and coastal areas of South America are further evidence of early flight. Estimated to belong to a period between 500 and 800 CE, these objects look very like modern aircraft or even spacecraft. The archaeologists who discovered them labelled these objects as *zoomorphic*, meaning 'animal shaped', but it is unclear which animal they represent. In fact, the structures on the objects look more mechanical, like the parts on an aeroplane. Photos of the objects were analysed by several experts. One of them was Arthur Young, a designer of Bell helicopters and other aircraft.

even spacecraft. The archaeologists who discovered them labelled these objects as *zoomorphic*, meaning 'animal shaped', but it is unclear which animal they represent. In fact, the structures on the objects look more mechanical, like the parts on an aeroplane. Photos of the objects were analysed by several experts. One of them was Arthur Young, a designer of Bell helicopters and other aircraft.

His analysis confirmed that the object contains many features which would fit the aeroplane theory.

F In other cultures, flying vehicles are written about in early texts, such as the Indian epic, the *Mahábhárata* and other books such as *Bhágavata Purána* and *Rámáyana*. The flying devices were called *vimánas* and were discussed in *Vaimánika Shástra*, describing flying machines with different purposes and capabilities. The *Book of Enoch* not only describes flying machines but also spacecraft. There is no shortage of descriptions of flying machines in ancient sources. If we examine them in detail, we discover to our surprise that flying in ancient times seems to be the rule, not the exception.

The scientists found that the model was a very advanced form of glider, which will stay in the air almost by itself. The curved shape and size of the glider's wings are behind its ability to fly; a similar type of curved wings can be seen on Concorde and gave the plane maximum 'lift' without a reduction in speed.



LIVEWORKSHEETS

Questions 1–6

Reading Passage 3 has six paragraphs, **A–F**. Choose the best headings for each paragraph from the list below.

List of headings

i 20th century flight
ii Refusing to accept the evidence
iii Is it a bird…or a plane?
iv Re-writing history
v Further evidence of early flight
vi Written description of ancient flight
vii The first powered planes
ix A brief history of flight

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

Questions 7–14

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

7 Powered flight was invented by the French in the late eighteenth century.
8 Most scientists believe that flight was discovered earlier than the 20th century.
9 Dr Khalil Messiha found the model aeroplane in an Egyptian tomb.
10 Scientists compared the Egyptian model aeroplane's wings to those of Concorde.
11 Science is open-minded about the possibility of early flying machines.
12 The gold objects were originally believed to be models of animals.
13 Arthur Young built a life-sized aeroplane based on the South American models.
14 Evidence of early flight can be found in old books.

Reading Passages 4, 5 and 6

Skills development

Using information in a table

In some exam questions you will have to complete a table with information from the passage. Sometimes the same word in the passage appears in the table.

Remember
In some exam questions you will have to complete a table with information from the passage. You need to bear in mind that sometimes the same word in the passage appears in the table but at other times, synonyms of important words are used. A different form of a word in the passage can also appear in the table.

1 **a** Find the word 'analysis' in the table.
b Scan the passage for the same word.
c Note down the word which is before 'analysis' in paragraphs B–E.
d Which column of the table names the type of analysis? Which row of the table does each paragraph refer to? Write the types of analysis in the table.

2 **a** Look at the first word in bold in the Method column of the table. Scan the relevant paragraph for a synonym of the word in bold.
b Scan the information around the synonym for other words which are in the sentence in the table.
c Look at the gap in the sentence and decide what type of word you need.
d Repeat steps **a–c** with the other words in bold in the table.

3 **a** Look at the first word in italics in the Advantages/Disadvantages column of the table.
b Think of different forms of the word, e.g. *analyze, analysis, analytical.*
c Scan the relevant paragraph for a different form of the word in italics.
d Look at the gap in the sentence and decide what type of word you need. Scan the relevant paragraph for this type of word.

LIVEWORKSHEETS

Remember
Scan the passage for key words in the table and then look for the information you need in the same paragraph. The answers may not be in the same order as they are in the text, but they are generally in the same part of the text.

4 Now complete the table below. Choose **NO MORE THAN ONE WORD** from the reading passage for each answer.

Type of analysis	Method	Advantages/Disadvantages
Expert	Style of **famous** artist matched to the (1) ..... of the painting.	Limited: experts can't **date** (2) ..... or see through paint.
(3)	Looked at (4) ..... **below** Italian painting.	Forgers can (5) ..... *discovery* by using authentic materials.
Canvas	(6) ..... looks through layer of paint. (7) ..... and pattern of threads counted.	It's *quick* and (8) .....
(9)	**Quantity** and (10) ..... of strokes counted by a program.	

Reading Passage 4

The war against forgery

A Talented artists used to make thousands of pounds from 'forging' works of art. This involved painting a picture in the style of a famous artist and then selling it as an 'undiscovered' work by that artist. Forgery is an illegal practice but it is very difficult to prove. As a result, many galleries still believe they own forgeries. They hope that science will help them to identify whether their paintings are the real thing or fakes.

B In the past, galleries have relied on experts, who used their experience to analyze the look of a painting and decide whether it matched the style of a well-known artist. Expert analysis has limitations, however. The human eye cannot identify the age of the materials used, or see underneath the paint to the canvas that the artist painted on.

C Infrared analysis, in contrast, can do this. This scientific method was used by the National Gallery in London to prove that an Italian painting was not created by the famous 15th-century artist Francesco Francia but by a forger. By analyzing the painting with infrared, scientists discovered that the drawing underneath the painting was done in pencil, a material which wasn't available in the 15th century. Of course, it's possible for forgers to avoid being discovered by infrared analysis. They simply use materials which were available at the time that the original painting would have been created.

D Another scientific technique makes the forger's job more difficult. The method of canvas analysis has been developed by Professor C Richard Johnson. He uses X-ray to see through the paint layer. A computer program then counts the number and pattern of threads in the canvas and attempts to match them to a canvas of a famous painting. The reason behind this method is that some well-known painters such as Vincent van Gogh bought their canvas in a roll of material, which means that several van Goghs from the same period should have the same number and patterns of threads in the canvas. This type of analysis can be done quickly and is very accurate.

E Like Richard Johnson, Eric Postma, Professor of Artificial Intelligence at Tilburg University in the Netherlands uses computers to analyze paintings, but his approach focuses on the painting rather than the canvas. He has invented brush-stroke analysis. A computer program studies the colours used by a particular artist and counts the number and combination of brush strokes used across a paintings. If the number or style of brushstrokes differed in one painting to other paintings created by the same artist, Postma's team identified it as a fake.

F Computer analysis of art has been effective in identifying forgeries so far, but it's only a matter of time before the forgers find a way of avoiding discovery. However, Johnson believes that in the end, the scientists will win.

LIVEWORKSHEETS

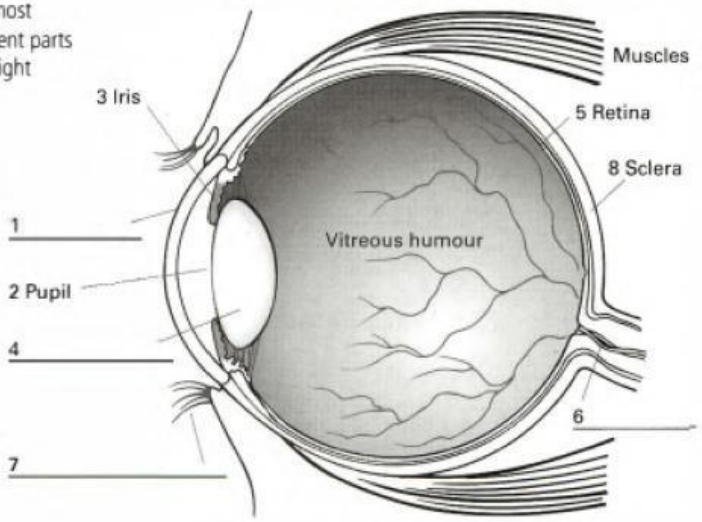
Using information in a diagram

Reading Passage 5

How vision works

A Although the human eye is small, it is one of the most complicated organs in the body. It has many different parts and each one helps us to see; some parts receive light into the eye and some send electrical impulses, or messages, which communicate an image of what we are looking at to our brains.

B Light first enters the eye through the cornea. This is the clear part of the eye which bends the light so that it is at the correct angle to pass through the pupil. The pupil is a black hole which allows light into the eye. It is in the middle of a coloured circle, called the iris. The iris makes the pupil reduce in size by contracting and enlarge by relaxing. The amount of light that goes into the eye is controlled by the changing size of the pupil in order for the sensitive parts at the back of the eye to be protected from damage.



C After passing through the pupil, the light enters the lens behind. The lens works rather like a camera lens, controlling the direction of the light so that it reaches the right place at the back of the eye. This area is called the retina. Before the light reaches the retina, however, it has to pass through the vitreous humour, in the middle of the eye.

D The retina converts light into electrical messages, which are then sent to the brain along the optic nerve. Around the centre of the retina, there are light sensitive cells called cones. There are between 6 and 7 million cones in the human eye. They recognize colour and detail and need daylight to work well. Rods are sensitive to dark and light and do not recognize colours. They transmit black and white information to the brain. Rods outnumber cones; there are approximately 120 million of them in the eye. It is the rods which help us to 'see in the dark'.

E The eye does not stay still; it needs to move up, down and across to allow us to see all around us. Six muscles attached to the sides of the eye and going behind it allow it to move at an angle of 180 degrees but prevent the eye rolling backwards. Because the eye is open to the outside world, small objects can fly into it. Eyelashes stop this from happening. The white layer around the outside of the eye, called the sclera, protects the delicate insides of the eye from danger by preventing small objects from getting into the eye.

Remember

- Use the information in the diagram to give you clues about the information you need to find in the text.
- Scan the passage for the words which are given in the diagram and read the text around them. Does it give you any important information?
- Look at where the parts of the diagram that you have to label are. Then scan the passage for words which describe location in the text e.g. *behind, in front of, between* etc.
- Think about the function of the parts of the diagram. Then scan the passage for verbs which describe a function.

1 Look at the diagram of the eye. How many labels do you have to complete? How many parts of the eye are already labelled?

2 Read the title of Reading Passage 5 and the first paragraph and answer the questions.

1 Which verb in paragraph A relates to the word 'vision'?
2 What two important jobs do the parts of the eye do?

3 Look at the completed labels on the diagram and choose the correct option in sentences **a–d**. Then scan the reading passage for information about these parts of the eye and check your answers.

a The pupil is *on the outside* / *in the middle* of the iris.
b The retina is *at the front* / *at the back* of the eye.
c Muscles go *behind* / *in front of* the eye from the sides.
d The sclera is on the *inside* / *outside* of the eye.

LIVEWORKSHEETS

4 Match the parts of the eye mentioned in Exercise 3 to their function **A–E**.

A controls the amount of light entering the eye
B stop small objects flying into the eye
C allows light into the eye
D control the movement of the eye
E converts light into electrical messages

5 Look again at the labels you have to complete on the diagram and answer the questions. Then scan the text to check your answers.

1 How would you describe where the parts of the eye are?
2 What do you think the function of each part of the eye is?

6 Label the diagram above. Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Sentence completion: recognizing word class and synonyms

Remember
The exam instructions usually say 'Choose one word only from the passage for each answer.' or 'Choose no more than two/three words from the passage…' Make sure
- you use the same words as the words used in the passage when completing the sentences.
- you use no more than the number of words stated.
- the word you find is the correct word class (noun, adjective, verb etc.) so that the sentence is grammatically correct.

1 Read statements **1–5** in the exam question below. One word is missing from each sentence. Choose the correct type of word for each gap.

a noun: plural or singular?
b verb: past or present?

Complete the sentences below. Choose **ONE WORD ONLY** from the passage for each answer.

1 Cones don't function efficiently without .....
2 Rods ..... information in monochrome.
3 There are more rods than ..... on the retina.
4 ..... stop the eye from rolling backwards.
5 Eyelashes protect the eye from tiny airborne .....

2 Exam questions often use different wording to the text. Find the phrases in the text that mean the same as the underlined phrases in **1–5**. Then find the words you need to fill in each gap.

3 Look at the example student's answers for statements 2 and 5. Are they correct or incorrect? Check that your answers to Exercise 2 use the same words as in the text.

2 Rods *send* information in monochrome.
5 Eyelashes protect the eye from tiny airborne *small things*.

LIVEWORKSHEETS

Summary completion: passive sentences

1 Look at sentence **A** and the second sentence in the summary below. The subject of both sentences have been underlined. Answer the questions.

1 Are the subjects of both sentences the same?
2 Which sentence uses the present simple form of the main verb? Which sentence uses the verb *be* + a past participle?
3 Which sentence is active and which is passive?

A The amount of light that goes into the eye is controlled by the changing size of the pupil in order for the sensitive parts at the back of the eye to be protected from damage.

The process of sight

Light enters the eye through the 1 ..*cornea*.. and then the pupil. The changing size of the pupil controls the quantity of light which enters the eye and therefore protects its sensitive parts at the back of the eye. By **2** ..... and relaxing, the iris varies the size of the pupil. From the retina, the **3** ..... sends electrical messages to the brain. Black and white information is transmitted to the brain by **4** ..... The eye is protected both by our eyelashes and a **5** ..... protective layer known as the sclera.

2 Compare sentences **2–5** in the summary to sentences **B–E** below. Underline the passive sentences or clauses.

B The coloured part around the pupil, known as the iris, makes the pupil reduce in size by contracting and enlarge by relaxing.
C The retina converts light into electrical messages, which are then sent to the brain along the optic nerve.
D Rods are sensitive to dark and light and do not recognize colours. They transmit black and white information to the brain.
E The white layer outside of the eye, called the sclera, protects the delicate insides of the eye from danger, preventing small objects from getting into the eye.

3 What type of words (noun, adjective, adverb etc.) do you need for each gap in the summary?

4 Now complete the summary. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Remember

- There are two types of summary task. In one type, a list of words you need to fill in each gap are given in a box. These words also appear in the passage. There are always more words than you need.
- In the other type of summary task, you need to choose words from the passage to complete the summary.
- Sometimes only part of a text is summarized. Scan the passage for words in the title or the first line of the summary to help you find the section you need..
- Completion tasks normally state the number of words you will need to complete each gap. You will lose marks if you use more words than the task instruction states
- The order of sentences in the summary is not always the same as the order of information in the passage. Look for key words from the summary in the passage to help you find the correct information.

LIVEWORKSHEETS

Skills practice

Now practise the skills you have learnt by answering the questions on Reading Passage 6.

Reading Passage 6

The history of chocolate

A The history of chocolate started in South America and the Amazon. Ancient man picked the sweet fruit off the trees and ate it, throwing away the seeds. The pod of the cacao tree tasted sweet, like apricots, whereas the beans – or seeds – inside the pod were bitter. It's not known when ancient civilizations found out how to use the cacao's seeds. It might have been by accident, when the beans fell into a fire and roasted, releasing a chocolate-like smell – however, the use of cacao beans as a food probably took place during the time of the Olmecs.

B The Olmecs (1200 to 300 BC) were an ancient tribe from South Central Mexico. They were the first to grow the cacao plant and use the beans. They had a name for these bitter seeds that held secrets to health and power: *kakawa*, or cacao.

C Following the Olmecs, the Mayans treasured cacao as a medicine and a food. But they did not make chocolate bars. Instead, the beans were mixed with corn and flavourings to make savoury meals. These dishes were very bitter – very different from the chocolate we eat now.

D Many years later, between the 14th and 16th centuries, the Aztecs used the cacao bean as their form of currency: in other words, beans were used like coins. A list of Aztec trading prices looked something like this:
1 small rabbit = 30 cacao beans
1 turkey egg = 3 cacao beans
1 large tomato = 1 cacao bean

E Christopher Columbus saw how the people of South America valued the beans, but he thought they were a type of nut – an almond. Although he brought cacao beans back to Spain with him nobody knew what they were or what to do with them.

F Then, in 1519, Hernan Cortes arrived at the great court of the Aztec king, Montezuma. He and his crew saw how the Aztecs used chocolate. Cortes himself didn't enjoy the Aztecs' bitter brew, but he recognized its value. He wrote to King Carlos I of Spain that chocolate was a 'drink that builds up resistance and fights fatigue'.

G After the Spanish conquered the Aztecs and began building settlements in the New World, they adopted many of the foods of the native people, including chocolate. European immigrants to the New World brought sugar and other foods to South and Central America, and the Spanish settlers began drinking chocolate hot and sweet.

H It took a royal wedding to make chocolate a star in Europe. When the Spanish princess, Maria Theresa, came to the French court at Versailles to marry King Louis XIV in 1660, she brought her precious cacao beans with her. Hot chocolate was served at the wedding and the bride's guests loved it. Although chocolate was expensive its popularity spread in France and England. Hot chocolate was served in 'chocolate houses,' not unlike the cafés you see on every street corner today.

I The 19th-century Industrial Revolution saw inventions that changed the nature of chocolate, particularly in Switzerland. For example, Swiss chemist Henri Nestlé invented a process to create powdered milk, and together with Daniel Peter, a chocolate manufacturer, he created the very first milk chocolate bar in 1879. In the same year, Rudolphe Lindt invented the conche machine and the process known as 'conching' which made shiny, smooth and creamy chocolate. These advances made the Swiss the leaders of chocolate manufacturing, and throughout the 19th century they produced 12,000 pounds of chocolate per Swiss citizen per year, most of it for export.

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1 Complete the flow chart. Choose **ONE WORD ONLY** from the passage for each answer.

The history of chocolate

South America and the Amazon: (1)..... eaten but not beans.

South Central Mexico: (2)..... the first to use the beans.

Mayans used beans in (3)..... dishes. (bitter, not sweet)

Beans used as a type of (4)..... – to buy and sell things.

Columbus brought cacao beans to Spain and Cortes recognized health properties.

Europeans brought sugar to the New World.

Spanish in New World started to drink (5)..... hot chocolate.

Chocolate introduced to Europe during a (6).....

Hot chocolate drunk in (7).....

2 Complete the sentences below. Write **NO MORE THAN THREE WORDS** for each answer.

1 Although the seeds of the cacao plant were bitter, the pod had a taste similar to .....

2 Ancient civilizations may have discovered how to use the cacao's seeds by .....

3 To the Aztecs, one ..... was worth thirty cacao beans.

4 Maria Theresa's ..... enjoyed hot chocolate when she got married.

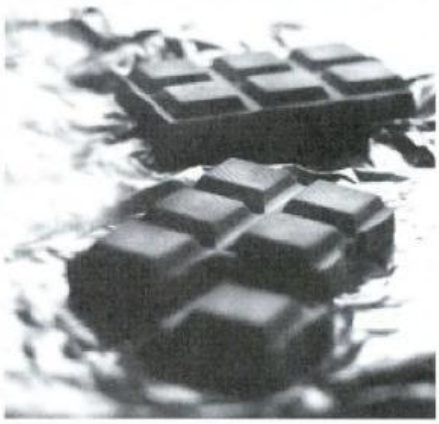
5 Chocolate was popular in Europe, despite it being .....

3 Complete the summary of paragraph I with the list of words **A–H** below.

A chocolate bars **B** consumed **C** exported **D** inventions
E machine **F** manufacturer **G** powdered **H** process

The birth of chocolate bars

Switzerland was responsible for many of the **6**..... that redefined chocolate and they became leading chocolate manufacturers. Henri Nestlé made **7**..... milk. He then collaborated with Daniel Peter to make **8**..... . Chocolate was made smoother through a **9**..... called conching, invented by Lindt. Most of the chocolate that was made in Switzerland was **10**..... .



LIVEWORKSHEETS

GREEN CHINA?

A Rizhao, in Shandong Province, is one of the hundreds of Chinese cities preparing to get much bigger. The road into town is eight lanes wide, even though at the moment there's not much traffic. But the port is very busy; large quantities of iron arrive every day by ship. Rizhao is the kind of place which environmental scientists are worried about: China's economic development has led to a high number of new building projects taking place throughout the country. The growth of cities increases the amount of harmful greenhouse gas released into the atmosphere. It's this kind of expansion that has increased the production of global warming gases in China.

B However, cities like Rizhao are taking steps to counteract the damage the gases are causing. On top of 95% of the buildings in the city, there are solar panels, which use energy from the sun to power the city's hotels, shops and houses. And it's not just Rizhao which is spending money on environmentally friendly energy, the whole of China is number 1 in the world for using renewable energy technology.

C China is doing its best to stop using [1]oil, coal and gas – which harm the environment – and start depending only on 'clean' *energy* such as sun and wind power. This change is not easy to make because of the **need to develop** [2]quickly. China's economy *needs to grow* at least 8% a year to ensure social stability; the government's hope is to keep producing enough [3]fresh employment opportunities for the [4]growing [5]populations of the new cities. Better jobs mean [6]greater wealth and people in the cities are *spending their money* on technology. The average Shanghainese household already has 1.9 air conditioners, not to mention 1.2 computers. People in Beijing **buy** 20,000 new cars a month. As of 2007, China had 22 cars for every 1,000 people, compared with 451 in the USA. Of course, this means that the [7]demand for **power** is increasing.

D China's interests in technology could, however, provide a part of the solution to the environmental problem. Because it's putting up so many new buildings and power plants, the country can include the latest environmentally-friendly technology. In time the technology should reduce the amount of carbon released into the atmosphere.

E This reduction will probably not be enough to stop dramatic global warming though. Scientists predict that carbon levels will continue to rise until the year 2030, which will cause the earth to heat up enough to melt the Himalayan glaciers and to cause the seas to rise. It's a dark picture. Stopping global warming needs international collaboration. Other large countries need to take steps to be more green, the USA for example. In the end, no one country can take full responsibility for saving the environment; we are all responsible.

Multiple choice questions: reading the question

1 Read questions **1–3** in the tables below and on page 33.
Where can you find the correct answer to each question in the passage?
Whose thoughts and opinions are important in questions 2 and 3?

2 Read question **1** and options **A–D** and answer questions **i–v** on the right. Then decide which option **A–D** is correct.

1 According to paragraph A, China has environmental problems because	**i** Which of these questions is similar in meaning to question 1? 'Why is the environment improving?' 'Why is there damage to the environment?'
A the city of Rizhao has recently expanded	**ii** Look at the underlined words in the paragraph. Does this agree with statement c? Does the paragraph say more about Rizhao's development or China's development?
B the roads are getting bigger	**iii** Find a reference to roads in Rizhao. Is there a link in the paragraph between the roads and greenhouse gases?
C it's importing raw materials, like iron.	**iv** Find a reference to iron. Does the paragraph say what effect iron has on the environment?
D the development of cities is releasing greenhouse gases.	**v** Does the passage link development and greenhouse gases? How does the writer describe the gases?

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3 Read question **2** and options **A–D** and answer questions **i–v** on the right. Then decide which option **A–D** is correct.

2 What is the writer's purpose in paragraph B?	**i** Which of these has a similar meaning to 'purpose'? *a reason / an opinion about something*
A to talk about environmental problems in China.	**ii** Does the paragraph give examples of environmental problems?
B to demonstrate that Rizhao is environmentally friendly.	**iii** Does 'environmentally friendly' have a positive or negative meaning? What kind of environmentally friendly energy is mentioned? Does the paragraph only talk about Rizhao?
C to give examples of China's economic development.	**iv** How many words connected with the economy can you find in the paragraph?
D to emphasize what China does to protect the environment.	**v** How many examples can you find of China protecting the environment?

Remember
- Look for key points in the text that match or contradict each of the options.
- Read and find out if one option is the correct answer before you read the next option.
- Read all the options before you make a final decision about which one is correct.

4 Read question **3** and options **A–D** and answer questions **i–v** on the right. Then decide which option **A–D** is correct.

3 According to paragraph E, how does the writer feel about the future of the environment?	**i** Which time word is in the question? Which date is referred to in the paragraph?
A optimistic	**ii** Which of these is similar to 'optimistic'? *excited / worried*
B hopeless	**iii** Does the writer offer any solutions to the environmental problems?
C pessimistic	**iv** Find a sentence in the paragraph which suggests the writer is concerned about the scientist's predictions.
D disinterested	**v** Does the final line of paragraph E suggest that the writer is interested in the problem of global warming?

Remember
- Underline key words in the question and look for the same words, or words with similar meaning in the passage.
- When you've found the part of the text which relates to the question, remember to read to the end of that part and consider all of the options.

Recognizing synonyms

1 Read the question. How many correct answers are there?

Which **THREE** reasons explain why it is difficult to solve China's environmental problems?

A The number of people living in the countryside is increasing.

not correct. The paragraph says the population of the cities is growing.

B There's a shortage of fossil fuels.

C The economy needs new jobs to be created.

D Chinese with more money want to buy energy-hungry machines.

E China is developing rapidly.

2 Match the underlined key words in options **A–E** to the underlined words which have a similar meaning in paragraph **C** of the reading passage.

3 Look at the phrases in *italics*. Which words in **bold** are they similar to?

4 Read around the words in bold and decide which options are not correct.

LIVEWORKSHEETS