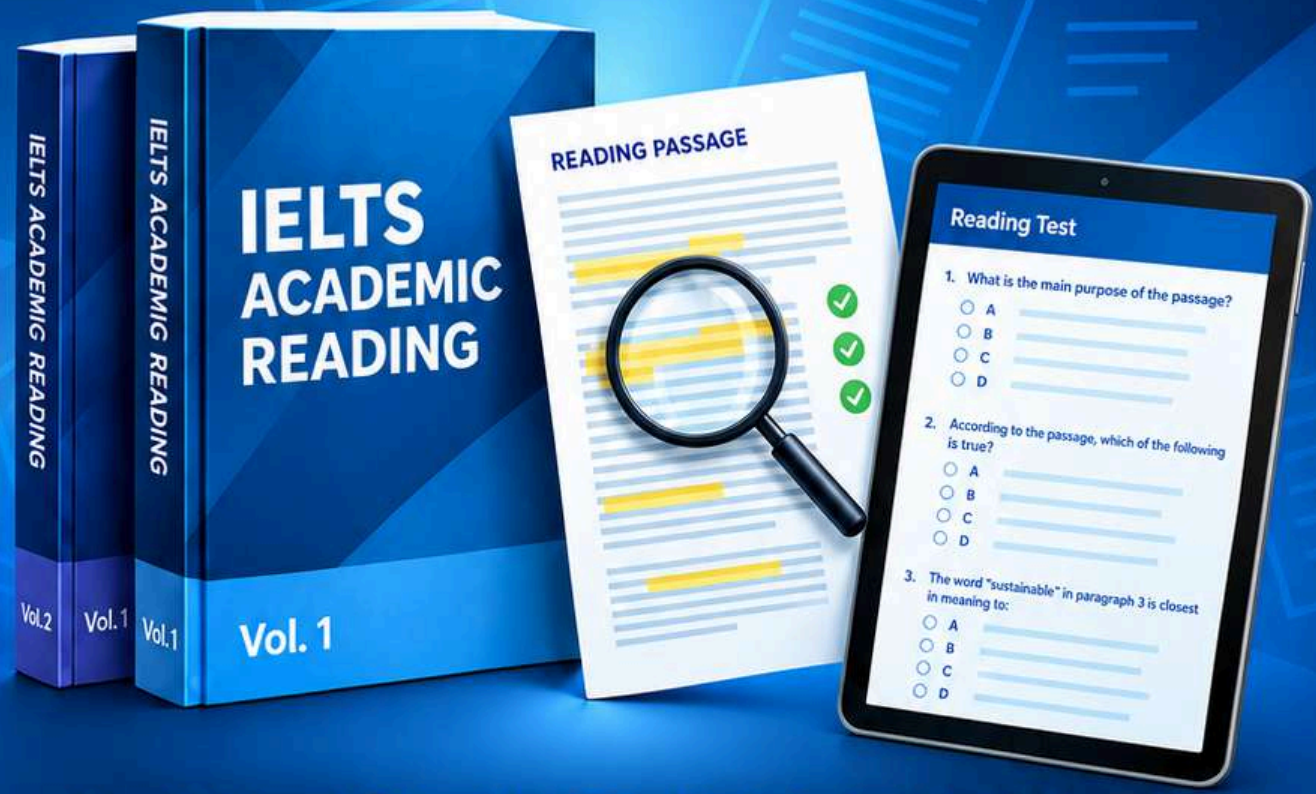
IELTS ACADEMIC



IELTS ACADEMIC READING

100 PROGRESSIVE PRACTICE TESTS

with Strategies and Answer Keys

www.examinent.com

A Complete Two-Volume Self-Study Collection with Skimming and Scanning Techniques, Question-Type Strategies and Band Score Conversion Table

- 100 Tests
- 2 Volumes in 1 Purchase
- Answer Keys Included
- Instant PDF Download

Volume 1

CONTENTS

Part I **Page**

1.1 Introduction 4
1.2 Guessing and developing your vocabulary 6
1.3 Improving your reading skills 7
1.4 General strategies for doing IELTS reading module 10
1.5 Advice on how to tackle particular question types 11
1. True /False /Does Not Say and Yes /No /Not Given 11
2. Sentence completion 12
3. Matching 13
4. Multiple choice 14
5. Summary completion 15
6. Completing tables, diagrams and flow charts 15
7. Matching specific information 15
8. Short answers 16
9. Classification 16
1.6 Guessing 16

Part II (Practice Tests)

Barron's IELTS (1) 17
The New Preparation for IELTS (5) 25
Complete IELTS (1) 67
IELTS Foundation (1) 76
IELTS Buddy (1) 85
Reading Skills (3) 94
IELTS on Track (6) 118
IELTS to Success (6) 174
Thompson Exam Essentials (6) 233
IELTS Practice Test (4) 288
IELTS Test Plus (12) 328
404 Essential Tests for IELTS (4) 437
Answer keys 473

1.1 Introduction

The Academic Reading sub-test of the IELTS Test takes exactly 60 minutes; it contains 3 passages and 40 questions:

Passage 1(13-14 questions)
Passage 2 (13-14 questions)
Passage 3 (13 questions)

The passages arc graded, which means that the first one is easier than the second one, and the last one is the most challenging of all. Questions are also graded, meaning they are easy at the start and become more difficult as the test progresses. The number of words to be read in the passages is between 2500 to 2750; along with the questions, there are around 3500 words, which means that you will need to read fast if you want to do well in this sub-test. **You also need to use appropriate reading skills** for each question type in order to complete the test in the time allowed.

Each question is worth one mark. The table appearing on page 485 shows how marks are translated into band scores. However, based on the difficulty level of the questions in each test package, there might be some minor changes to the scores needed for some bands both in the Listening and Reading sub-tests of the IELTS from the ones shown in the table. In other words, the table is approximate, but essentially candidates can rely on this table when translating their marks into IELTS band scores.

Unlike the Listening sub-test, in which time (10 minutes) is given to transfer answers into answer sheet, in the reading sub-test, candidates should transfer their answers into answer sheet as they read; **no extra time is given.**

To students

The purpose of compiling these books, which is a collection of 100 graded IELTS academic reading practice tests available to the compiler, is to help IELTS Academic candidates improve their performance and thus get a higher band score in this subtest.

To achieve this purpose, attempts have been made to give practical **tips on four main areas.**

1. **First,** guessing and developing vocabulary.
2. **The second** area deals with suggesting some tips to help improve candidates' reading skills in general, including seven guidelines and different techniques for ***scanning*** and ***skimming,*** the two skills needed to read well and quickly.
3. **The third** pointer includes some techniques you need to answer certain question types.
4. **Finally,** ample practice material- 100 IELTS reading practice tests- have been provided, having in mind the famous saying,' *Practice makes perfect.',* meaning you need to do something many times so that you learn how to do it very well.

1.2 Guessing and developing your vocabulary

I. Guessing the meaning of new words from 6 different pointers,

While reading, when you meet new vocabulary, DO NOT panic. Avoid jumping straight to your dictionary. The following six tips can help you find and/or guess the **general meaning** of the unfamiliar words. The short passages below help you guess the meaning of words in italics from:

A. Context

In every country you visit, you will find a sport that captures the passions of the nation. New Zealand has its rugby supporters, England has its legions of football fans, the Japanese have taken baseball to their hearts and Scotland still proudly supports its *curdling* heroes.

B. Contrast

It should come as no surprise that younger people spend much of their leisure time on their feet, engaged in energetic activities, whereas older people opt for more *sedentary* pursuits like going to the theater or watching television.

C. Explanation

There are many cases of cooperation between people and dogs. Guide dogs, for example, give essential help to the blind, while *beagles,* small dogs with short legs, are often used by hunters.

D. Word group

I think, boxing is an *abhorrent* sport. Modem society should be opposed to such violent contact sports.

E. Logic

Although technology has made mountain climbing both safer and easier, it is not a sport without risks. Bad weather can come quickly and last for long periods, and the effects of severely cold weather can lead to ***hypothermia*** and, if untreated, death.

F. Root (the main part) of the words, prefixes and suffixes

Learn these three parts of words which can help you guess their exact meaning or the general area of it. The best place to find these parts is dictionaries. For example, in the word *telecommunicate,* the word root *tele-* means *far off.* Therefore, not only this word, but also others containing this root such as *telepathy, television* and *telescope* refer to something which is far off.

Answers:

a. a kind of sport **b.** not energetic **c.** a kind of dog
d. a negative adjective **e.** a dangerous situation

II. Vocabulary building tips

Undoubtedly, an important part of being a good reader is learning new vocabulary and expanding it. The following guidelines help you fulfill this aim.

a. Learn words from the same family.

Many words you have decided to learn are part of a word family. In order to spend less time and energy, learn those which are in the same family from other parts of speech (verbs, adjectives, adverbs, nouns). Look at the following table in which different parts of the words are given.

Noun	Verb	Adjective	Adverb	Preposition
product/production/ productivity	produce	productive	productively	-
annoyance	annoy	annoyed	annoyingly	-
existence	exist	existent/ existing	-	on
initiation/initiative	initiate	initial	initially	-

b. Make vocabulary card slips.

Another way to increase your vocabulary is to prepare card slips, which are easy to make and carry and study them wherever you go. Here is an example of a card slip:

Front	Back
Produce (v)	To make something or bring something into existence **1.** They produce electrical goods. **2.** New drugs are producing good results.

On the back of the slip, after writing the definition of the word or phrase, which you can find from a dictionary, write two or three sentences in which the intended word is used, including the one in which you first saw the word in a text.

1.3 Improving your reading skills.

I. Guidelines to read more efficiently

a. Try not to read in a silent place as there will certainly be some background noises from other students turning pages or from other sources made as a result of invigilators' moving around.

b. Read both extensively and intensively.

Before you are ready to take the test, you need to read not only extensively, but also intensively. What is meant by **extensively** is that you need to do a lot of reading passages from a wide range of sources: newspapers, magazines, journals, story books, and your text books, to name but a few. **Intensively,** on the other hand, is reading for at least one hour non-stop as you are required to read three passages and answer 40 questions on them within the one hour.

Remember: you need to read for 1 full hour. It may sound difficult; however, you need to gradually reach that. Otherwise, your performance might suffer.

c. Find time to read every day.

Reading should become your hobby; you should be aiming to read for at least1 hour every day.

d. Do not translate.

In the process of language learning, translation is an enemy; whether it is in speaking, reading or writing.

e. Learn to read in chunks rather than word by word.

Sentences are made of **chunks,** different parts of what is said. For example, the sentence:

It was because of the rain that I was late.

might be divided into two parts- *It was because of the rain* and *that 1 was late.*

You can learn these chunks from native speakers. To do this, repeating after a speaker who is reading a text on a recording while you are looking at the same text would be very effective as they divide the sentences they read into chunks.

f. Do not vocalize (to make sounds with your vice) what you read.

Vocalizing or even saying words quietly as you read (sub-vocalization) will slow you down. Your aim should be continuing to practice until you do not even hear your own voice.

g. Don't worry if you do not understand every word.

You don't need to, and you are not expected to, understand every word in a text. It isn't always necessary to understand every word in a passage in order to understand the meaning of the passage as a whole.

If you do not need to understand a word to answer a question, ignore it, but in case a word is important to understanding, the points mentioned in tip I above (a-f) will help you guess the general meaning.

h. You need to have a positive attitude to reading.

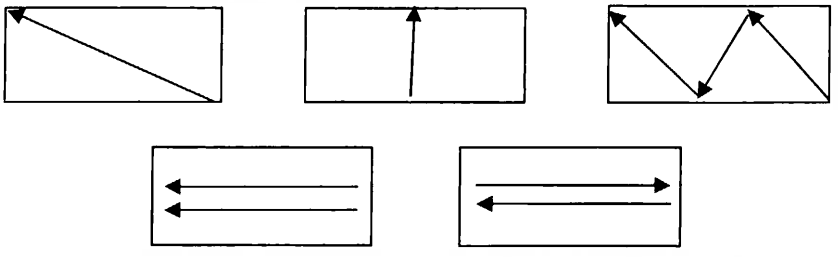
You should enjoy reading in general. This attitude to reading will foster over time. To help it happen, choose the reading material you like not the one you feel bored with.

II. Scanning

One key skill you need in the IELTS exam is scanning. It is a very useful technique because it saves time. When you scan a piece of text, you may need to look over it to find a word, a phrase, a name or a date, not to understand the whole or part of the text. However, you sometime scan for synonyms, parallel expressions or meaning.

a. Scanning for a word or phrase

When you scan for a word or phrase, avoid looking at other words. The diagrams 1-5 below show five techniques for doing this. The arrows show the direction your eyes, finger or pen need to move.



The direction of the arrows show how you need to move your eyes to scan quickly when looking for specific piece of information.

b. Scanning for meaning

Scanning will not always work if your target word is not in the passage. Therefore, be prepared to look for synonyms or parallel expressions.

The following matching task gives you an idea of what scanning for meaning is. Look at phrases a-e and match each one with phrases 1-5.

a. negative consequences	**1.** vital role
b. non-conventional medicine	**2.** unfortunate outcome
c. indispensable part	**3.** good mental health
d. psychological well-being	**4.** considerable improvement
e. enormous progress	**5.** alternative therapy

Techniques:

A. Choose the scan word(s) in the question by underlining them.
B. Use this/these scan word(s) to find the right part of the text, and locate the answer.
C. DO NOT expect to find the exact words in the question.

III. Skimming

As the reading texts in IELTS are not meant to be studied, you need to skim the text fast. When you skim, you extract the meaning or topic of a text without looking at all of the words. Skim the text so that you have a general idea of what it is about.

In the test, you might need to skim either **a text** or **a paragraph.**

a. Skimming a text

There are two ways of skimming a text:

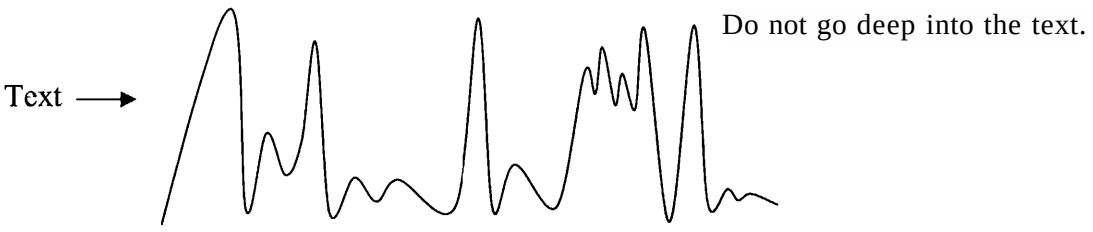
1. Read the title and subheadings (if any); then, skim the first paragraph and read the first or the first two lines of other paragraphs to get a general picture of the text.

Note: This is especially helpful if the questions contain *matching information* questions.

2. Read the title and subheadings (if any) and skim the questions first, especially the *summary* and *matching information* questions (or *in which section …*). Use the information from these to predict the content of the reading passage or get a global picture of the text.

b. Skimming a paragraph

When you want to know the topic of a paragraph, look at content words* like **nouns, adjectives, adverbs** and **verbs.** The following diagram is a schematic representation of what you should do when you skim a paragraph.



Ignore function* words like *a, the, in, of* etc.

* Words can be divided into two classes: **content words** and **function words.** Content words are those which refer to a thing, quality, state, or action and which have meaning when the words are used alone such as book, run, musical, quickly, and so on. When you skim a section, try to read these words.

Function words, in contrast, are words which have little meaning on their own, but which show grammatical relationships between sentences (grammatical meaning).

What words do you need to look at when you skim a text?

The following list of words (1-5) and the statements that follow them (a-e) intend to give you a clear idea of words you need to look and those you shouldn't read when you skim a text.

1. bridge arches architect building skyscraper construct design
2. baggage station train travel passenger ticket
3. airport luggage air steward fly airplane boarding pass
4. from in the up to the of a of the enormous and that we with the in
5. ancestors nostalgia past memories read former times history

a. List 1 relates to architecture or building.
b. List 2 relates to travelling by train.
c. List 3 is connected with the topic of air travel.
d. List 4 refers to no clear topic.
e. List 5 related to history.

1.4 General strategies for doing IELTS reading module

1. Don't read the whole text in detail. It is unnecessary and wastes time.
2. Survey the text; look at the title, heading and subheadings to form a global picture of it.
3. Form a general picture of the content (a more detailed one than that you formed in the previous step) using either of the two types of skimming techniques mentioned above.
4. Study the questions and identify the section of text you need to read in detail.
5. Don't waste time trying to understand every word. When necessary, try to rough guess the meaning of unknown words using the points mentioned in tip I on page V.
6. **You should change your reading speed throughout the exam,** adjusting it to each type of question you are answering. For example, when you are looking for detailed information (e.g. the writer's opinion), you will need to slow down to make sure you find the exact answer. On the other hand, when you are asked for more general information (e.g. matching paragraph headings), you may be able to read faster. By practicing, you will find the ideal balance between reading slowly enough to understand and fast enough to finish on time.

General Strategies for longer passages

1. **Form a general picture of the content** and how it's organized.
2. **Study the questions,** in order to identify the information which is needed.
3. **Locate the relevant section(s)** of text and then read closely for detail.

Important exam tip

You do not have to answer the questions in the order they appear. When doing IELTS reading questions, be selective and give priority to answering the following question types in order:

1. **Choosing headings** (Don't forget to skim the headings to form a general idea of the text.),
2. **Matching** which include **names and dates** as it is easier to scan for them.
3. **Sentence completion;** they are in the same order as information in the passage,
4. **True/False Not Given *I* Yes/ No /Does Not Say;** they are in the same order as information in the passage.
5. **Matching information** (or 'in which section...?') as you are not only answering the questions, but also gaining knowledge of the text,

1.5 Advice on how to tackle particular question types

There are different question types in the IELTS Reading subtest, and your reading skills will be tested through a variety of tasks. However, it is important to remember that there is only a limited set of task-types; they are as follows:

1. True/False/Does Not Say or Yes/No/Not Given
2. Sentence completion
3. Matching
4. Multiple choice
5. Summary completion
6. Completing tables, diagrams and flow charts
7. Matching specific information
8. Short answers
9. Classification

In order to complete the reading module within the time limit, you need to tackle each task in the most effective way. To help you do so, attempt has been made to introduce them each question type to introduce each question type.

1. **True/False/Does Not Say and Yes/No/Not Given**
   This is a very common task in the exam. The only difference between the two versions is that TRUE/FALSE/DOES NOT SAY concentrates on facts, while YES/NO/ NOT GIVEN concentrates on opinions.

Note 1: Do not use your own opinion or background knowledge; check the text, instead.

Note 2: To help you determine if something is NOT GIVEN, look for synonyms or paraphrases. If none appear, the answer is probably NOT GIVEN. If you do not find paraphrases, be careful: It may be that the topic is mentioned but not in relation to the statement. In other words, there are two situations possible with NOT GIVEN statements:

a. about which nothing is mentioned in the text;
b. something is mentioned but not in relation to the statement.

Techniques:

A. The information for both types of questions will be in the same order as the list of statements.

B. Underline words which could be used to scan the passage (scanning words); these are:

a. Proper nouns- the name of a particular person or thing- which begin with capital letters.

Example: ***Doctor Atema*** *played a musical instrument in public.*

b. Qualifying or limiting words- words that qualify (add to the meaning) or limit each statement, especially adverbs and adjectives.

Example:

a. ***Only*** *people with Australian nationality can enjoy free medical services.*

b. *The idea expressed by Eukarion about life on Mars was* ***clearer*** *than the later ones.*

C. In **cause** and **effect** statements, scan for this relationship in the passage.

D. Identify **comparisons.** Check the comparisons in the statement are actually made in the text.

E. Identify **qualifying adverbs** or **adjectives,** and then scan the passage for words with similar/opposite meaning.

Example: *The project was completed* ***carelessly.***

F. Identify modal verbs like ***must, should, could*** and look for similar expressions in the passage.

G. Try to **predict** the answer before you check the text.

H. Find your scan words in the text. Then read around them in detail to find the answer.

Important note: Before attempting to answer this question type, - and some others - check if any of the statements contain names or dates, which are easier to scan, and answer them first. By doing so, you can find the end or the beginning of the text the questions are bout, hence answer other questions faster.

2. SENTENCE COMPLETION

In the exam, you may be asked to complete sentences with either words from the passage or from a box. In the case of the former, you need to write in the exact word(s), and for the latter, the words and phrases mentioned in the box are usually synonyms or parallel expressions.

Remember that the sentences appear in the same order as information in the text. Answering them in sequence would make it fairly easy to find the information you need. Look at the following two types of sentence completion tasks.

A. Gapped

In the exam, you may be asked to complete sentences with words taken from the passage.

A. Note the word limit for each gap.

B. Look for words in each sentence to help you scan and underline them.

C. Find your scan words in the text. Then read around them to locate the answers.

D. Make sure you use words from the passage in your answers.

B Matching sentence ending

You may also be given a number of incomplete sentences, and you will need to complete them by choosing from a list of options.

A. The phrases in the box do not usually use exact words from the passage but synonyms and parallel expressions.

B. Study each question and underline the key words and phrases.

C. Locate the relevant section of the text.

D. Choose the best answer from the list of endings.

E. When deciding which phrase completes a sentence, remember you may be able to eliminate any answers which are grammatically impossible, meaning not every answer can complete each statement. This tip applies to summary completion as well.

F. There will be more options than you need.

Note 1: The last tip above is true with all matching and extended multiple choice question types.

Note 2: When deciding which phrase (or sentence ending) completes a sentence, sometimes grammar helps you as some might be grammatically impossible to complete a sentence.

3. MATCHING

I. Names

Techniques:

A. Scan the reading passage for each name in the list and draw a box around each one. This limits where you need to look for the opinions, claims, etc.

B. Skim the text to see whether the information occurs before or after the name. Then read the information in detail.
Remember that the question is unlikely to use the same words.

C. Be careful, some names may be mentioned more than once in a text.

Note: As names begin with capital letters, scanning for them should be easier and faster. To increase your speed, you can scan the text in a zigzag from right to left.

II. Headings

This task requires you to match headings to sections of a text. There are two versions, each requiring a different approach. In one, **the headings summarize information;** this type of task tests whether you understand the organization of texts and can identify the main idea or topic in a paragraph, so you need to look for the main idea in each paragraph . On the other hand, **headings may pick out key information;** therefore, you need to scan for specific detail in each section

Note: Looking at the example(s) given will help you determine which type the heading is.

Techniques:

A. Skim the headings to form a general idea of the topic. **Note repeated words.**

B. Identify and underline the organizing words in the headings*.

C. Always study the example(s) and put a tick by the number of the example heading(s).

D. Skim read the first section carefully and try to say what it's about in a few words in your mind, **before** looking at the headings.

E. Choose the best answer from the list of headings. Make sure the one you choose summarizes the section as a whole.

Barron's IELTS

Practice Test

Passage 1

Questions 1-5

You should spend about 20 minutes on Questions 1-15, which arc based on Passage 1 below.

Questions 1-5

Reading Passage 1 has five paragraphs, A-E. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-viii) on your Answer Sheet. There are more headings than paragraphs, so you will not use them all.

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

4 Paragraph **D**

5 Paragraph **E**

List of Headings

i	Glacial Continents
ii	Formation and Growth of Glaciers
iii	Glacial Movement
iv	Glaciers in the Last Ice Age
v	Glaciers Through the Years
vi	Types of Glaciers
vii	Glacial Effects on Landscape
viii	Glaciers in National Parks

Glaciers

A

Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. Heavily glaciated regions such as Greenland and Antarctica are called *continental glaciers.* These two ice sheets encompass more than 95 percent of the earth's glacial ice. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers.* Another way of classifying glaciers is in terms of their internal temperature. In *temperate glaciers,* the ice within the glacier is near its melting point. *Polar glaciers,* in contrast, always maintain temperatures far below melting.

B

The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. The reason glaciers are generally formed in high alpine regions is that they require cold temperatures throughout the year. In these areas where there is little opportunity for summer *ablation* (loss of mass), snow changes to compacted *firn* and then crystallized ice. During periods in which melting and evaporation exceed the amount of snowfall, glaciers will retreat rather than progress. While glaciers rely heavily on snowfall, other climactic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of *surging glaciers,* a common glacier flows about 10 inches per day in the summer and 5 inches

per day in the winter. The fastest glacial surge on record occurred in 1953. when the Kutiah Glacier in Pakistan grew more than 12 kilometers in three months.

C

The weight and pressure of ice accumulation causes glacier movement. Glaciers move out from under themselves, via *plastic deformation* and *basal slippage*. First, the internal flow of ice crystals begins to spread outward and downward from the thickened snow pack also known as the *zone of accumulation*. Next, the ice along the ground surface begins to slip in the same direction. Seasonal thawing at the base of the glacier helps to facilitate this slippage. The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction. The upper part of a glacier rides on the ice below. As a glacier moves it carves out a U-shaped valley similar to a riverbed, but with much steeper walls and a flatter bottom.

D

Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these land-forms do not become visible until after a glacier has receded. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a *horn*. The Matterhorn, in the Swiss Alps is one of the most famous horns. *Fjords*, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. Hanging valleys occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower *hanging valleys*, such as in Yosemite National Park. A *cirque* is a large bowl-shaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

E

Glacier movement and shape shifting typically occur over hundreds of years. While presently about 10 percent of the earth's land is covered with glaciers, it is believed that during the last Ice Age glaciers covered approximately 32 percent of the earth's surface. In the past century, most glaciers have been retreating rather than flowing forward. It is unknown whether this glacial activity is due to human impact or natural causes, but by studying glacier movement, and comparing climate and agricultural profiles over hundreds of years, glaciologists can begin to understand environmental issues such as global warming.

Questions 6-10

Do the following statements agree with the information in Passage 1 ? In boxes 6-10 on your Answer Sheet, write

TRUE	*if the statement is true according to the passage.*
FALSE	*if the statement contradicts the passage.*
NOT GIVEN	*if there is no information about this in the passage.*

6 Glaciers exist only near the north and south poles.

7 Glaciers are formed by a combination of snow and other weather conditions.

8 Glaciers normally move at a rate of about 5 to 10 inches a day.

9 All parts of the glacier move at the same speed.

10 During the last Ice Age, average temperatures were much lower than they are now.

Questions 11-15

Match each definition below with the term it defines.

Write the letter of the term, **A-H,** on your Answer Sheet. There are more terms than definitions, so you will not use them all.

11 a glacier formed on a mountain

12 a glacier with temperatures well below freezing

13 a glacier that moves very quickly

14 a glacial valley formed near the ocean

15 a glacial valley that looks like a bowl

	Terms
A	fjord
B	alpine glacier
C	horn
D	polar glacier
E	temperate glacier
F	hanging valley
G	cirque
H	surging glacier

Passage 2

You should spend about 20 minutes on Questions 16-28, which are based on Passage 2 below.

Irish Potato Famine

A

In the ten years following the Irish potato famine of 1845, over 750,000 Irish people died, including many of those who attempted to immigrate to countries such as the United States and Canada. Prior to the potato blight, one of the main concerns in Ireland was overpopulation. In the early 1500s. the country's population was estimated at less than three million, but by 1840 this number had nearly tripled. The bountiful potato crop, which contains almost all of the nutrients that a person needs for survival, was largely to blame for the population growth. However, within five years of the failed crop of 1845, the population of Ireland was reduced by a quarter. A number of factors contributed to the plummet of the Irish population, namely the Irish dependency on the potato crop, the British tenure system, and the inadequate relief efforts of the English.

B

It is not known exactly how or when the potato was first introduced to Europe, however, the general assumption is that it arrived on a Spanish ship sometime in the 1600s. For more than one hundred years, Europeans believed that potatoes belonged to a botanical family of a poisonous breed. It was not until Marie Antoinette wore potato blossoms in her hair in the mid-eighteenth century that potatoes became a novelty. By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted.

C

By 1800, the vast majority of the Irish population had become dependent on the potato as its primary staple. It wasn't uncommon for an Irish potato farmer to consume more than six pounds of potatoes a day. Families stored potatoes for the winter and even fed potatoes to their livestock. Because of this dependency, the unexpected potato blight of 1845 devastated the Irish. Investigators at first suggested that the blight was caused by static energy, smoke from railroad trains, or vapors from underground volcanoes; however, the root cause was later discovered as an airborne fungus that traveled from Mexico. Not only did the disease destroy the potato crops, it also infected all of the potatoes in storage at the time. Their families were dying from famine, but weakened farmers had retained little of their agricultural skills to harvest other crops. Those who did manage to grow things such as oats, wheat, and barley relied on earnings from these exported crops to keep their rented homes.

D

While the potato blight generated mass starvation among the Irish, the people were held captive to their poverty by the British tenure system. Following the Napoleonic Wars of 1815, the English had turned their focus to their colonial land holdings. British landowners realized that the best way to profit from these holdings was to extract the resources and exports and charge expensive rents and taxes for people to live on the land. Under the tenure system, Protestant landlords owned 95 percent of the Irish land, which was divided up into five-acre plots for the people to live and farm on. As the population of Ireland grew, however, the plots were continuously subdivided into smaller parcels. Living conditions declined dramatically, and families were forced to move to less fertile land where almost nothing but the potato would grow.

E

During this same period of colonization, The Penal Laws were also instituted as a means of weakening the Irish spirit. Under the Penal Laws, Irish peasants were denied basic human rights, such as the right to speak their own native language, seek certain kinds of employment, practice their faith, receive education, and own land. Despite the famine that was devastating Ireland, the landlords had little compassion or sympathy for tenants unable to pay their rent. Approximately 500,000 Irish tenants were evicted by their landlords between 1845 and 1847. Many of these people also had their homes burned down and were put in jail for overdue rent.

F

The majority of the British officials in the 1840s adopted the laissez-faire philosophy, which supported a policy of nonintervention in the Irish plight. Prime Minister Sir Robert Peel was an exception. He showed compassion toward the Irish by making a move to repeal the Corn Laws, which had been put in place to protect British grain producers from the competition of foreign markets. For this hasty decision, Peel quickly lost the support of the British people and was forced to resign. The new Prime Minister, Lord John Russell, allowed assistant Charles Trevelyan to take complete control over all of the relief efforts in Ireland. Trevelyan believed that the Irish situation should be left to Providence. Claiming that it would be dangerous to let the Irish become dependent on other countries, he even took steps to close food depots that were selling com and to redirect shipments of com that were already on their way to Ireland. A few relief programs were eventually implemented, such as soup kitchens and workhouses; however, these were poorly run institutions that facilitated the spread of disease, tore apart families, and offered inadequate food supplies considering the extent of Ireland's shortages.

G

Many of the effects of the Irish potato famine arc still evident today. Descendants of those who fled Ireland during the 1840s are dispersed all over the world. Some of the homes that were evacuated by absentee landlords still sit abandoned in the Irish hills. A number of Irish descendents still carry animosity toward the British for not putting people before politics. The potato blight itself still plagues the Irish people during certain growing seasons when weather conditions are favorable for the fungus to thrive.

Questions 16-20

The passage has seven paragraphs, **A-G**

Which paragraph contains the following information?

Write the correct letter in boxes 16-20 on your Answer Sheet.

16 the position of the British government towards the potato famine

17 a description of the system of land ownership in Ireland

18 early European attitudes toward the potato

19 explanation of the lack of legal protection for Irish peasants

20 the importance of the potato in Irish society

Questions 21-28

Complete each sentence with the correct ending, A-L from the box at the top of the next page Write the correct letter in boxes 21-28 on your Answer Sheet. There are more endings than sentences, so you won't use them all.

21 At first Europeans didn't eat potatoes

22 European monarchs encouraged potato growing

23 The potato blight was devastating to the Irish

24 Farmers who grew oats, wheat, and barley didn't eat these crops

25 Many Irish farmers lived on infertile plots

26 Many Irish farmers were arrested

27 Sir Robert Peel lost his position as prime minister

28 Soup kitchens and workhouses didn't relieve the suffering

Sentence Endings

A because they couldn't pay the rent on their farms.

B because railroad trains caused air pollution.

C because potatoes were their main source of food.

D because Charles Trevelyan took over relief efforts.

E because they needed the profits to pay the rent.

F because they weren't well-managed.

G because there wasn't enough land for the increasing population.

H because his efforts to help the Irish were unpopular among the British.

I because they believed that potatoes were poisonous.

J because the British instituted penal laws.

K because it was discovered that potatoes are full of nutrients.

L because Marie Antoinette used potato blossoms as decoration.

Passage 3

You should spend about 20 minutes on ***Questions 29-40,*** *which are based on Reading Passage 3.*

Anesthesiology

Since the beginning of time, man has sought natural remedies for pain. Between 40 and 60 A.D., Greek physician, Dioscorides traveled with the Roman armies, studying the medicinal properties of plants and minerals. His book, *De materia medica,* written in five volumes and translated into al least seven languages, was the primary reference source for physicians for over sixteen centuries. The field of anesthesiology, which was once nothing more than a list of medicinal plants and makeshift remedies, has grown into one of the most important fields in medicine.

Many of the early pain relievers were based on myth and did little to relieve the suffering of an ill or injured person. The mandragora (now known as the mandrake plant) was one of the first plants to be used as an anesthetic. Due to the apparent screaming that the plant made as it was pulled from the ground, people in the Middle Ages believed that the person who removed the mandrake from the earth would either die or go insane. This superstition may have resulted because the split root of the mandrake resembled the human form. In order to pull the root from the ground, the plant collector would loosen it and tie the stem to an animal. It was believed that the safest time to uproot a mandrake was in the moonlight, and the best animal to use was a black dog. In his manual, Dioscorides suggested boiling the root with water and having a man drink the potion to remove sensation before cutting his flesh or burning his skin. Opium and Indian hemp were later used to induce sleep before a painful procedure or to relieve the pain of an illness. Other remedies such as cocaine did more harm to the patient than good as people died from their addictions. President Ulysses S. Grant became addicted to cocaine before he died of throat cancer in 1885.

The modem field of anesthetics dates to the incident when nitrous oxide (more commonly known as laughing gas) was accidentally discovered. Humphrey Davy, the inventor of the miner's lamp, discovered that inhaling the toxic compound caused a strange euphoria, followed by tits of laughter, tears, and sometimes unconsciousness. U.S. dentist, Horace Wells, was the first on record to experiment with laughing gas, which he used in 1844 to relieve pain during a tooth extraction. Two years later, Dr. William Morton created the first anesthetic machine. This apparatus was a simple glass globe containing an ether-soaked sponge. Morton considered ether a good alternative to nitrous oxide because the numbing effect lasted considerably longer. His apparatus allowed the patient to inhale vapors whenever the pain became unbearable. In 1846, during a trial experiment in Boston, a tumor was successfully removed from a man's jaw area while he was anesthetized with Morton's machine.

The first use of anesthesia in the obstetric field occurred in Scotland by Dr. James Simpson. Instead of ether, which he considered irritating to the eyes, Simpson administered chloroform to reduce the pain of childbirth. Simpson sprinkled chloroform on a handkerchief and allowed laboring women to inhale the fumes at their own discretion. In 1853, Queen Victoria agreed to use chloroform during the birth of her eighth child. Soon the use of chloroform during childbirth was both acceptable and fashionable. However, as chloroform became a more popular anesthetic, knowledge of its toxicity surfaced, and it was soon obsolete.

After World War II, numerous developments were made in the field of anesthetics. Surgical procedures that had been unthinkable were being performed with little or no pain felt by the patient. Rather than physicians or nurses who administered pain relief as part of their profession,

anesthesiologists became specialists in suppressing consciousness and alleviating pain. Anesthesiologists today are classified as perioperative physicians, meaning they take care of a patient before, during, and after surgical procedures. It takes over eight years of schooling and four years of residency until an anesthesiologist is prepared to practice in the United States. These experts are trained to administer three different types of anesthetics: general, local, and regional General anesthetic is used to put a patient into a temporary state of unconsciousness. Local anesthetic is used only at the affected site and causes a loss of sensation. Regional anesthetic is used to block the sensation and possibly the movement of a larger portion of the body. As well as controlling the levels of pain for the patient before and throughout an operation, anesthesiologists are responsible for monitoring and controlling the patient's vital functions during the procedure and assessing the medical needs in the post-operative room.

The number of anesthesiologists in the United States has more than doubled since the 1970s, as has the improvement and success of operative care. In addition, complications from anesthesiology have declined dramatically. Over 40 million anesthetics are administered in the United States each year, with only 1 in 250,000 causing death.

Questions 29-34

Do the following statements agree with the information in Passage 37 In boxes 29-34 on your Answer Sheet, write.

TRUE	*if the statement is true according to the passage.*
FALSE	*if the statement contradicts the passage.*
NOT GIVEN	*if there is no information about this in the passage.*

29 Dioscorides' book, *De materia medica,* fell out of use after 60 A.D.

30 Mandragora was used as an anesthetic during the Middle Ages.

31 Nitrous oxide can cause the user to both laugh and cry.

32 During the second half of the 19th century, most dentists used anesthesia.

33 Anesthesiologists in the United States are required to have 12 years of education and training.

34 There are fewer anesthesiologists in the United States now than in the past.

Questions 35-40

Match each fact about anesthesia with the type of anesthetic that it refers to. There are more types of anesthetics listed than facts, so you won't use them all. Write the correct letter, A-H in boxes 35-40 on your Answer Sheet.

35 used by sprinkling on a handkerchief

36 used on only one specific part of the body

37 used by boiling with water

38 used first during a dental procedure

39 used to stop feeling over a larger area of the body

40 used in the first anesthetic machine

Types of Anesthetic	
A	general anesthetic
B	local anesthetic
C	regional anesthetic
D	chloroform
E	ether
F	nitrous oxide
G	opium
H	mandrake

The New Prepare for IELTS

Practice Test 1

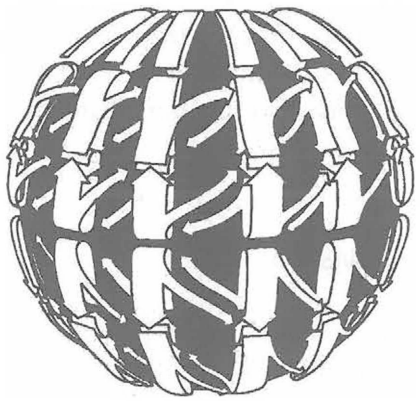
Passage 1

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

Airconditioning the Earth

The circulation of air in the atmosphere is activated by convection, the transference of heat resulting from the fact that warm gases or fluids rise while cold gases or fluids sink. For example, if one wall of a room is heated whilst the opposite wall is cooled, air will rise against the warm wall and flow across the ceiling to the cold wall before descending to flow back across the floor to the warm wall again.

The real atmosphere, however, is like a very long room with a very low ceiling. The distance from equator to pole is 10,000 km., while the "ceiling height" to the beginning of the stratosphere is only about 10 km. The air therefore splits up into a number of smaller loops or convection cells. Between the equator and each pole there are three such cells and within these the circulation is mainly north-south.



Each hemisphere has three belts of convection cells and the circulation within each belt is greater than it is between them. If the Earth did not rotate, the winds would blow largely in a north-south direction. The Earth's rotation causes them to veer off course (oblique arrows). The model above is schematic and presupposes a planet totally covered by sea. The continents create local wind systems.

Large-scale airconditioning

The result of this circulation is a flow of heat energy towards the poles and a levelling out of the climate so that both equatorial and polar regions are habitable. The atmosphere generally retains its state of equilibrium as every north-going air current is counterbalanced by a south going one. In the same way, depressions at lower levels in the troposphere are counter-balanced by areas of high pressure in the upper levels, and vice versa. The atmospheric transference of heat is closely associated with the movement of moisture between sea and continent and between different latitudes. Moist air can transport much greater quantities of energy than dry air.

Because the belts of convection cells run cast to west, both climate and weather vary according to latitude. Climatic zones are particularly distinguishable at sea where there are no land masses to disturb the pattern.

Man and the winds

For thousands of years mankind has been dependent upon the winds: they brought rain to the land and carried ships across the seas. Thus the westerly wind belts, the trade winds and the monsoon winds of the global circulation systems, have been known to us for many centuries. As recently as the present century, Arab ships sailed on the south-west monsoon winds from East Africa to India and back again on the north-east monsoon winds, without need of a compass. The winds alone were sufficient. In the equatorial convergence zone (the "doldrums"), and in the regions around the Tropic of Cancer and Tropic of Capricorn known as the "horse latitudes", sailing ships could drift for weeks unable to steer, while the "roaring forties" of the South Atlantic (40-50 S) were notorious among mariners for their terrible winds.