IELTS

READING ACADEMIC

EXERCISES - 1 to 10

FREE

IELTS - READING ACADEMIC / Exercises 1 to 10

Entenda como é o IELTS

Existem dois tipos de testes, o IELTS Academic, para quem deseja estudar fora; e o IELTS General Training, que avalia o domínio do inglês em situações práticas do dia a dia.

O IELTS General Training é o teste que você vai precisar fazer para aplicar para a residência permanente. Por ele, você será avaliado em sua capacidade de conversação, de compreender informações; de interpretar textos e escrever redações.

O exame é dividido em seções com diferentes tempos de duração. Os testes de interpretação oral e de texto e a redação são feitos em sequência, já o teste de conversação pode ser feito até 7 dias antes ou depois da data do exame, de acordo com a disponibilidade do centro que aplicar o teste. No infográfico abaixo você confere mais detalhes do formato do exame e do tempo disponível para cada etapa:

Listening - 30 minutos

O candidato ouve 4 textos gravados, monólogos e conversas com diferentes sotaques nativos, e em seguida escreve as respostas para uma série de perguntas. As conversas são divididas das seguintes formas e ouvidas apenas uma vez:

Parte 1 Uma conversa entre duas pessoas em um contexto social. ex: Uma entrevista de emprego.

Parte 2 Um monólogo sobre um momento do cotidiano. ex: Uma apresentação sobre serviços disponíveis em algum lugar.

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Parte 3 Uma conversa entre até 4 pessoas em um contexto educacional ou de treinamento. ex: Uma conversa entre professor e alunos

Parte 4 Um monólogo sobre um tema acadêmico. ex: Uma palestra

Reading - 60 minutos

A parte de leitura é formada por textos autênticos extraídos de livros, revistas, jornais, anúncios e guias, seguidos por 40 questões variadas para testar a habilidade de interpretação do candidato.

Writing - 60 minutos

A parte escrita é composta de duas redações sobre tópicos de interesse geral.

REDAÇÃO 1 Os candidatos são apresentados a uma situação e devem escrever uma carta solicitando mais informações ou explicando a situação. Ela pode ter de ser no estilo pessoal, semiformal ou formal.

REDAÇÃO 2 Escrever uma composição em resposta a um ponto de vista, argumento ou problema.

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Speaking - 11 a 14 minutos

A parte falada do IELTS avalia a capacidade do candidato de se expressar verbalmente em inglês. Tudo é gravado, e as questões são feitas de uma forma que os candidatos não podem ensaiar suas respostas antes.

PARTE 1 Candidatos respondem perguntas gerais sobre eles mesmos e sobre uma variedade de tópicos familiares. Duração de 4 a 5 minutos.

PARTE 2 Os candidatos recebem um cartão com um tópico sobre o qual eles devem falar. Eles têm apenas um minuto para se preparar para falar até dois minutos, e em seguida devem responder a uma ou duas perguntas do examinador sobre o mesmo assunto.

PARTE 3 São feitas mais perguntas relacionadas ao tópico da parte 2. Essas perguntas dão ao candidato a possibilidade de falar mais sobre ideias e de uma forma mais abstrata. Duração de 4 a 5 minutos.

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Exercise 1

Read the information below and answer Questions 1-12:

You should spend about 20 minutes on Questions 1-12 which are based on Reading Passage 1 below:

Population Viability Analysis

Part A

To make political decisions about the extent and type of forestry in a region it is important to understand the consequences of those decisions. One tool for assessing the impact of forestry on the ecosystem is population viability analysis (PVA). This is a tool for predicting the probability that a species will become extinct in a particular region over a specific period. It has been successfully used in the United States to provide input into resource exploitation decisions and assist wildlife managers and there is now enormous potential for using population viability to assist wildlife management in Australia's forests. A species becomes extinct when the last individual dies. This observation is a useful starting point for any discussion of extinction as it highlights the role of luck and chance in the extinction process. To make a prediction about extinction we need to understand the processes that can contribute to it and these fall into four broad categories which are discussed below.Special Diets

If you require a special diet you must inform us at the time of booking with a copy of the diet. This will be notified to the hotel or hotels on your coach break, but on certain coach breaks the hotels used are tourist class and whilst offering value for money within the price range, they may not have the full facilities to cope with special diets. Any extra costs incurred must be paid to the hotel by yourself before departure from the hotel.

Part B

A - Early attempts to predict population viability were based on demographic uncertainty whether an individual survives from one year to the next will largely be a matter of

chance. Some pairs may produce several young in a single year while others may produce none in that same year. Small populations will fluctuate enormously because of the random nature of birth and death and these chance fluctuations can cause species extinctions even if, on average, the population size should increase. Taking only this uncertainty of ability to reproduce into account, extinction is unlikely if the number of individuals in a population is above about 50 and the population is growing.

B - Small populations cannot avoid a certain amount of inbreeding. This is particularly true if there is a very small number of one sex. For example, if there are only 20 individuals of a species and only one is a male, all future individuals in the species must be descended from that one male. For most animal species such individuals are less likely to survive and reproduce. Inbreeding increases the chance of extinction.

C - Variation within a species is the raw material upon which natural selection acts. Without genetic variability, a species lacks the capacity to evolve and cannot adapt to changes in its environment or to new predators and new diseases. The loss of genetic diversity associated with reductions in population size will contribute to the likelihood of extinction.

D - Recent research has shown that other factors need to be considered. Australia's environment fluctuates enormously from year to year. These fluctuations add yet another degree of uncertainty to the survival of many species. Catastrophes such as fire, flood, drought or epidemic may reduce population sizes to a small fraction of their average level. When allowance is made for these two additional elements of uncertainty the population size necessary to be confident of persistence for a few hundred years may increase to several thousand.

Part C

Besides these processes, we need to bear in mind the distribution of a population. A species that occurs in five isolated places each containing 20 individuals will not have the same probability of extinction as a species with a single population of 100 individuals in a single locality. Where logging occurs (that is, the cutting down of forests for timber) forest-dependent creatures in that area will be forced to leave. Ground-dwelling herbivores may return within a decade. However, arboreal marsupials (that is animals which live in trees) may not recover to pre-logging densities for over a century. As more forests are logged, animal population sizes will be reduced further. Regardless of the theory or model that we choose, a reduction in population size decreases the

genetic diversity of a population and increases the probability of extinction because of any or all of the processes listed above. It is therefore, a scientific fact that increasing the area that is loaded in any region will increase the probability that forest-dependent animals will become extinct.

Questions 1-4:

Do the following statements agree with the views of the writer in Part A of Reading Passage 1?

YES if the statement agrees with the writer
NO if the statement contradicts the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

Example	**Answer**
A link exists between the consequences of decisions and the decision making process itself.	YES

1 - Scientists are interested in the effect of forestry on native animals.

2 - PVA has been used in Australia for many years.

3 - A species is said to be extinct when only one individual exists.

4 - Extinction is a naturally occurring phenomenon.

Questions 5-8:

These questions are based on Part B of Reading Passage 1. In paragraphs A to D the author describes four processes which may contribute to the extinction of a species. Match the list of processes (i-vi) to the paragraphs.
NB: There are more processes than paragraphs so you will not use all of them.

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5 - Paragraph A

6 - Paragraph B

7 - Paragraph C

8 - Paragraph D

Processes

i Loss of ability to adapt
ii Natural disasters
iii An imbalance of the sexes
iv Human disasters
v Evolution
vi The haphazard nature of reproduction

Questions 9-11:

Based on your reading of Part C, complete the sentences below with words taken from the passage. Use **NO MORE THAN THREE WORDS** for each answer.

While the population of a species may be on the increase, there is always a chance that small isolated groups **..... (9) .....** Survival of a species depends on a balance between the size of a population and its **..... (10) .....** The likelihood that animals which live in forests will become extinct is increased when **..... (11) .....**

Question 12:

Choose the appropriate letter A-D and write it in box 39 on your answer sheet.

12 - An alternative heading for the passage could be:

A - The protection of native flora and fauna
B - Influential factors in assessing survival probability
C - An economic rationale for the logging of forests
D - Preventive measures for the extinction of a species

Answers:

1 - Yes 2 - No 3 - No 4 - Not Given 5 - vi; 6 - iii; 7 - i; 8 - ii;
9 - will (/may) not survive / will (/ may/ could) become extinct 10 - locality/ distribution 11 - logging takes place/ logging occurs 12 - B

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Exercise 2

Questions 1-14:

You should spend no more than 20 minutes on Questions 1-14 which are based on Reading Passage 2 below:

Visual Symbols and the Blind

Part 1

From a number of recent studies, it has become clear that blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other surfaces in space. IELTS reading sample 2But pictures are more than literal representations. This fact was drawn to my attention dramatically when a blind woman in one of my investigations decided on her own initiative to draw a wheel as it was spinning. To show this motion, she traced a curve inside the circle (Fig. 1). I was taken aback, lines of motion, such as the one she used, are a very recent invention in the history of illustration. Indeed, as art scholar David Kunzle notes, Wilhelm Busch, a trend-setting nineteenth-century cartoonist, used virtually no motion lines in his popular figure until about 1877.

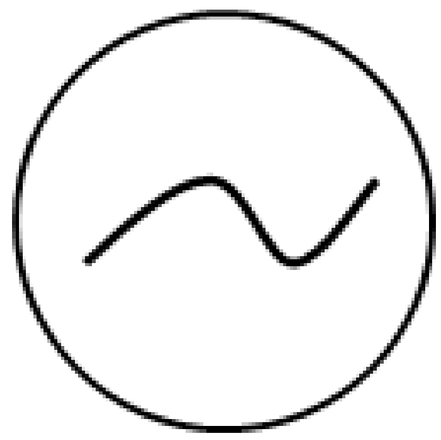

Fig. 1

When I asked several other blind study subjects to draw a spinning wheel, one particularly clever rendition appeared repeatedly: several subjects showed the wheel's spokes as curves lines. When asked about these curves, they all described them as metaphorical ways of suggesting motion. Majority rule would argue that this device somehow indicated motion very well. But was it a better indicator than, say, broken or wavy lines or any other kind of line, for that matter? The answer was not clear. So I decided to test whether various lines of motion were apt ways of showing movement or if they were merely idiosyncratic marks. Moreover, I wanted to discover whether there were differences in how the blind and the sighted interpreted lines of motion.

To search out these answers, I created raised-line drawings of five different wheels, depicting spokes with lines that curved, bent, waved, dashed and extended beyond

the perimeters of the wheel. I then asked eighteen blind volunteers to feel the wheels and assign one of the following motions to each wheel: wobbling, spinning fast, spinning steadily, jerking or braking. My control group consisted of eighteen sighted undergraduates from the University of Toronto.

All but one of the blind subjects assigned distinctive motions to each wheel. Most guessed that the curved spokes indicated that the wheel was spinning steadily; the wavy spokes, they thought; suggested that the wheel was wobbling, and the bent spokes were taken as a sign that the wheel was jerking. Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly.

In addition, the favoured description for the sighted was favoured description for the blind in every instance. What is more, the consensus among the sighted was barely higher than that among the blind. Because motion devices are unfamiliar to the blind, the task I gave them involved some problem solving. Evidently, however, the blind not only figured out the meaning for each of the motion, but as a group they generally came up with the same meaning at least as frequently as did sighted subjects.

Part 2

We have found that the blind understand other kinds of visual metaphors as well. One blind woman drew a picture of a child inside a heart-choosing that symbol, she said, to show that love surrounded the child. With Chang Hong Liu, a doctoral student from china, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning.

We gave a list of twenty pairs of words to sighted subjects and asked them to pick from each pair the term that best related to a circle and the term that best related to assure. For example, we asked: what goes with soft? A circle or a square? Which shape goes with hard?

All our subjects deemed the circle soft and the square hard. A full 94% ascribed happy to the circle, instead of sad. But other pairs revealed less agreement: 79% matched fast to slow and weak to strong, respectively. And only 51% linked deep to circle and shallow to square. (see Fig. 2) When we tested four totally blind volunteers using the same list, we found that their choices closely resembled those made by the sighted subjects. One man, who had been blind since birth, scored extremely well. He made only one match differing from the consensus, assigning 'far' to square and 'near' to

circle. In fact, only a small majority of sighted subjects, 53%, had paired far and near to the opposite partners. Thus we concluded that the blind interprets abstract shapes as sighted people do.

Words associated with circle/square	Agreement among subjects(%)
SOFT-HARD	100
MOTHER-FATHER	94
HAPPY-SAD	94
GOOD-EVIL	89
LOVE-HATE	89
ALIVE-DEAD	87
BRIGHT-DARK	87
LIGHT-HEAVY	85
WARM-COLD	81
SUMMER-WINTER	81
WEAK-STRONG	79
FAST-SLOW	79
CAT-DOG	74
SPRING-FALL	74
QUIET-LOUD	62
WALKING-STANDING	62
ODD-EVEN	57
FAR-NEAR	53
PLANT-ANIMAL	53
DEEP-SHALLOW	51

Subjects were asked which word in each pair fits with a circle and which with a square. These percentages show the level of consensus among sighted subjects.

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Questions 1-3:

Choose the correct letter, **A, B, C or D**.

Write your answers in boxes 27 –29 on your answer sheet.

1 - In the first paragraph, the writer makes the point that blind people

A - may be interested in studying art.

B - can draw outlines of different objects and surfaces.

C - can recognise conventions such as perspective.

D - can draw accurately.

2 - The writer was surprised because the blind woman

A - drew a circle on her own initiative.

B - did not understand what a wheel looked like.

C - included a symbol representing movement.

D - was the first person to use lines of motion.

3 - From the experiment described in Part 1, the writer found that the blind subjects

A - had good understanding of symbols representing movement.

B - could control the movement of wheels very accurately.

C - worked together well as a group in solving problems.

D - got better results than the sighted undergraduates.

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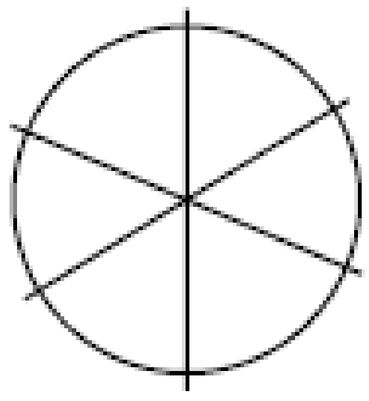
Questions 4-6:

Look at the following diagrams (Questions 4-6), and the list of types of movement below. Match each diagram to the type of movement A–E generally assigned to it in the experiment. Choose the correct letter A–E:



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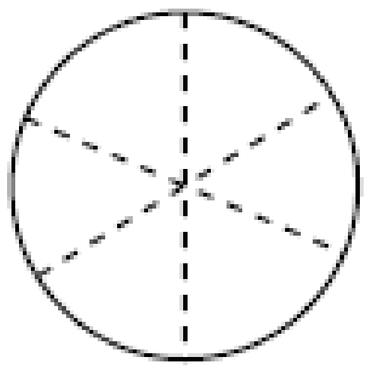

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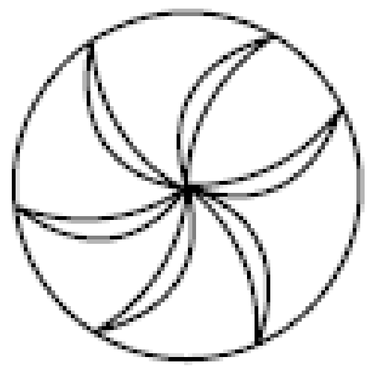

32

A - steady spinning

B - jerky movement

C - rapid spinning

D - wobbling movement

E - use of brakes

Questions 7-13:

Complete the summary below using words from the box. **NB:** You may use any word more than once.

In the experiment described in Part 2, a set of word **7.....** was used to investigate whether blind and sighted people perceived the symbolism in abstract **8.....** in the same way. Subjects were asked which word fitted best with a circle and which with a square. From the **9.....** volunteers, everyone thought a circle fitted ‘soft ’while a square fitted ‘hard’. However, only 51% of the **10.....** volunteers assigned a circle to **11.....** . When the test was later repeated with **12.....** volunteers, it was found that they made **13.....** choices.

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associations blind deep hard hundred identical
pairs shapes sighted similar shallow soft words

Question 14

Choose the correct letter **A, B, C or D**:

Which of the following statements best summarises the writer's general conclusion?

A - The blind represent some aspects of reality differently from sighted people.

B - The blind comprehend visual metaphors in similar ways to sighted people.

C - The blind may create unusual and effective symbols to represent reality.

D - The blind may be successful artists if given the right training.

Answers:

1 - C 2 - C 3 - A 4 - E 5 - C 6 - A 7 - pairs 8. shapes
9 - sighted 10 - sighted 11 - deep 12 - blind 13 - similar 14 - B

Exercise 3

Questions 1-13:

You should spend no more than 20 minutes on Questions 1-13 which are based on Reading Passage below:

Zoo Conservation Programmes

One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality. Headlined "Without zoos, you might as well tell these animals to get stuffed", it was bordered with illustrations of several endangered species and went on to extol the myth that without zoos like London Zoo these animals "will almost certainly disappear forever". With the zoo world's rather mediocre record on conservation, one might be forgiven for being slightly sceptical about such an advertisement.

Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject. Eight years later, a series of world conferences took place, entitled "The Breeding of Endangered Species", and from this point onwards conservation became the zoo community's buzzword. This commitment has now been clear defined in The World Zoo Conservation Strategy (WZCS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry.

The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in coordinated conservation programmes. This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments. Of course, it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis.

The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this

select list might merely be that the zoo is a member of a zoo federation or association. This might be a good starting point, working on the premise that members must meet certain standards, but again the facts don't support the theory. The greatly respected American Association of Zoological Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has occasionally had members that have been roundly censured in the national press. These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country. This establishment, which for years was protected by the Isle's local council (which viewed it as a tourist amenity), was finally closed down following a damning report by a veterinary inspector appointed under the terms of the Zoo Licensing Act 1981. As it was always a collection of dubious repute, one is obliged to reflect upon the standards that the Zoo Federation sets when granting membership. The situation is even worse in developing countries where little money is available for redevelopment and it is hard to see a way of incorporating collections into the overall scheme of the WZCS.

Even assuming that the WZCS's 1,000 core zoos are all of a high standard complete with scientific staff and research facilities, trained and dedicated keepers, accommodation that permits normal or natural behaviour, and a policy of co-operating fully with one another what might be the potential for conservation? Colin Tudge, author of Last Animals at the Zoo (Oxford University Press, 1992), argues that "if the world"s zoos worked together in co-operative breeding programmes, then even without further expansion they could save around 2,000 species of endangered land vertebrates'. This seems an extremely optimistic proposition from a man who must be aware of the failings and weaknesses of the zoo industry the man who, when a member of the council of London Zoo, had to persuade the zoo to devote more of its activities to conservation. Moreover, where are the facts to support such optimism?

Today approximately 16 species might be said to have been "saved" by captive breeding programmes, although a number of these can hardly be looked upon as resounding successes. Beyond that, about a further 20 species are being seriously considered for zoo conservation programmes. Given that the international conference at London Zoo was held 30 years ago, this is pretty slow progress, and a long way off Tudge's target of 2,000.

Questions 1-7:

You should spend no more than 20 minutes on Questions 1-13 which are based on Do

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the following statements agree with the views of the writer in Reading Passage 3? In boxes 16-22 write :

Y if the statement agrees with the writer

N if the statement contradicts the writer

NG if it is impossible to say what the writer thinks about this

1 - London Zoo's advertisements are dishonest.

2 - Zoos made an insignificant contribution to conservation up until 30 years ago.

3 - The WZCS document is not known in Eastern Europe.

4 - Zoos in the WZCS select list were carefully inspected.

5 - No-one knew how the animals were being treated at Robin Hill Adventure Park.

6 - Colin Tudge was dissatisfied with the treatment of animals at London Zoo.

7 - The number of successful zoo conservation programmes is unsatisfactory.

Questions 8-10

Choose the appropriate letters A-D:

8 - What were the objectives of the WZCS document?

A - to improve the calibre of zoos worldwide

B - to identify zoos suitable for conservation practice

C - to provide funds for zoos in underdeveloped countries

D - to list the endangered species of the world

9 - Why does the writer refer to Robin Hill Adventure Park?

A - to support the Isle of Wight local council

B - to criticise the 1981 Zoo Licensing Act

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C - to illustrate a weakness in the WZCS document

D - to exemplify the standards in AAZPA zoos

10 - What word best describes the writer's response to Colin Tudges' prediction on captive breeding programmes?

A - disbelieving

B - impartial

C - prejudiced

D - accepting

Questions 11-13

The writer mentions a number of factors which lead him to doubt the value of the WZCS document Which THREE of the following factors are mentioned?

List of Factors:

A - the number of unregistered zoos in the world

B - the lack of money in developing countries

C - the actions of the Isle of Wight local council

D - the failure of the WZCS to examine the standards of the "core zoos"

E - the unrealistic aim of the WZCS in view of the number of species "saved" to date

F - the policies of WZCS zoo managers

Answers:

1 - Y 2 - Y 3 - NG 4 - N 5 - N 6 - NG 7 - Y 8 - B
9 - C 10 - A 11 - A 12 - D 13 - E (In any order)

Exercise 4

Questions 1-13:

You should spend no more than 20 minutes on Questions 1-12 which are based on Reading Passage below:

A Workaholic Economy

For the first century or so of the industrial revolution, increased productivity led to decreases in working hours. Employees who had been putting in 12-hour days, six days a week, found their time on the job shrinking to 10 hours daily, then finally to eight hours, five days a week. Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least it seems they need not have bothered.

Although the output per hour of work has more than doubled since 1945, leisure seems reserved largely for the unemployed and underemployed. Those who work full-time spend as much time on the job as they did at the end of World War II. In fact, working hours have increased noticeably since 1970 — perhaps because real wages have stagnated since that year. Bookstores now abound with manuals describing how to manage time and cope with stress.

There are several reasons for lost leisure. Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel, says economist Juliet B. Schor of Harvard University. Indeed, the current economic recovery has gained a certain amount of notoriety for its “jobless” nature: increased production has been almost entirely decoupled from employment. Some firms are even downsizing as their profits climb. “All things being equal, we’d be better off spreading around the work,” observes labour economist Ronald G. Ehrenberg of Cornell University.

Yet a host of factors pushes employers to hire fewer workers for more hours and at the same time compels workers to spend more time on the job. Most of those incentives involve what Ehrenberg calls the structure of compensation: quirks in the way salaries and benefits are organised that make it more profitable to ask 40 employees to labour an extra hour each than to hire one more worker to do the same 40-hour job.

Professional and managerial employees supply the most obvious lesson along these

lines. Once people are on salary, their cost to a firm is the same whether they spend 35 hours a week in the office or 70. Diminishing returns may eventually set in as overworked employees lose efficiency or leave for more arable pastures. But in the short run, the employer's incentive is clear. Even hourly employees receive benefits - such as pension contributions and medical insurance - that are not tied to the number of hours they work. Therefore, it is more profitable for employers to work their existing employees harder.

For all that employees complain about long hours, they too have reasons not to trade money for leisure. "People who work reduced hours pay a huge penalty in career terms," Schor maintains. "It's taken as a negative signal' about their commitment to the firm.' [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm's well-being, so they use the number of hours worked as a proxy for output. "Employees know this," she says, and they adjust their behaviour accordingly.

"Although the image of the good worker is the one whose life belongs to the company," Bailyn says, "it doesn't fit the facts.' She cites both quantitative and qualitative studies that show increased productivity for part-time workers: they make better use of the time they have and they are less likely to succumb to fatigue in stressful jobs. Companies that employ more workers for less time also gain from the resulting redundancy, she asserts. "The extra people can cover the contingencies that you know are going to happen, such as when crises take people away from the workplace." Positive experiences with reduced hours have begun to change the more-is-better culture at some companies, Schor reports.

Larger firms, in particular, appear to be more willing to experiment with flexible working arrangements...

It may take even more than changes in the financial and cultural structures of employment for workers successfully to trade increased productivity and money for leisure time, Schor contends. She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households. Automobile makers no longer manufacture cheap models, and developers do not build the tiny bungalows that served the first postwar generation of home buyers. Not even the humblest household object is made without a microprocessor. As Schor notes, the situation is a curious inversion of the "appropriate technology" vision that designers have had for developing countries: U.S. goods are appropriate only for high incomes and long hours. ----- Paul Walluh

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Questions 1-6

Do the following statements agree with the views of the writer in reading passage 4?

YES if the statement agrees with the writer
NO if the statement contradicts the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

Example	**Answer**
During the industrial revolution, people worked harder	NOT GIVEN

1 - Today, employees are facing a reduction in working hours.

2 - Social planners have been consulted about US employment figures.

3 - Salaries have not risen significantly since the 1970s.

4 - The economic recovery created more jobs.

5 - Bailyn's research shows that part-time employees work more efficiently.

6 - Increased leisure time would benefit two-career households.

Questions 7-8

Choose the appropriate letters A-D:

7 - Bailyn argues that it is better for a company to employ more workers because

A - it is easy to make excess staff redundant.

B - crises occur if you are under-staffed.

C - people are available to substitute for absent staff.

D - they can project a positive image at work.

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8 - Schor thinks it will be difficult for workers in the US to reduce their working hours because

A - they would not be able to afford cars or homes.

B - employers are offering high incomes for long hours.

C - the future is dependent on technological advances.

D - they do not wish to return to the humble post-war era.

Questions 9-12

The writer mentions a number of factors that have resulted, in employees working longer hours. Which FOUR of the following factors are mentioned?

List of Factors

A - Books are available to help employees cope with stress.

B - Extra work is offered to existing employees.

C - Increased production has led to joblessness.

D - Benefits and hours spent on the job are not linked.

E - Overworked employees require longer to do their work.

F - Longer hours indicate a greater commitment to the firm.

G - Managers estimate staff productivity in terms of hours worked.

H - Employees value a career more than a family.

Answer:

1 - No 2 - Not Given 3 - Yes 4 - No 5 - Yes 6 - Not Given 7 - C 8 - A
9 - B. Extra work is offered to existing employees. 10 - D. Benefits and hours spent on the job are not linked 11 - F. Longer hours indicate greater commitment to the firm. 12 - G. Managers estimate staff productivity in terms of hours worked.

Exercise 5

Questions 1-14:

You should spend no more than 20 minutes on Questions 1-14 which are based on Reading Passage below:

The Risks of Cigarette Smoke

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that, years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 percent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 percent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasised the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore, more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 percent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 percent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 percent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

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A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasises that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticise the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free workplaces, schools and public places.

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Questions 1-3

Choose the appropriate letters A - D:

1 - According to information in the text, leukaemia and pneumonia

A - are responsible for 84,000 deaths each year.

B - are strongly linked to cigarette smoking.

C - are strongly linked to lung cancer.

D - result in 30 percent of deaths per year.

2 - According to information in the text, intake of carbon monoxide

A - inhibits the flow of oxygen to the heart.

B - increases absorption of other smoke particles.

C - inhibits red blood cell formation.

D - promotes nicotine absorption.

3 - According to information in the text, intake of nicotine encourages

A - blood circulation through the body.

B - activity of other toxins in the blood.

C - formation of blood clots.

D - an increase of platelets in the blood.

Questions 4-7

Do the following statements reflect the claims of the writer in Reading Passage 5?

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

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4 - Thirty percent of deaths in the United States is caused by smoking-related diseases.

5 - If one partner in a marriage smokes, the other is likely to take up smoking.

6 - Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.

7 - Opponents of smoking financed the UCSF study.

Questions 8-10

Choose ONE phrase from the list of phrases A-J below to complete each of the following sentences (Questions 8-10).

8 - Passive smoking .....

9 - Compared with a non-smoker, a smoker .....

10 - The American Medical Association .....

A - includes reviews of studies in its reports.

B - argues for stronger action against smoking in public places.

C - is one of the two most preventable causes of death.

D - is more likely to be at risk from passive smoking diseases.

E - is more harmful to non-smokers than to smokers.

F - is less likely to be at risk of contracting lung cancer.

G - is more likely to be at risk of contracting various cancers.

H - opposes smoking and publishes research on the subject.

I - is just as harmful to smokers as it is to non-smokers.

J - reduces the quantity of blood flowing around the body.

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Questions 11-14

Classify the following statements as being

A - a finding of the UCSF study

B - an opinion of the UCSF study

C - a finding of the EPA report

D - an assumption of consultants to the tobacco industry

NB: You may use any letter more than once.

11 - Smokers' cardiovascular systems adapt to the intake of environmental smoke.

12 - There is a philosophical question as to whether people should have to inhale others' smoke.

13 - Smoke-free public places offer the best solution.

14 - The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.

Answer:

1 - B 2 - A 3 - C 4 - NO 5 - NOT GIVEN 6 - YES 7 - NOT GIVEN
8 - E 9 - G 10 - H 11 - A 12 - B 13 - B 14 - C

Exercise 6

Questions 1-13:

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

A Remarkable Beetle

More than 4,000 species of these remarkable creatures have evolved and adapted to the world's different climates and the dung of its many animals. Australia's native dung beetles are scrub and woodland dwellers, specialising in coarse marsupial droppings and avoiding the soft cattle dung in which bush flies and buffalo flies breed.

In the early 1960s George Bornemissza, then a scientist at the Australian Government's premier research organisation, the Commonwealth Scientific and Industrial Research Organisation (CSIRO), suggested that dung beetles should be introduced to Australia to control dung-breeding flies. Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle, from Asia, Europe and Africa, aiming to match them to different climatic zones in Australia. Of the 26 species that are known to have become successfully integrated into the local environment, only one, an African species released in northern Australia, has reached its natural boundary.

Introducing dung beetles into a pasture is a simple process: approximately 1,500 beetles are released; a handful at a time, into fresh cow pats 2 in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels.

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The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long) is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiplies rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a subtropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species. In warmer climates, many species are active for longer periods of the year.

Dung beetles were initially introduced in the late 1960s with a view to controlling buffalo flies by removing the dung within a day or two and so preventing flies from breeding. However, other benefits have become evident. Once the beetle larvae have finished pupation, the residue is a first-rate source of fertiliser. The tunnels abandoned by the beetles provide excellent aeration and water channels for root systems. In addition, when the new generation of beetles has left the nest the abandoned burrows are an attractive habitat for soil-enriching earthworms. The digested dung in these burrows is an excellent food supply for the earthworms, which decompose it further to provide essential soil nutrients.

If it were not for the dung beetle, chemical fertiliser and dung would be washed by rain into streams and rivers before it could be absorbed into the hard earth, polluting water courses and causing blooms of blue-green algae. Without the beetles to dispose of the dung, cow pats would litter pastures making grass inedible to cattle and depriving the soil of sunlight. Australia's 30 million cattle each produce 10-12 cow pats a day. This amounts to 1.7 billion tonnes a year, enough to smother about 110,000 sq km of pasture, half the area of Victoria.

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Dung beetles have become an integral part of the successful management of dairy farms in Australia over the past few decades. A number of species are available from the CSIRO or through a small number of private breeders, most of whom were entomologists with the CSIRO's dung beetle unit who have taken their specialised knowledge of the insect and opened small businesses in direct competition with their former employer.

Glossary

1. dung:- the droppings or excreta of animals
2. cow pats:- droppings of cows

Questions 1-5

Do the following statements reflect the claims of the writer in Reading Passage 6?

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

1 - Bush flies are easier to control than buffalo flies.

2 - Four thousand species of dung beetle were initially brought to Australia by the CSIRO.

3 - Dung beetles were brought to Australia by the CSIRO over a fourteen-year period.

4 - At least twenty-six of the introduced species have become established in Australia.

5 - The dung beetles cause an immediate improvement to the quality of a cow pasture.

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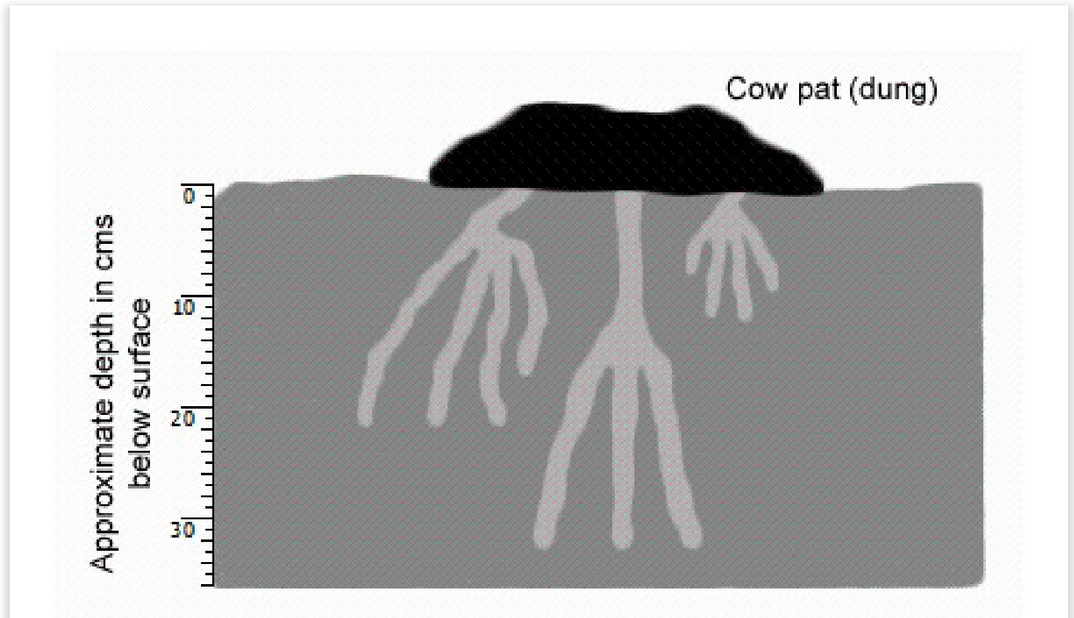
Questions 6-8

Label the tunnels on the diagram below. Choose your labels from the box below the diagram.



Dung Beetle Types

French Spanish

Mediterranean South African

Australian native South African ball roller.

Question 9-13

Complete the table below. Choose **NO MORE THAN THREE WORDS OR A NUMBER** from the Reading Passage for each answer.

Species	Size	Preferred Climate	Complementary species	Start of active period	Number of generations per year
French	2.5 cm	Cool	Spanish	Late spring	1-2
Spanish	1.25 cm	9		10	1
South African ball roller		12	13		

Answer:

1 - NOT GIVEN 2 - NO 3 - YES 4 - YES 5 - NO 6 - South African 7 - French
8 - Spanish 9 - temperate 10 - early spring 11 - two to five / 2-5
12 - sub-tropical 13 - South African tunnelling/tunnelling

Exercise 7

Questions 1-14:

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage below.

Alarming Rate of Loss of Tropical Rainforests

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. ielts reading sample 7For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests – what and where they are, why they are important, what endangers them – independent of any formal tuition. It is also possible that some of these ideas will be mistaken.

Many studies have shown that children harbour misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children's ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term 'rainforest'. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The

commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of the rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalising the responsibility by the use of terms such as 'we are'. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two-fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in the basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as habitats for animals, plants and humans and the relationship between climatic change and destruction of rainforests.

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Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

Questions 1–8

Do the following statements agree with the information given in the Reading Sample?

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 plight of the rainforests has largely been ignored by the media.

2 - Children only accept opinions on rainforests that they encounter in their classrooms.

3 - It has been suggested that children hold mistaken views about the 'pure' science that they study at school.

4 - The fact that children's ideas about science form part of a larger framework of ideas mean that it is easier to change them.

5 - The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'

6 - Girls are more likely than boys to hold mistaken views about the rainforests' destruction.

7 - The study reported here follows on from a series of studies that have looked at children's understanding of rainforests.

8 - A second study has been planned to investigate primary school children's ideas about rainforests.

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Questions 9–13

The box below gives a list of responses A–P to the questionnaire discussed in the Reading sample.

Answer the following questions by choosing the correct responses A–P.

9 - What was the children's most frequent response when asked where the rainforests were?

10 - What was the most common response to the question about the importance of the rainforests?

11 - What did most children give as the reason for the loss of the rainforests?

12 - Why did most children think it important for the rainforests to be protected?

13 - Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?

A - There is a complicated combination of reasons for the loss of the rainforests.

B - The rainforests are being destroyed by the same things that are destroying the forests of Western Europe.

C - Rainforests are located near the Equator.

D - Brazil is home to the rainforests.

E - Without rainforests some animals would have nowhere to live.

F - Rainforests are important habitats for a lot of plants.

G - People are responsible for the loss of the rainforests.

H - The rainforests are a source of oxygen.

I - Rainforests are of consequence for a number of different reasons.

J - As the rainforests are destroyed, the world gets warmer.

K - Without rainforests there would not be enough oxygen in the air.

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L - There are people for whom the rainforests are home.

M - Rainforests are found in Africa.

N - Rainforests are not really important to human life.

O - The destruction of the rainforests is the direct result of logging activity.

P - Humans depend on the rainforests for their continuing existence.

Question 14

Choose the correct letter **A, B, C, D or E.**

Which of the following is the most suitable title for Reading sample Passage 7?

A - The development of a programme in environmental studies within a science curriculum

B - Children's ideas about the rainforests and the implications for course design

C - The extent to which children have been misled by the media concerning the rainforests

D - How to collect, collate and describe the ideas of secondary school children

E - The importance of the rainforests and the reasons for their destruction

Answer:

1 - FALSE 2 - FALSE 3 - TRUE 4 - TRUE 5 - FALSE 6 - NOT GIVEN
7 - TRUE 8 - NOT GIVEN 9 - M 10 - E 11 - G 12 - P 13 - J 14 - B

IELTS - READING ACADEMIC / Exercises 1 to 10

Exercise 8

Questions 1-14:

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage sample below.

Changing Our Understanding of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that 'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase the risk of diseases, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyle approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements. (WHO, 1986) .

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

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F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of 'enabling people to increase control over and to improve their health' (WHO, 1986).

Questions 1-5

Reading passage 8 has six paragraphs B-F from the list of headings below. Choose the most suitable headings for paragraphs B-F from the list of headings below.

NB There are more headings than paragraphs, so you will not use them all.

List of Headings

i) Ottawa International Conference on Health Promotion

ii) Holistic approach to health

iii) The primary importance of environmental factors

iv) Healthy lifestyles approach to health

v) Changes in concepts of health in Western society

vi) Prevention of diseases and illness

vii) Ottawa Charter for Health Promotion

viii) Definition of health in medical terms

ix) Socio-ecological view of health

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1 - Paragraph B

2 - Paragraph C

3 - Paragraph D

4 - Paragraph E

5 - Paragraph F

Questions 6-9

Using **NO MORE THAN THREE WORDS** from the passage, answer the following questions:

6 - In which year did the World Health Organization define health in terms of mental, physical and social well-being?

7 - Which members of society benefited most from the healthy lifestyles approach to health?

8 - Name the three broad areas which relate to people's health, according to the socio-ecological view of health.

9 - During which decade were lifestyle risks seen as the major contributors to poor health?

Questions 10-14

Do the following statements agree with the information in Reading Passage 8?

YES if the statement agrees with the information.

NO if the statement contradicts the information.

NOT GIVEN if there is no information on this in the passage.

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10 - Doctors have been instrumental in improving living standards in Western society.

11 - The approach to health during the 1970s included the introduction of health awareness programs.

12 - The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.

13 - The principles of the Ottawa Charter are considered to be out of date in the 1990s.

14 - In recent years a number of additional countries have subscribed to the Ottawa Charter.

Answer:

1 - viii 2 - ii 3 - iv 4 - ix 5 - vii 6 - 1946
7 - (the) wealthy (members) (of) (society) 8 - social, economic, environmental
9 - (the) 1970s 10 - NOT GIVEN 11 - YES 12 - NO 13 - NO 27 - NOT GIVEN

Exercise 9

Questions 1-7:

You should spend about 20 minutes on Questions 30-41 which are based on the Reading Passage below.

PAPER RECYCLING

A

Paper is different from other waste produce because it comes from a sustainable resource: trees. Unlike the minerals and oil used to make plastics and metals, trees are replaceable. Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded. While 45 out of every 100 tonnes of wood fibre used to make paper in Australia comes from waste paper, the rest comes directly from virgin fibre from forests and plantations. By world standards, this is a good performance since the worldwide average is 33 percent waste paper. Governments have encouraged waste paper collection and sorting schemes and at the same time, the paper industry has responded by developing new recycling technologies that have paved the way for even greater utilization of used fibre. As a result, industry's use of recycled fibres is expected to increase at twice the rate of virgin fibre over the coming years.

B

Already, waste paper constitutes 70% of paper used for packaging and advances in the technology required to remove ink from the paper have allowed a higher recycled content in newsprint and writing paper. To achieve the benefits of recycling, the community must also contribute. We need to accept a change in the quality of paper products; for example, stationery may be less white and of a rougher texture. There also needs to support from the community for waste paper collection programs. Not only do we need to make the paper available to collectors but it also needs to be separated into different types and sorted from contaminants such as staples, paperclips, string and other miscellaneous items.

C

There are technical limitations to the amount of paper which can be recycled and some paper products cannot be collected for re-use. These include paper in the form of books and permanent records, photographic paper and paper which is badly contaminated. The four most common sources of paper for recycling are factories and retail stores which gather large amounts of packaging material in which goods are delivered, also offices which have unwanted business documents and computer output, paper converters and printers and lastly households which discard newspapers and packaging material. The paper manufacturer pays a price for the paper and may also incur the collection cost.

D

Once collected, the paper has to be sorted by hand by people trained to recognise various types of paper. This is necessary because some types of paper can only be made from particular kinds of recycled fibre. The sorted paper then has to be repulped or mixed with water and broken down into its individual fibres. This mixture is called stock and may contain a wide variety of contaminating materials, particularly if it is made from mixed waste paper which has had little sorting. Various machineries are used to remove other materials from the stock. After passing through the repulping process, the fibres from printed waste paper are grey in colour because the printing ink has soaked into the individual fibres. This recycled material can only be used in products where the grey colour does not matter, such as cardboard boxes but if the grey colour is not acceptable, the fibres must be de-inked. This involves adding chemicals such as caustic soda or other alkalis, soaps and detergents, water-hardening agents such as calcium chloride, frothing agents and bleaching agents. Before the recycled fibres can be made into paper they must be refined or treated in such a way that they bond together.

E

Most paper products must contain some virgin fibre as well as recycled fibres and unlike glass, paper cannot be recycled indefinitely. Most paper is down-cycled which means that a product made from recycled paper is of an inferior quality to the original paper. Recycling paper is beneficial in that it saves some of the energy, labour and capital that go into producing virgin pulp. However, recycling requires the use of fossil fuel,

a non-renewable energy source, to collect the waste paper from the community and to process it to produce new paper. And the recycling process still creates emissions which require treatment before they can be disposed of safely. Nevertheless, paper recycling is an important economical and environmental practice but one which must be carried out in a rational and viable manner for it to be useful to both industry and the community.

Questions 1-7

Complete the summary below of the first two paragraphs of the Reading Passage.

Choose **ONE OR TWO WORDS** from the Reading Passage for each answer.

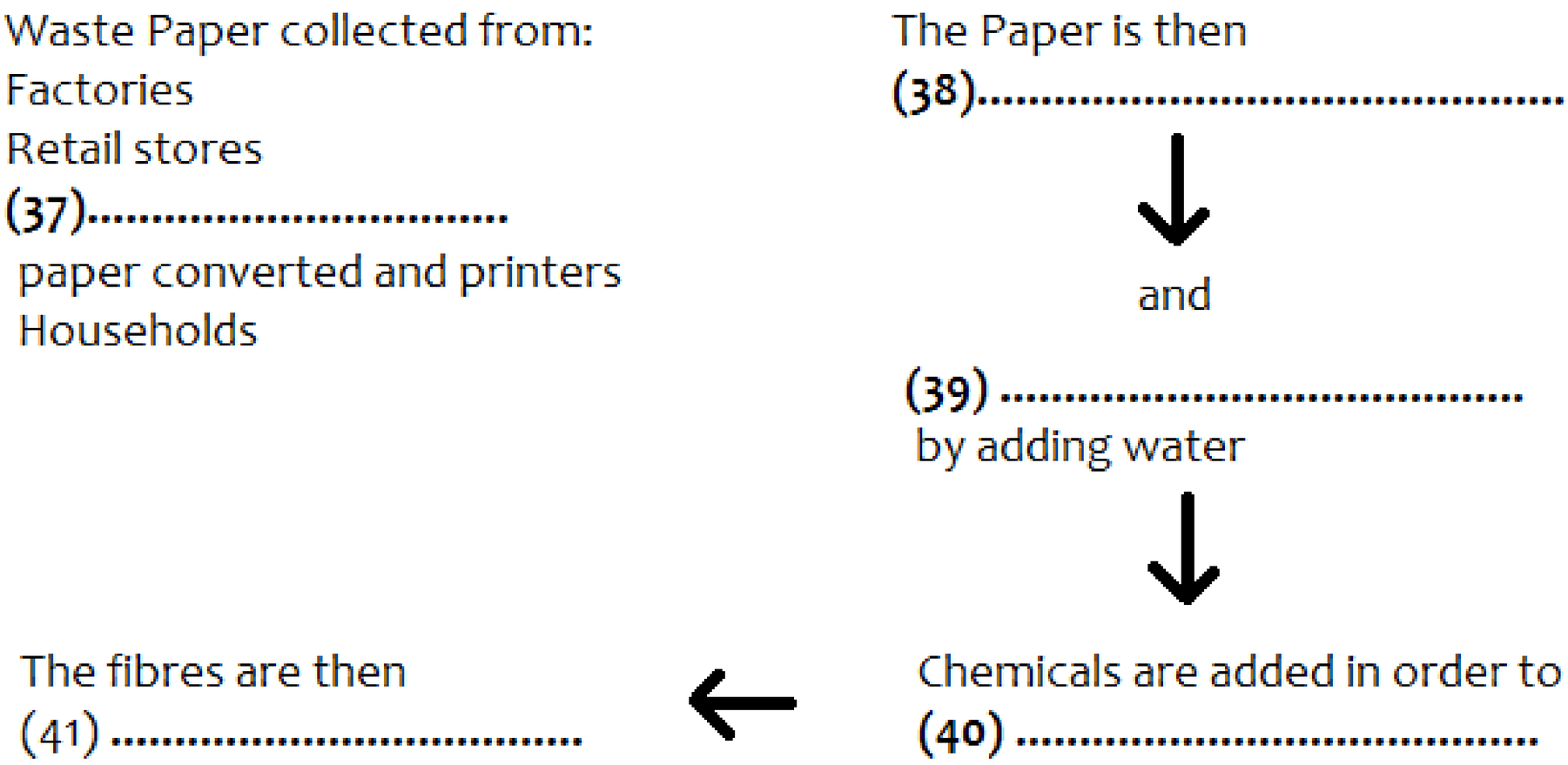
SUMMARY

Example

From the point of view of recycling, paper has two advantages over minerals and ..... oil..... in that firstly it comes from a resource which is ..... (1) ..... and secondly, it is less threatening to our environment when we throw it away because it is ..... (2) ..... Although Australia's record in the re-use of waste paper is good, it is still necessary to use a combination of recycled fibre and ..... (3) ..... to make new paper. The paper industry has contributed positively and people have also been encouraged by .....(4) ..... to collect their waste on a regular basis. One major difficulty is the removal of ink from used paper but ..... (5) ..... are being made in this area. However, we need to learn to accept paper which is generally of a lower ..... (6) ..... than before and to sort our waste paper by removing ..... (7) ..... before discarding it for collection.

Look at paragraphs C, D, and E and, using the information in the passage, complete the flow chart below. Use **ONE OR TWO WORDS** for each answer.

IELTS - READING ACADEMIC / Exercises 1 to 10



Answer:

1 - sustamable 2 - biodegradable 3 - virgin fibre/ pulp 4 - governments/ the government 5 - advances 6 - quality 7 - contaminants 8 - offices 9 - sorted
10 - (re)pulped 11 - de-ink/ remove ink/ make white 12 - refined

Exercise 10

Questions 1-13:

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

ABSENTEEISM IN NURSING: A LONGITUDINAL STUDY

Absence from work is a costly and disruptive problem for any organisation. The cost of absenteeism in Australia has been put at 1.8 million hours per day or $1400 million annually. The study reported here was conducted in the Prince William Hospital in Brisbane, Australia, where, prior to this time, few active steps had been taken to measure, understand or manage the occurrence of absenteeism.

Nursing Absenteeism

A prevalent attitude amongst many nurses in the group selected for study was that there was no reward or recognition for not utilising the paid sick leave entitlement allowed them in their employment conditions. Therefore, they believed they may as well take the days off — sick or otherwise. Similar attitudes have been noted by James (1989), who noted that sick leave is seen by many workers as a right, like annual holiday leave.

Miller and Norton (1986), in their survey of 865 nursing personnel, found that 73 percent felt they should be rewarded for not taking sick leave because some employees always used their sick leave. Further, 67 per cent of nurses felt that administration was not sympathetic to the problems shift work causes to employees' personal and social lives. Only 53 percent of the respondents felt that every effort was made to schedule staff fairly.

In another longitudinal study of nurses working in two Canadian hospitals, Hacket Bycio and Guion (1989) examined the reasons why nurses took absence from work. The most frequent reason stated for absence was minor illness to self. Other causes, in decreasing order of frequency, were illness in family, family social function, work to do at home and bereavement.

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Method

In an attempt to reduce the level of absenteeism amongst the 250 Registered an Enrolled Nurses in the present study, the Prince William management introduced three different, yet potentially complementary, strategies over 18 months. Strategy 1: Non-financial (material) incentives : Within the established wage and salary system it was not possible to use hospital funds to support this strategy. However, it was possible to secure incentives from local businesses, including free passes to entertainment parks, theatres, restaurants, etc.

At the end of each roster period, the ward with the lowest absence rate would win the prize. Strategy 2 Flexible fair rostering: Where possible, staff were given the opportunity to determine their working schedule within the limits of clinical needs. Strategy 3: Individual absenteeism : and Each month, managers would analyse the pattern of absence of staff with excessive sick leave (greater than ten days per year for full-time employees). Characteristic patterns of potential 'voluntary absenteeism' such as absence before and after days off, excessive weekend and night duty absence and multiple single days off were communicated to all ward nurses and then, as necessary, followed up by action.

Results

Absence rates for the six months prior to the Incentive scheme ranged from 3.69 per cent to 4.32 per cent. In the following six months, they ranged between 2.87 percent and 3.96 percent. This represents a 20 percent improvement. However, analysing the absence rates on a year-to-year basis, the overall absence rate was 3.60 percent in the first year and 3.43 percent in the following year. This represents a 5 percent decrease from the first to the second year of the study. A significant decrease in absence over the two-year period could not be demonstrated.

Discussion

The non-financial incentive scheme did appear to assist in controlling absenteeism in the short term. As the scheme progressed it became harder to secure prizes and this contributed to the program's losing momentum and finally ceasing. There were mixed results across wards as well. For example, in wards with staff members who had a long-

term genuine illness, there was little chance of winning, and to some extent, the staffs on those wards were disempowered. Our experience would suggest that the long-term effects of incentive awards on absenteeism are questionable.

Over the time of the study, staff were given a larger degree of control in their rosters. This led to significant improvements in communication between managers and staff. A similar effect was found from the implementation of the third strategy. Many of the nurses had not realised the impact their behaviour was having on the organisation and their colleagues but there were also staff members who felt that talking to them about their absenteeism was 'picking' on them and this usually had a negative effect on management—employee relationships.

Conclusion

Although there has been some decrease in absence rates, no single strategy or combination of strategies has had a significant impact on absenteeism per se. Notwithstanding the disappointing results, it is our contention that the strategies were not in vain. A shared ownership of absenteeism and a collaborative approach to problem solving has facilitated improved cooperation and communication between management and staff. It is our belief that this improvement alone, while not tangibly measurable, has increased the ability of management to manage the effects of absenteeism more effectively since this study.

" This article has been adapted and condensed from the article by G. William and K. Slater (1996), 'Absenteeism in nursing: A longitudinal study', Asia Pacific Journal of Human Resources, 34(1): 111-21. Names and other details have been changed and report findings may have been given a different emphasis from the original. We are grateful to the authors and Asia Pacific Journal of Human Resources for allowing us to use the material in this way. "

Questions 1-7

Do the following statements agree with the information given in Reading Passage In boxes 1-7 on your answer sheet write:

IELTS - READING ACADEMIC / Exercises 1 to 10

YES	if the statement agrees with the information
NO	if the statement contradicts the information
NOT GIVEN	if there is no information on this in the passage

1 - The Prince William Hospital has been trying to reduce absenteeism amongst nurses for many years.

2 - Nurses in the Prince William Hospital study believed that there were benefits in taking as little sick leave as possible.

3 - Just over half the nurses in the 1986 study believed that management understood the effects that shift work had on them.

4 - The Canadian study found that 'illness in the family' was a greater cause of absenteeism than 'work to do at home'.

5 - In relation to management attitude to absenteeism the study at the Prince William Hospital found similar results to the two 1989 studies.

6 - The study at the Prince William Hospital aimed to find out the causes of absenteeism amongst 250 nurses.

7 - The study at the Prince William Hospital involved changes in management practices.

Questions 8-13

Complete the notes below.

Choose **ONE OR TWO WORDS** from the passage, for each answer.

In the first strategy, wards with the lowest absenteeism in different periods would win prizes donated by **..... (8) .....**

In the second strategy, staff were given more control over their **.....(9).....**

In the third strategy, nurses who appeared to be taking **..... (10).....** sick leave or **..... (11) .....** were identified and counselled.

Initially, there was a **..... (12).....** per cent decrease in absenteeism.

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The first strategy was considered ineffective and stopped.

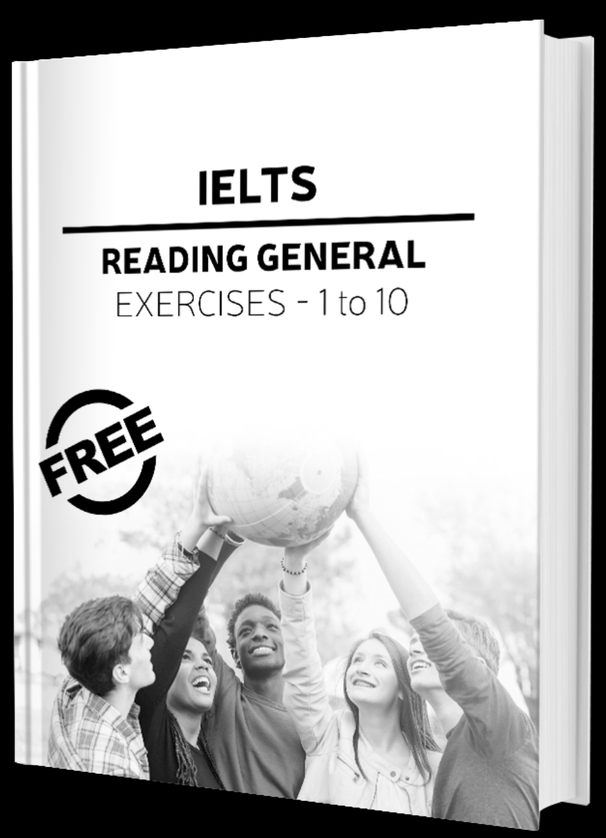
The second and third strategies generally resulted in better **..... (13) .....** among staff.

Answer:

1 - NO 2 - NO 3 - NO 4 - YES 5 - NOTGIVEN 6 - NO 7 - YES 8 - (local) businesses 9 - (work/working) schedule/ rostering/ roster(s) 10 - excessive 11 - voluntary absence / absenteeism 12 - twenty / 20 13. - communication

CHECK THE OTHER FREE EXERCISE BOOKS:

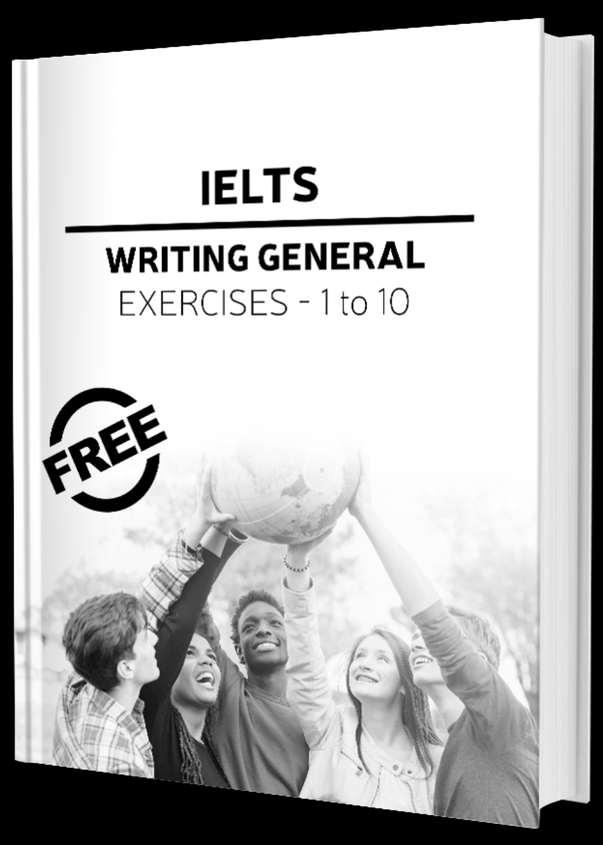
LISTENING



READING GENERAL

SPEAKING

WRITING ACADEMIC



WRITING GENERAL