Full name: ..... **READING HOMEWORK – PART 2**

Worksheet 9	**Topic: The news and media**		**WID:** IELTS5.0_09_R **QR code:**
Skills	**Reading:** - Skimming to identify types of information - The Passive	..... **pts/10**	
	Reading exam skills: matching information	..... **pts/10**	

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

What does it take to become an astronaut?

A What could be more thrilling than travelling through space and seeing the Earth from miles above? Becoming an astronaut used to be a typical ambition for children, but one they were unlikely ever to fulfill – it was even harder to achieve than becoming a rock star or Hollywood actor. However, since it was launched, the International Space Station (ISS) has been home to well over 200 people from 18 different countries. Although some critics complain that investing in the ISS is a poor use of billions of dollars, they should not forget that research in the unique conditions of the ISS has resulted in some incredible discoveries in medical treatments, weather science and satellite technology, which we now use on Earth. More teams are scheduled to be sent up in the future and are certain to make even more valuable contributions to humanity.

B So what are the requirements for someone wanting to work on the ISS? First, the applicant must be a citizen of the nation whose space programme they are applying for, or be willing to become one. Age is also important, mid-20s to mid-40s being the preferred range. Natural intelligence is vital, and so is achievement in such fields as engineering, biological and physical sciences, and mathematics. Candidates are nearly always from a military background, often because they already have piloting skills, but in some countries, civilians can also apply. For example, in the USA, the National Aeronautics and Space Administration (NASA) considers people from a wide range of backgrounds.

C Obviously, applicants are unlikely to have previous space-travel experience when they attend an interview, but recruiters also look for qualities such as adaptability and determination. Even after an applicant has got through the first stage of the interview process, there are still other tests they have to pass. For example, if it is discovered that the quality of an applicant's eyesight is poor then, unfortunately, it's time to go home. There is a tough physical examination as well. Astronauts need to prove they are in good shape because if they are eventually chosen to go on a mission, they will have to survive long months in microgravity, something which can cause uncomfortable swelling in the arms and legs, and can affect the cardiovascular system.

D Eventually, out of all the applicants that apply, a small group is chosen to attend a two-year period of study. During this time, they will learn a whole range of new things, such as a new language (they will have to communicate with other nationalities on the ISS). They will also have media awareness lessons and special preparation in a simulated zero-gravity environment. Once they have completed these sessions, the potential astronauts may have to wait years before being chosen to go up to the ISS. In other words, they need to be willing and able to depart at any time.

E If an astronaut is lucky enough to be sent to the ISS, he or she will have plenty to keep them busy. Mostly they will be involved in scientific research, experimentation and maintaining equipment. But just as in any home, the ISS must be kept clean. In fact, wiping and vacuuming up dirt and debris is even more important in space, as the tiny particles could cause huge problems if they got inside some of the computers or other equipment. Astronauts on board the ISS certainly report that they miss their children, their families and their friends on Earth, but few ever complain about boredom. Of course, technology makes it a lot easier to stay in touch nowadays.

F While the daily routine for an astronaut on the ISS may be little different from any other kind of job, there are many new challenges each astronaut faces when they take their first trip into space. One of these is getting used to the fact that there is no more 'night' and 'day' – at least, not in the way the astronauts have previously experienced them. In fact, astronauts on the ISS will see a sunrise, or sunset, every 45 minutes. Travelling at 17,500 miles an hour means they orbit the Earth 16 times in a normal 'day'. As a result, it means they won't know when they are supposed to sleep any more. This is one of the reasons why they need to follow the schedule that is organised for them. The schedule also tells them when they need to visit the gymnasium – which is at least once a day. If they do not exercise regularly, they will soon lose all the muscle in their legs.

G Another challenge concerns when, what and how the astronauts eat. The schedule, of course, tells them when it's time to heat up a packaged meal, some of which are now prepared especially to suit the tastes of the different nationalities amongst the crew. However, for a long time astronauts have reported that normal food loses its flavour in the ISS, and they find it harder to taste anything. Scientists think this has something to do with the fact that fluid moves to the upper body in microgravity, especially the head. This causes the tissues of the face to swell slightly and makes the nose feel blocked. This is why ISS crews often prefer really spicy food and strong flavours. If the food still isn't spicy enough, they can add salt and pepper, but these have to be squeezed out of tubes in liquid form!

The text has seven paragraphs (A–G). Which paragraph contains the following information 1-10? You can choose any letter more than once.

1. Details of the way that the ISS moves around the planet

2. A reason why applicants are rejected early on in the recruitment process

3. An account of how a particular human sense can be affected during time spent on the ISS

4. A challenge to the idea that the funding of the ISS is wasteful

5. A justification for the fitness tests that potential astronauts have to pass

6. A mention of both specialized and routine work that is carried out on the ISS

7. Examples of the necessary academic requirements for applicants

8. An explanation of why astronauts need to stick to a strict timetable in space

9. A comparison between different kinds of occupation

10. A reference to the kind of skills acquired during an astronaut training programme

Exercise 7. [IELTS Reading: Matching information] Read the passage and answer the questions.

The Motor Car

A There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. The average distance driven by car users is growing too - from 8 km a day per person in Western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis, which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C Until a hundred years ago, most journeys were in the 20 km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. Today about 90 per cent of inland freight in the United Kingdom is carried by road. Clearly the world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?

D In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to

impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behavior.

E A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favor of mass transit.

F Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G One solution that has been put forward is the long-term solution of designing cities and neighborhoods so that car journeys are not necessary - all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision - and the capital - to make such profound changes in modern lifestyles.

H A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable - and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate.

The following reading passage has eight paragraphs (A-H). Which paragraphs concentrate on the following information?

NB You need only write ONE letter for each answer.

1. A comparison of past and present transportation methods
2. How driving habits contribute to road problems
3. The relative merits of cars and public transport
4. The writer's own prediction of future solutions
5. The increasing use of motor vehicles

6. The impact of the car on city development

Exercise 8. [IELTS Reading: Matching information] Read the following passage.

Investigating Children's Language

A For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description. Since then, the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth.

B Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problems that have to be faced are quite different from those encountered when working with adults. Many of the linguist's routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children's cognitive development – such as their ability to pay attention or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language, a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child's speech – knows how frustrating this can be. Some children, it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on.

C Since the 1960s, however, several sophisticated recording techniques and experimental designs have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones so that the effects of having an investigator in the same room as the child can be eliminated. Large-scale sampling programmes have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques that fall well within a child's intellectual level and social experience. Even pre-linguistic infants have been brought into the research: acoustic techniques are used to analyse their vocalisations, and their ability to perceive the world around them is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of language acquisition from birth until puberty.

D There is no single way of studying children's language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage, and the great age range that they present. Two main research paradigms are found.

E One of these is known as 'naturalistic sampling'. A sample of a child's spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child's own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction (especially if the proceedings are being filmed). Alternatively, the recording can be made in a research centre, where the child is allowed to play freely with toys while talking to parents or other children, and the observers and their equipment are unobtrusive.

F A good quality, representative, naturalistic sample is generally considered an ideal datum for child language study. However, the method has several limitations. These samples are informative about speech production, but they give little guidance about children's comprehension of what they hear around them. Moreover, samples cannot contain everything, and they can easily miss some important features of a child's linguistic ability. They may also not provide enough instances of a developing feature to enable the analyst to make a decision about the way the child is learning. For such reasons, the description of samples of child speech has to be supplemented by other methods.

G The other main approach is through experimentation, and the methods of experimental psychology have been widely applied to child language research. The investigator formulates a specific hypothesis about children's ability to use or understand an aspect of language and devises a relevant task for a group of subjects to undertake. A statistical analysis is made of the subjects' behaviour, and the results provide evidence that supports or falsifies the original hypothesis.

H Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalise the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations. Experimental research is, therefore, a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine.

The Reading Passage has eight paragraphs, A-H. Which paragraphs contains the following information?

NB. You may use any letter more than once.

1. the possibility of carrying out research on children before they start talking

2. the difficulties in deducing theories from systematic experiments

3. the differences between analysing children's and adults' language

4. the ability to record children without them seeing the researcher

5. the drawbacks of recording children in an environment they know