

Reading Passage 1

You should spend 20 minutes on questions 1–14, which are based on Reading Passage 1 below.

Technique

Follow these stages when you look at a reading passage and the associated questions:

- 1 Survey the title, text and questions in three or four seconds.
- 2 Use the title to think of the contents of the text.
- 3 Skim the text and questions. You should aim to eventually do this in two minutes.
- 4 Use the information from the question to help you to scan and locate the answers in the reading passage.

Swallows in Migration



Every April, along with many other species of birds, the swallow arrives to spend the summer months in northern Europe, in Russia, Iran and parts of Siberia. Here it will breed and raise its young.

The swallow is well known for several reasons. Firstly, it is very distinctive, with its forked tail and characteristic acrobatic swooping flight. Secondly, it is very common, and, like its near relative the house martin, lives in close proximity to human habitation, at least in rural areas.

It is, however, rarely to be encountered in towns or cities.

For centuries, people have observed swallows, noted their arrival and their patterns of feeding. In several countries, these observations have passed into the language as proverbs or sayings. In England, people comment on unpredictable late spring weather by saying, 'one swallow does not a summer make'. Similarly, 'the swallows are flying low' was held to predict rainy, even stormy weather. There may be

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25 some truth in this observation, though it
is the insects the swallows feed on that
seem to be more susceptible to the fall in
barometric pressure that heralds a storm.
Insects keep low in these conditions, and so
30 do the swallows that hunt them. At the end
of the summer season, when the swallows
are about to leave, they frequently flock
together in large numbers on convenient
high open perches, like roof ridges and
35 telegraph wires. When people remark that
'the swallows are gathering', they mean that
autumn has arrived.

At some point in mid-September the
swallows leave together, usually all on the
40 same day. One day there are thousands,
the next there are none, and none will be
seen again until the following spring. For
centuries, this was a complete mystery to
people. The Hampshire naturalist Gilbert
45 White, writing in the late eighteenth century,
believed that the swallows dived into ponds
and rivers in autumn and remained in the
bottom mud the whole winter, re-emerging
the following spring. This idea seems
50 extraordinary to us, but White was not a
stupid man: many of his other observations
of natural life were informed and accurate.
In this case, however, he simply had no
means of determining the truth and was
55 forced to make a random guess. The idea
that swallows migrate to central or southern
Africa would have seemed as fanciful to him
as his theory seems to us.

Although we now know that swallows
60 migrate, there are still unanswered
questions. Why do they go so far? Why not
stay on the shores of the Mediterranean?
The majority continue to equatorial Africa,
and some even further south. Also it
65 appears that populations of swallows that
have bred in different countries also spend
the winter in different areas. Those from
France, Germany and much of western

Europe have mostly been traced to East
70 Africa, Kenya or Tanzania for example.
Above all, how does a bird weighing
approximately twenty grams find its way
across mountain ranges, ocean and desert
75 to winter in the south, and then return the
following year to the very location it was
born, in some cases to the very same nest?

Birds can navigate by the Sun, and are also
able to detect the magnetic field of the
80 Earth. Species that migrate at night are
also able to navigate by the stars. By these
means, they travel long distances. The close
navigation that brings them back to the
same field or nest appears to be related to
memory of local landmarks imprinted on the
85 minds of young birds as they crisscross the
area in the weeks before departure.

Nevertheless, the journey is very dangerous.
Long sea crossings, where there is little
90 available food or water, are generally
avoided. In western Europe, most swallows
cross to Africa via the Straits of Gibraltar,
or fly the length of Italy before tackling the
relatively short crossing to Tunisia in North
Africa. However, in storms they may be
95 blown hundreds of kilometres off course.
Exhausted swallows sometimes come to rest
on ships way out in the Atlantic Ocean. They
have to cross mountain ranges too, where
again the weather may be unpredictable and
100 food scarce. Along the coast of North Africa,
many young swallows become the prey of
Eleonora's falcons, which time their breeding
to coincide with the migration of young
birds southwards. But the most dangerous
105 part of the journey is the crossing of the
Sahara desert. Here, there is little food or
water, sandstorms may delay and exhaust
the already weakened birds, and many die.
It is estimated that around 50 per cent of
110 adult birds die, and up to 80 per cent of
young birds, but enough survive to ensure
the continuation of the species.

Questions 1–6

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

Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 The swallow is the only species of bird that migrates to spend the summer in northern Europe.
- 2 The swallow is easily noticeable because of its tail and the way it flies.
- 3 The swallow is frequently seen in cities.
- 4 The insects, not the swallows themselves, appear to predict stormy weather.
- 5 Swallows form larger flocks than other birds when they depart in the autumn.
- 6 White's theory seems strange to people now.

Technique

True/False/Not Given

- 1 Look for words in each statement to help you scan.
- 2 Identify comparisons or qualifying expressions in the statements.
- 3 Try to predict some answers.
- 4 Find your scan words in the text then read around them closely to locate the answers. Remember that the answers follow the order of the reading passage.

Questions 7–12

Complete the sentences.

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

- 7 In the past, the destination of the swallows in autumn was a
- 8 As White could not verify what happened to the swallows, he made a
- 9 Despite knowing that swallows migrate, we are still left with
- 10 Sometimes, swallows have been known to return not just to the same area, but even to the
- 11 Birds that travel by night can find their way using the
- 12 Bird navigation appears to be connected with the memory of

Technique

Sentence completion

- 1 Remember that the answers follow the order of the passage.
- 2 Note the word limit for each gap.
- 3 Look for words in each sentence to help you scan.
- 4 Find your scan words in the text. Think of the part of the sentence the answer might be in: the beginning or the end. Then read around them to locate the answers. Note in the sentences for completion: 'a' before the gap = singular countable noun, no article = plural or uncountable noun, the = any noun.

Questions 13 and 14

Choose **TWO** letters, **A–F**.

Which **TWO** of the following dangers faced by swallows during migration are mentioned in the text?

- | | |
|--------------------------|---------------------------|
| A The Sahara desert | D Hungry sailors |
| B Long sea crossings | E Eleonora's falcons |
| C Lack of nesting places | F The crossing to Tunisia |

Reading Passage 2

1 You should spend 20 minutes on questions 1–14 which are based on Reading Passage 2.

Technique

Survey the title, the reading passage and the questions within about 8–10 seconds to understand what your task is. Read the title and skim the text then the questions. Decide what type of passage it is: mainly historical, problem and solution or argumentative?

Chartism: a people's petition to Parliament

The early decades of the 1800s are well known as a period of discontent and social unrest. The Industrial Revolution meant the decline of traditional rural communities and the growth of a working-class urban population, particularly in the new industrial towns of the North such as Manchester. Living and working conditions for the urban factory worker were frequently
5 appalling and gave rise to a number of movements aimed at bettering working-class conditions. One such movement was Chartism, which aimed to present a people's charter, or petition for reform, to parliament. It had a number of aims, but first and foremost among them was the granting of universal suffrage, or the vote for all men over the age of 21.

There had been several previous attempts in the early 1800s to build a solid working-class
10 movement, most notably the attempt to establish a universal trade union known as the Grand National Consolidated Trade Union or GNCTU. In 1834, however, this trade union collapsed. The subsequent disillusionment led to a growth of interest in other possible ways of giving voice to the desires and grievances of the workers. In 1836, the London Working Men's Association was founded, led by William Lovett. Its aim was to reform parliament, and in 1838 it issued a charter
15 demanding six political reforms, including universal suffrage. Most of these demands were to be taken up by the Chartist petitioners.

So began the Chartist movement. Other centres of this movement were located in Birmingham, and in the north of England. In Birmingham, the movement was championed by Thomas
20 Attwood, a banker who was interested in leading the movement for parliamentary reform in the Midlands, and Joseph Sturge, a wealthy corn merchant. The key figure in the north of England was Fergus O'Connor, at that time the editor of the newspaper *The Northern Star*. In 1839, a Chartist National Convention assembled in London. The delegates talked of proclaiming a 'sacred month' or general strike, and collected signatures for a great petition. This petition was presented to parliament but it was rejected in the Commons by 235 votes to 46. Thereupon the
25 National Convention proclaimed a general strike, but a week later cancelled the proclamation and ignominiously dismissed itself. The government meanwhile had taken action and additional troops had been sent to those areas where Chartism was strongest. Disturbances in Birmingham were crushed, and William Lovett was arrested. The only other Chartist rising occurred in Monmouthshire where a group of miners marched in Newport. Again, this Newport Rising was
30 quickly crushed and its leaders transported for life.

In 1842, a second petition was presented to parliament but was again rejected by 287 votes to 49. A series of riots and strikes followed, most notably the Lancashire Plug Plot, where strikers went round the mills removing the plugs from boilers. Again, government troops moved in to crush all such disturbances and many Chartists were arrested. William Lovett subsequently abandoned the
35 cause, and Fergus O'Connor rose to prominence as the main Chartist leader.

In 1848, under the leadership of O'Connor, a third Chartist petition was drawn up known as the 'Monster Petition'. It was intended to be taken to parliament in a large procession, but the government took elaborate military precautions, and the procession was forbidden to cross the Thames. It was therefore taken to parliament in three cabs instead. O'Connor had claimed that the petition contained five million signatures, but in the event it was found to contain less than two million, and a great many of these were false. Parliament refused to discuss it, and the Chartist movement was discredited.

Despite the fiasco of the third petition, the Chartist movement gave expression to a number of proposals which were later adopted to produce a reformed parliamentary system. Universal manhood suffrage, the abolition of the property qualification and a secret ballot all featured among the Chartists' demands and all of them were eventually granted, but the process of reform was slow and was not fully achieved until the early 20th century. In essence, the demands of the Chartists were too far ahead of the times, and consequently the government took very resolute action to control and suppress their actions. Doubtless the essayist Thomas Carlyle, writing in the mid 19th century, expressed the fear of many MPs when he wrote, 'These chartisms are our French Revolution. God grant that we, with our better methods, may be able to transact it by argument alone.'

Questions 1–7

Complete each sentence with the correct ending A–H.

- 1 The GNCTU
 - 2 The London Working Men's Association
 - 3 The Chartist National Convention
 - 4 The first Chartist petition
 - 5 The Newport Rising
 - 6 The Lancashire Plug Plot
 - 7 The third Chartist petition
- A** was not debated in parliament.
- B** was a response to the government's rejection of the 1842 Chartist petition.
- C** was a failed attempt to establish a universal workers' movement.
- D** was an example of the unrest following the rejection of the 1839 petition.
- E** was a response to the transportation of a number of Chartist leaders.
- F** made an empty threat of industrial action.
- G** was rejected in parliament by a large majority.
- H** anticipated many of the demands of later Chartist petitions.

Technique

Sentence completion (matching endings)

- 1 Look at the beginnings. Put a box around any scanning words such as names or places.
- 2 Skim the endings. Look for relationships like examples, or cause and effect.
- 3 Predict the answers by deciding what is likely to go together.
- 4 Eliminate endings which cannot match. Think about collocations and meaning.
- 5 Use the scan words to find the right part of the text and check your answers.

Questions 8–11

Look at the following statements (Questions 8–11) and the list of people in the box below.

Match each statement with the correct person A–C.

NB You may use any letter more than once.

- 8 He led the Chartist movement in the North of England.
- 9 He was head of the London Working Men's Association.
- 10 He campaigned for parliamentary reform in the Midlands.
- 11 He was the movement's figurehead when the third 'Monster' petition was compiled.

List of people

- A William Lovett
- B Thomas Attwood
- C Fergus O'Connor

Questions 12–14

Do the following statements 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

- 12 The 1848 Chartist procession was halted due to government intervention.
- 13 The third Chartist petition contained more signatures than the 1842 petition.
- 14 All of the Chartists' demands had been granted by 1900.

- 2 Make a checklist of the skills that you have learnt in Units 1 and 2. Put them into a table and keep your own notes and examples for reference.

Reading Skills Checklist

Reading Skills	Notes: comments and examples
1 Surveying a reading passage	Looking at the heading, reading passage and the questions very quickly before skimming for gist

Reading Passage 3

1 You should spend 20 minutes on questions 1–14 which are based on Reading Passage 3.

Technique

Survey the title, the reading passage and the questions. Read the title and skim the text and then the questions. Decide what features the reading passage contains: historical information, description, problem, solution. Notice the order of these features. For example do you expect to find the description of something at the end or do you expect to find (a) solution(s) there? This helps you to navigate the reading passage.

Coffee rust

Why do the British drink so much tea? The answer to this question can be traced back, unexpectedly, to a humble fungus, *hemileia vastatrix*, which attacks the leaves of coffee plants causing a disease popularly known as coffee rust. The appearance of this disease was first reported in the British colony of Ceylon (now Sri Lanka) in 1867. Over the next twenty years, coffee production in Asia and Africa was virtually wiped out. Following a period of severe economic and social upheaval, planters in British colonies shifted to planting tea, and the British were gradually transformed into a nation of tea drinkers.



Under British rule, the island of Ceylon was stripped of its forests to turn over every available acre to coffee production. By the 1870s, Ceylon was exporting nearly 100 million pounds of coffee a year, much of it to England. This empire, however, was swiftly devastated by the arrival of the coffee rust fungus. The rust organism can be recognized by the presence of yellowish powdery lesions on the undersides of the leaves of the coffee plant. Occasionally, green shoots and even the green coffee berries can be infected. The infected leaves drop prematurely, leaving long expanses of bare twigs. This defoliation causes shoots and roots to starve and consequently to die back, reducing the number of nodes on which coffee can be produced the following season.

The rust fungus is dispersed by both wind and rain. By observing the patterns of infection on individual leaves, it can be deduced that splashing rain is the most important means of local, or short-range dispersal. Dispersal over wider areas is primarily by wind, although insects such as flies and wasps may also play a small part. How the fungus first made its way from its native Ethiopia to Ceylon is unknown, but human intervention seems to be the only plausible explanation. Insects as carriers can be ruled out, and it is doubtful whether the fungus could have been blown so far.

The coffee growers probably hoped at first that the disease would disappear as quickly and unaccountably as it had begun. By 1879, however, it was clear that it was not going away, and the Ceylon government made an appeal for someone to be sent to help. The British government responded by sending Harry Marshall Ward, whose brief was to investigate the coffee rust phenomenon and hopefully come up with a cure.

Ward recommended that to effectively protect the plant from invasion, the leaves should be treated with a coating of fungicide (lime-sulfur). Unfortunately, in the case of the Ceylon plantations, the rust epidemic was too well established for this protective measure to save the coffee trees. He also pointed out the risks of intensive monoculture. The continuous planting of coffee trees over the island, without

even the benefit of windbreaks, had created a perfect environment for a fungus epidemic to spread. Despite Ward's warning, when the coffee trees were replaced with tea bushes, they were planted at the same density. It was only by good fortune that no similar fungus arrived to invade the tea bushes and that improved fungicides were soon available to protect the crop.

40 With the destruction of the coffee plantations in Ceylon and subsequent arrival of coffee rust in Java and Sumatra, the world's coffee production shifted to the Americas. Plantations were swiftly established in the tropical highlands of Brazil, Colombia and Central America. Brazil soon became the world's major coffee supplier, closely followed by Colombia.

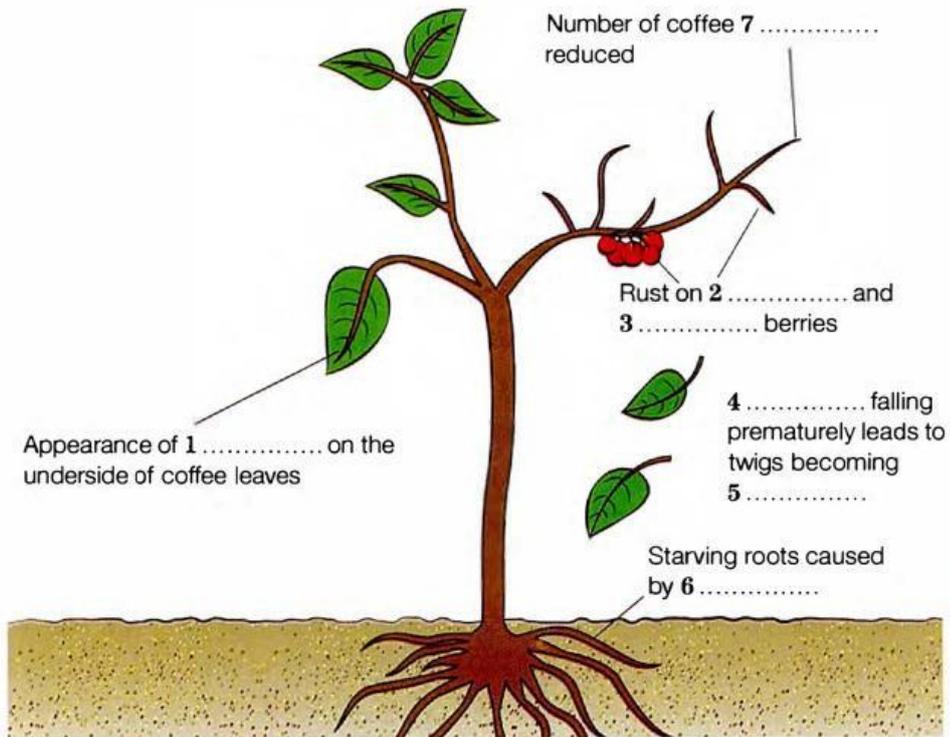
45 Coffee rust was successfully excluded from the Americas for over 100 years by careful quarantine measures. However, in 1970, the fungus was discovered in Brazil, again probably brought in accidentally by humans. Once the barrier of the oceans had been breached, wind dispersal came into play. Infected trees were isolated by creating an 80 km coffeeless 'safety zone' around the infected area, but within eighteen months the rust had jumped the gap in the direction of the prevailing winds. Today, the fungus has spread throughout all the coffee-growing areas, including
50 Colombia and the countries of Central America.

Fungicide applications are now part of the routine production practices on coffee plantations, despite the expense for small growers. Good cultural management, taking into account the density of planting and the climate, is also paramount. Rust-resistant strains of coffee have also been developed but the crop is of poorer quality. Unless a truly rust-resistant variety with more desirable genetic traits can be produced, coffee rust will have to be managed as a continuous epidemic on a perennial crop.

Questions 1–7

Complete the diagram below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 3 for each answer.



Technique

Labelling a diagram

- 1 Study the diagram and identify the type of word for each gap.
- 2 Underline scan words. Try to predict some of the answers.
- 3 Scan the reading passage to identify which section describes the information in the diagram. Is it likely to be at the beginning, in the middle or at the end of the reading passage?
- 4 Read the section carefully and complete the gaps, using the scan words to guide you to the answers.
- 5 Remember the sequence will probably follow the same order as the numbers on the diagram.

*Questions 8 and 9**Choose the correct letter, A, B, C or D.*

- 8 The most important means of long-range dispersal is
- A rain.
 - B wind.
 - C wasps.
 - D flies.
- 9 Coffee rust spread easily in Ceylon
- A due to the density of the coffee trees.
 - B due to the windbreaks.
 - C because the fungicide didn't work.
 - D because it was well established.

*Questions 10–14**Complete each sentence with the correct ending, A–G.*

- 10 The move of coffee production to the Americas was triggered by
- 11 Before 1970, American plantations were protected through
- 12 Attempts in the Americas to isolate the infected trees failed due to
- 13 The coffee trees now have to be protected continuously by
- 14 In the management of the coffee crops, it is also important to consider
- A the density of planting and the climate.
 - B the application of fungicide.
 - C the coffee rust devastation in Ceylon.
 - D the increased demand for coffee in Europe.
 - E careful quarantine measures.
 - F the genetic traits of the coffee tree.
 - G the prevailing winds.

Technique

Choose 5–7 words or phrases from the reading passage and the questions for future use in all skills. Record the words according to theme and/or function and with a context, e.g. Question 10 'was triggered by', which can be recorded under cause and effect.

- 2 Choose 5–7 words or phrases from the reading passage and the questions that you think will be useful to remember. Keep a record of them.
- 3 Make a list of the text features in this reading passage, e.g. description, historical information and problem. Then do the same with Reading passages 1 and 2.