

IELTS Reading

بسته آموزشی جامع آزمون آیلتس

IELTS

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- آزمون جنرال و آکادمیک، معادل فارسی انواع سوالات و اصطلاحات ریدینگ

کلیات بخش Academic Reading

- Number of Passages: 3
- Number of Questions: 40
- Test Time: 60 minutes

متن اول عمدتاً راحت ترین متن بوده و اغلب از دو مدل سوال تشکیل شده است. توصیه میشود زمان خود را به گونه ای مدیریت کنید تا به سوالات این متن در ۱۵ دقیقه پاسخ دهید.

۴۵ دقیقه باقیمانده را بین دو متن دوم و سوم تقسیم می کنیم؛ سوالات و محتوای این دو متن دارای درجه سختی بالاتری نسبت به متن اول بوده و عمدتاً هر کدام ترکیبی از دو یا سه مدل سوال می باشند.

کلیات بخش General Reading

- **Number of Texts: 5** (four short texts and one passage)
- **Number of Questions: 40**
- **Test Time: 60 minutes**

بخش اول معمولاً از دو متن تشکیل می شود که عمدتاً یکی از آنها دارای سوالات TFNG می باشد و متن دوم بیشتر مواقع از سوالات Matching Information تشکیل می شود.

بخش دوم که موضوع آن مرتبط با مسائل تجاری و کاری می باشد، عمدتاً دو متن کوتاه دارد و معمولاً هر دو متن، سوالات جای خالی را به دنبال دارند.

بخش سوم یک متن طولانی و دشوارتر نسبت به متون بخش های یک و دو می باشد که ۱۳ یا ۱۴ سوال دارد (ترکیبی از دو یا سه مدل سوال مختلف) و بسیار شبیه به متن دوم یا سوم آزمون آکادمیک می باشد.

توصیه می شود زمان را به گونه ای مدیریت کنید تا برای بخش سوم بین ۲۵ الی ۳۰ دقیقه زمان ذخیره کرده باشید.

نحوه نمره دهی در Reading

نحوه بارم بندی نمره دهی در دو مدل آکادمیک و جنرال متفاوت می باشد. جدول زیر شیوه ی نمره دهی را بر مبنای تعداد پاسخ های درست از مجموع ۴۰ سوال در هر دو مدل آکادمیک و جنرال نشان میدهد.

General Training Module		Academic Module	
Raw Score	Band Score	Raw Score	Band Score
40	9.0	39-40	9.0
39	8.5	37-38	8.5
37-38	8.0	35-36	8.0
36	7.5	33-34	7.5
34-35	7.0	30-32	7.0
32-33	6.5	27-29	6.5
30-31	6.0	23-26	6.0
27-29	5.5	19-22	5.5
23-26	5.0	15-18	5.0
19-22	4.5	13-14	4.5
15-18	4.0	10-12	4.0
12-14	3.5	8-9	3.5
9-11	3.0	6-7	3.0
6-8	2.5	4-5	2.5

تکنیک های مختلفی که در این بخش از آزمون حائز اهمیت هستند:

- Skimming
- Scanning
- Paraphrasing

Skimming

تندخوانی اطلاعات مهم متن جهت رسیدن به یک ایده کلی باید بدانیم چشمان چه کلماتی را بخواند و چه کلماتی را نادیده بگیرد.

Paraphrasing

توانایی برگرداندن متن و بیان آن با کلمات مشابه

Scanning

جستجوی سریع بین کلمات جهت یافتن کلمه یا اصطلاحی بخصوص

به تناوب در طول
مهارت Reading
از این سه تکنیک
استفاده خواهیم
نمود

انواع سوالات Reading

- True / False / Not Given & Yes / No / Not Given
- Short Answer Qs
- Completion Qs (Sentence, table, note, diagram, etc.)
- Matching Qs (Heading, information, features, etc.)
- Multiple Choice (with four or five options); Global Ones

در ادامه با انواع سوالات و نحوه برخورد با آنها آشنا خواهیم شد.

سوالات True / False / Not Given

سوالات Yes / No / Not Given

پاسخ این سوالات در متن به ترتیب می آید و برای هر گزینه حداقل یک جمله وجود دارد، یعنی

حداقل یک پاسخ True، یک پاسخ False و یک پاسخ NG.

- کلید واژه های هر جمله را با دقت انتخاب نموده و پاسخ را در متن جستجو می کنیم. پس از یافتن

اولین جواب، سریعاً جمله ی بعدی را می خوانیم و بر اساس کلیدواژه هایش به دنبال پاسخ آن در

متن می گردیم. همین روند را تا یافتن پاسخ آخرین جمله ادامه می دهیم.

- سوالات TFNG بر مبنای واقعیت بوده اما سوالات YNNG بر اساس نظرات نویسندگان می باشند.

اگرچه نحوه ی برخورد و پاسخدهی به آنها کاملاً یکسان است

True / False / Not Given نمونه سوالات

حال با در نظر داشتن نکات گفته شده به سوالات زیر پاسخ دهید.

People from almost every culture love collecting things. They might collect stamps, books, cards, priceless paintings or worthless ticket stubs to old sports games. Their collection might hang on the walls of a mansion or be stored in a box under the bed. So what is it that drives people to collect? Psychologist Dr Maria Richter argues that the urge to collect is a basic human characteristic. According to her, in the very first years of life we form emotional connections with lifeless objects such as soft toys. And these positive relationships are the starting point for our fascination with collecting objects. In fact, the desire to collect may go back further still. Scientists suggest that for some ancient humans living hundreds of thousands of years ago, collecting may have had a serious purpose. Only by collecting sufficient food supplies to last through freezing winters or dry summers could our ancestors stay alive until the weather improved.

It turns out that even collecting for pleasure has a very long history. In 1925, the archaeologist Leonard Woolley was working at a site in the historic Babylonian city of Ur. Woolley had travelled to the region intending only to excavate the site of a palace. Instead, to his astonishment, he dug up artefacts which appeared to belong to a 2,500-year-old museum. Among the objects was part of a statue and a piece of a local building. And accompanying some of the artefacts were descriptions like modern-day labels. These texts appeared in three languages and were carved into pieces of clay. It seems likely that this early private collection of objects was created by Princess Ennigaldi, the daughter of King Nabonidus. However, very little else is known about Princess Ennigaldi or what her motivations were for setting up her collection.

In boxes 1–6 on your answer sheet, write

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

- 1 Dr Maria Richter believes that people become interested in collecting in early childhood.
- 2 A form of collecting may have helped some ancient humans to survive.
- 3 Leonard Woolley expected to find the remains of a private collection at Ur.
- 4 Woolley found writing that identified some of the objects he discovered.
- 5 Princess Ennigaldi established her collection to show off her wealth.

سوالات Short-Answer

The middle decades of the 20th century were certainly a dynamic time. Increasingly, the modern dance movement recognised and reflected the fact that America was a multi-racial, multi-cultural society. Katherine Dunham, an anthropology graduate, used movements from Pacific, African and Caribbean dance to create her unique style. Pearl Primus was another champion of African dance, which she passed on through her dance school in New York. After retirement she travelled widely to universities throughout America lecturing on ethnic dance, which became her main priority.

Modern dance since the 1980s has become a mix of multiple forms of dance, as well as art more generally. For example, Mark Morris's hugely popular work *The Hard Nut* includes sensational costumes and a stage design inspired by the comics he'd always enjoyed. Another innovator has been Ohad Naharin, who studied in New York and has worked internationally. Naharin's 'Gaga' style is characterised by highly flexible limbs and backbones, while in rehearsal his dancers have no mirrors, feeling their movements from within themselves, a break from traditional dance custom. In many ways it was a fitting end to a 100-year period that had witnessed a transformation in dance. The emergence of modern American dance was very much a 20th-century phenomenon. The style drew on influences from home and abroad and in turn went on to influence global dance culture.

پاسخ این سوالات در متن به ترتیب می آیند

Questions 11-13

Answer the questions below.

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

- 11 When Pearl Primus gave up dancing, what did she focus on doing?
- 12 What was an important influence for Mark Morris's *The Hard Nut*?
- 13 Dancers working with Ohad Naharin practise without using what?

- سوال را با دقت مطالعه کرده و پس از تعیین کلید واژه ها به دنبال آنها در متن می گردیم.
- با توجه به نقش مورد نظر کلمه (اسم، صفت، ..) و تعداد مجاز کلمات، مبادرت به انتخاب واژه مناسب می نماییم.
- نهایتاً یک دور کلمه ی مشخص شده را در قالب جمله در ذهن خود مرور میکنیم تا ببینیم معنادار و مربوط به سوال می باشد یا خیر.
- حال با در نظر داشتن نکات گفته شده به سوالات بالا پاسخ دهید.

سوالات Note Completion

- در مدل‌های Sentence, Note و Flow Chart پاسخ سوالات به ترتیب می باشد.
- به Part of speech کلمات (نقش کلمات در جمله) در حین پاسخ‌دهی باید کاملاً دقت کنیم.
- همچنین باید حتماً به تعداد مجاز کلمات که در عنوان سوال داده می شود توجه کنیم.
- با دقت به کلیدواژه های جمله یا عناوین مربوط در بالای یادداشت ها، محل جواب را پیدا کرده و سپس به دنبال یافتن پاسخ خواهیم بود.
- حال با در نظر داشتن نکات گفته شده به سوالات زیر پاسخ دهید.

Some significant private collections of this sort date from the fifteenth century. One of the first belonged to the Medici family. The Medicis became a powerful political family in Italy and later a royal house, but banking was originally the source of all their wealth. The family started by collecting coins and valuable gems, then artworks and antiques from around Europe. In 1570 a secret 'studio' was built inside the Palazzo Medici to house their growing collection. This exhibition room had solid walls without windows to keep the valuable collection safe.

Complete the notes below.

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

Write your answers in boxes 7-13 on your answer sheet.

Some significant private collections

15th-17th Centuries

- The Medici family made their money from 7_____
- At the Palazzo Medici there was a hidden 'studio' which had no 8_____
- Ole Worm liked to show when other scientists had made mistakes.

Diagram Completion

در این گونه از سوالات نیز همانند مدل های قبلی جای خالی، پاسخ ها عینا از کلمات متن انتخاب می گردند و مجاز به هیچ گونه تغییری در آن ها نمی باشیم. تمامی نکات گفته شده در دروس قبل را در مورد این سوال ها نیز رعایت می کنیم. یعنی به نقش کلمه در جمله و همچنین تکراری نبودن واژه دقت می نماییم. اگرچه برخلاف مدل های قبلی، گاهی اوقات پاسخ این سوالات در متن به ترتیب نیامده است، پس در ابتدا برخلاف مدل های پیشین که صرفا قبل از شروع، جمله اول را مطالعه می کردیم، پیش از پاسخدهی به این سوالات، کل دیاگرام را زیر و رو میکنیم.

Roman tunnels

The Romans, who once controlled areas of Europe, North Africa and Asia Minor, adopted the construction techniques of other civilizations to build tunnels in their territories

The Persians, who lived in present-day Iran, were one of the first civilizations to build tunnels that provided a reliable supply of water to human settlements in dry areas. In the early first millennium BCE, they introduced the *qanat* method of tunnel construction, which consisted of placing posts over a hill in a straight line, to ensure that the tunnel kept to its route, and then digging vertical shafts down into the ground at regular intervals. Underground, workers removed the earth from between the ends of the shafts, creating a tunnel. The excavated soil was taken up to the surface using the shafts, which also provided ventilation during the work. Once the tunnel was completed, it allowed water to flow from the top of a hillside down towards a canal, which supplied water for human use. Remarkably, some *qanats* built by the Persians 2,700 years ago are still in use today.

حتما به نقطه ای که فلش ها به آن اشاره می کنند به خوبی دقت کنید تا کاملا متوجه کلمه ای که باید بیابیم بشوید. حال با در نظر داشتن نکات گفته شده، پاسخ این سوالات را بیابید.

Label the diagrams below.

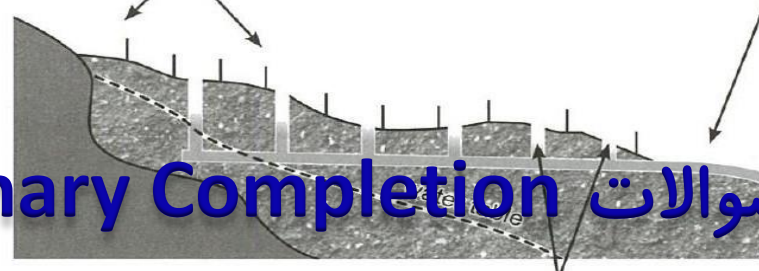
Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1–6 on your answer sheet.

The Persian Qanat Method

1 to direct the tunnelling

water runs into a 2 used by local people



vertical shafts to remove earth and for 3

سوالات Summary Completion

سوال های Summary Completion دو حالت دارند و مدلی که در این درس به آن پرداخته شده حالت بدون گزینه می باشد. همانند سوالات گوناگون جای خالی در دروس پیشین، در این گونه سوالات هم پاسخ ها بر اساس کلمات داده شده در متن انتخاب می گردند. اگر چه مشابه نمونه سوالات دیاگرام، پاسخ این سوال ها نیز همیشه به ترتیب نیستند.

همانند سایر سوالات جای خالی، باید به تعداد کلمات مجاز، نقش کلمه در جمله، معنی دار بودن کلمه نسبت به جمله و ... کاملاً توجه داشته باشیم.

معمولاً پاسخ این سوالات در یک یا دو پاراگراف خاص متمرکز شده اند.

نمونه سوالات Summary Completion

حال با در نظر داشتن تمامی نکات، به خلاصه متن داده شده در زیر پاسخ دهید.

A common claim, for example, is that liars won't look people in the eye during their explanations or while being questioned. Another is that they are likely to gesture as they tell their story, but so frequently that it seems unnatural – as if they are trying to convince others of their sincerity. However, many researchers have come to reject these ideas, suggesting a more effective approach is to listen to their narration style. A difficulty that liars face is having to remember exactly what they said, which is why they don't provide as many details as a person giving an honest account would. It is also typical of liars to mentally rehearse their story, and this is why one stage follows another in apparently chronological fashion. Honest stories, however, feature revisions and repetition. Recent research has also disproved the widely believed notion that liars have a habit of fidgeting in their seats. Rather, it seems that they keep still, especially in the upper body, possibly hoping to give the impression of self-assurance. Liars also put some psychological distance between themselves and their lies. For that reason, they avoid the use of 'I' when narrating their stories. The reverse is true, however, when people write fake reviews of, say, a hotel or restaurant. In these instances, 'I' features again and again as they attempt to convince us that their experience was real.

Complete the summary below.

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

Write your answers in boxes 23–26 on your answer sheet.

Signs that someone is lying

It is commonly claimed that people who are lying will avoid making eye contact with others and will **23** a lot. Many researchers now disagree with these claims. Instead they analyse the way that people tell their stories. For example, liars tend to offer fewer **24** than people who are telling the truth. However, each **25** of their story seems to be in order, because they have carefully planned what they want to say. And contrary to what many people believe, liars often remain **26** as they lie, perhaps in the belief that they will come across as more confident than they really are.

Summary Completion (with options)

- این گونه از خلاصه متن ها، معمولاً کمی دشوارتر از مدل بدون گزینه می باشند.
- در این سوالات باید به دقت محدوده ی پاسخ را پیدا نموده و کلمه یا محتوای معادل جای خالی را در بین گزینه ها بیابیم، تحلیل کنیم و گزینه مناسب را انتخاب کنیم.
- گزینه ای که انتخاب می کنیم باید از لحاظ **part of speech** به جمله بخورد.
- دقت داشته باشید گاهی معادل جای خالی در متن، کلمه بخصوصی وجود ندارد که بتوان مترادف آن را در میان گزینه ها پیدا کرد و باید مفهوم محدوده مورد نظر را بررسی نمود تا قادر بود که بهترین کلمه را انتخاب کرد.
- برای مثال در متن اشاره شد انتخاب فلان وسیله بستگی به بزرگ یا کوچک بودن محل استقرار دارد، از این سو در بین گزینه ها به کلمه **size** یا اندازه می توان رسید.

نمونه سوالات (with options) Summary Completion

- حال با در نظر داشتن نکات مذکور، پاسخ سوالات زیر را بر اساس گزیده ی متن داده شده در بین گزینه ها بیابید و انتخاب کنید.

The environmental practices of big businesses are shaped by a fundamental fact that for many of us offends our sense of justice. Depending on the circumstances, a business may maximize the amount of money it makes, at least in the short term, by damaging the environment and hurting people. That is still the case today for fishermen in an unmanaged fishery without quotas, and for international logging companies with short-term leases on tropical rainforest land in places with corrupt officials and unsophisticated landowners. When government regulation is effective, and when the public is environmentally aware, environmentally clean big businesses may out-compete dirty ones, but the reverse is likely to be true if government regulation is ineffective and if the public doesn't care.

Big businesses

Many big businesses today are prepared to harm people and the environment in order to make money, and they appear to have no 27 Lack of 28 by governments and lack of public 29 can lead to environmental problems such as 30 or the destruction of 31

- | | | |
|--------------------------|----------------------|-------------------------|
| A funding | B trees | C rare species |
| D moral standards | E control | F involvement |
| G flooding | H overfishing | I worker support |

سوالات Matching Headings

در این سوالات باید در هر پاراگراف "Topic Sentence" را یافت.

- همه پاراگراف ها دارای جمله ای که ایده اصلی را بیان کرده نیستند و در آن پاراگراف ها باید مفهوم کلی را مبنا قرار داد.
- انتخاب پاسخ پاراگراف های ابتدایی ممکن است بعلت عدم اشراف به متن و تعداد زیاد گزینه ها سخت باشد، اما با خواندن چند پاراگراف می توان به مرور، گزینه ها را راحت تر انتخاب نمود.
- حال با در نظر گرفتن نکات مذکور، به دنبال یافتن ایده ی اصلی دو پاراگراف داده شده بروید و سپس بر اساس آن در بین گزینه ها، بهترین عنوان را برای هر یک انتخاب نمایید.

F Prices will vary according to where it is bought. In the developing world, the price will depend on what deal aid organisations can negotiate. In developed countries, it is likely to come in at \$1,000 (£685) a unit, said Janssen. 'We are a venture with a social mission. We are aware that the product we have envisioned is mainly finding application in the developing world and humanitarian sector and that this is the way we will proceed. We do realise, though, that to be a viable company there is a bottom line to keep in mind,' he says.

G The company itself is based at Imperial College London, although Janssen, its chief executive, still lives in the UAE. It has raised £340,000 in funding so far. Within two years, he says, the company aims to be selling 1,000 units a month, mainly in the humanitarian field. They are expected to be sold in areas such as Australia, northern Chile, Peru, Texas and California.

- i Getting the finance for production
- ii An unexpected benefit
- iii From initial inspiration to new product
- iv The range of potential customers for the device
- v What makes the device different from alternatives
- vi Cleaning water from a range of sources
- vii Overcoming production difficulties
- viii Profit not the primary goal

سوالات Matching Information

- در این سوالات امکان آن وجود دارد که هر پاراگراف به یک یا دو جمله مرتبط باشد و یا اینکه حتی هیچ جمله ای مربوط به آن پاراگراف نباشد.

- تمام جملات را با دقت می خوانیم تا به درک درستی از آن ها برسیم، سپس مبادرت به خواندن پاراگراف نموده تا مطمئن شویم که آیا در متن به اطلاعاتی که در جملات آمده، اشاره شده است یا خیر.

حال پس از خواندن تمامی جملات داده شده، این بخش از متن را مورد مطالعه قرار دهید و ببینید به کدام جمله یا جملات در آن اشاره شده است.

Schimmelpennink seized this opportunity to present a more elaborate Witte Fietsenplan to the city council. 'My idea was that the municipality of Amsterdam would distribute 10,000 white bikes over the city, for everyone to use,' he explains. 'I made serious calculations. It turned out that a white bicycle - per person, per kilometre — would cost the municipality only 10% of what it contributed to public transport per person per kilometre.' Nevertheless, the council unanimously rejected the plan. 'They said that the bicycle belongs to the past. They saw a glorious future for the car,' says Schimmelpennink. But he was not in the least discouraged.

Reading Passage 2 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

Write the correct letter, **A–G**, in boxes 14–18 on your answer sheet.

NB You may use any letter more than once.

- 14 a description of how people misused a bike-sharing scheme
- 15 an explanation of why a proposed bike-sharing scheme was turned down
- 16 a reference to a person being unable to profit from their work
- 17 an explanation of the potential savings a bike-sharing scheme would bring
- 18 a reference to the problems a bike-sharing scheme was intended to solve

سوالات Matching Features

در این قبیل سوالات به شما یک سری جمله داده می شود، و پس از آن لیستی از آیتم های گوناگون ارائه می گردد که می توانند اسامی افراد، مکان، یا زمان های مختلفی باشند.

ممکن است برخی از آیتم ها دو بار استفاده شوند و برخی استفاده نشوند.

معمولاً آیتم ها در متن به ترتیب آمده اند ولی ممکن است جلوتر دوباره به آنها اشاره شود و تکرار کردند. پس از خواندن اطلاعات مربوط به هر آیتم در متن، به جملات نگاهی انداخته تا ببینیم به نوعی بازگردان یا **paraphrase** آن قسمت از متن می باشند یا خیر.

حال، با توجه به نکات مذکور، در ابتدا همان طور که گفته شد آیتم ها را بررسی کنید، سپس ببینید در گزیده ی متن داده شده به کدام یک از آن ها اشاره شده، و نهایتاً آیا در میان جملات **paraphrase** ای از آن ها آمده یا خیر.

Here is how some of today's 'explorers' define the word. Ran Fiennes, dubbed the 'greatest living explorer', said, 'An explorer is someone who has done something that no human has done before – and also done something scientifically useful.' Chris Bonington, a leading mountaineer, felt exploration was to be found in the act of physically touching the unknown: 'You have to have gone somewhere new.' Then Robin Hanbury-Tenison, a campaigner on behalf of remote so-called 'tribal' peoples, said, 'A traveller simply records information about some far-off world, and reports back; but an explorer *changes* the world.' Wilfred Thesiger, who crossed Arabia's Empty Quarter in 1946, and belongs to an era of unmechanised travel now lost to the rest of us, told me, 'If I'd gone across by camel when I could have gone by car, it would have been a stunt.' To him, exploration meant bringing back information from a remote place regardless of any great self-discovery.

Look at the following statements (Questions 33–37) and the list of explorers below.

Match each statement with the correct explorer, **A–E**.

Write the correct letter, **A–E**, in boxes 33–37 on your answer sheet.

NB You may use any letter more than once.

- 33 He referred to the relevance of the form of transport used.
- 34 He described feelings on coming back home after a long journey.
- 35 He worked for the benefit of specific groups of people.
- 36 He did not consider learning about oneself an essential part of exploration.
- 37 He defined exploration as being both unique and of value to others.

List of Explorers

- A** Peter Fleming
- B** Ran Fiennes
- C** Chris Bonington
- D** Robin Hanbury-Tenison
- E** Wilfred Thesiger

سوالات Reverse Matching Features

این گونه از سوالات دقیقاً به نوعی برعکس مدل پیشین می باشند. در حقیقت، آیتم هایی که به عنوان گزینه داده می شدند، این بار هر کدام به عنوان سوال در نظر گرفته می شوند و باید بر اساس توضیحات داده شده در متن، توصیف مناسبی را برای آن ها در باکس داده شده بیابیم.

پس طبیعتاً پاسخ این سوالات در متن به ترتیب است. یعنی اولین مورد را اسکن و پیدا نموده، و سپس در باکس داده شده بهترین توصیف را برای آن ها بر مبنای آن اطلاعات انتخاب می کنیم.

حال با در نظر گرفتن نکات اظہار شده، پاسخ دو سوال ابتدایی را در گزیده متن زیر بیابید.

In other members of the dog family, play is controlled in a similar way. Among coyotes, cubs which are too aggressive are ignored by the rest of the group and often end up having to leave entirely. Experiments with domestic dogs, where one animal was given some 'sweets' and another wasn't, have shown that they possess a sense of fairness as they allowed their companion to eat some.

Look at the following animals (Questions 33–37) and the list of descriptions below.

Match each animal with the correct description, **A–G**.

Write the correct letter, **A–G**, in boxes 33–37 on your answer sheet.

- 33** coyotes
- 34** domestic dogs
- 35** elephants
- 36** Diana monkeys
- 37** rats

List of Descriptions

- A** often attack peers who fail to follow the moral code
- B** appear to enjoy playing with members of a different species
- C** sometimes share treats with a peer
- D** may assist a peer who is failing to complete a task
- E** may be driven away by their peers if they do not obey the moral code
- F** seem unwilling to benefit from something that hurts their peers
- G** may help a different type of animal which is in difficulty

سوالات Matching Endings

در این قبیل از سوالات به شما یک سری ابتدای جمله داده می شود که باید بر اساس اطلاعات متن، انتهای جمله ای را در بین گزینه های داده شده انتخاب کنیم تا نهایتاً جملات داده شده به درستی تکمیل گردند.

پاسخ سوالات به ترتیب است.

- در متن به دنبال معادل کلید واژه های بخش اول جمله می گردیم، سپس می بینیم در خصوص آن چه اطلاعاتی داده شده است. نهایتاً معادل آن اطلاعات را در بین گزینه های داده شده (قسمت پایانی جملات) پیدا می کنیم.
- حال با در نظر داشتن نکات گفته شده، پاسخ سوال شماره ۲۷ را انتخاب نمایید.

People of every culture tell each other fairy tales but the same story often takes a variety of forms in different parts of the world. In the story of *Little Red Riding Hood* that European children are familiar with, a young girl on the way to see her grandmother meets a wolf and tells him where she is going. The wolf runs on ahead and disposes of the grandmother, then gets into bed dressed in the grandmother's clothes to wait for Little Red Riding Hood. You may think you know the story – but which version? In some versions, the wolf swallows up the grandmother, while in others it locks her in a cupboard. In some stories Red Riding Hood gets the better of the wolf on her own, while in others a hunter or a woodcutter hears her cries and comes to her rescue.

Complete each sentence with the correct ending, **A–F**, below.

Write the correct letter, **A–F**, in boxes 27–31 on your answer sheet.

- 27 In fairy tales, details of the plot
- 28 Tehrani rejects the idea that the useful lessons for life in fairy tales
- 29 Various theories about the social significance of fairy tales
- 30 Insights into the development of fairy tales
- 31 All the fairy tales analysed by Tehrani

- A** may be provided through methods used in biological research.
- B** are the reason for their survival.
- C** show considerable global variation.
- D** contain animals which transform to become humans.
- E** were originally spoken rather than written.
- F** have been developed without factual basis.

کلیات و نمونه سوالات چهارگزینه ای

سوالات چهار گزینه ای مدل های گوناگونی دارند، در برخی باید دنبال اطلاعات داده شده باشیم و بر اساس نکات اظهار شده بهترین گزینه را انتخاب کنیم. همچنین در برخی از این سوالات از ما خواسته می شود تا دنبال ایده اصلی یا هدف پاراگراف باشیم دقیقاً همانند سوالات **matching headings**، و نهایتاً در مدل دیگری از ما خواسته می شود ببینیم چرا به مورد خاصی اشاره یا **refer** شده است. که عمدتاً باید اطلاعات داده شده پیش از آن کلمه یا اصطلاح را مورد بررسی قرار دهیم تا دلیل اشاره به آن را بیابیم.

- پاسخ سوالات نیز همیشه به ترتیب است.

- گاهی اوقات خود سوال به ما می گوید در کدام پاراگراف به دنبال جواب بگردیم، در غیر اینصورت باید با توجه به کلید واژه ها محل پاسخ را پیدا کنیم.

- گزینه ها را تنها بعد از مطالعه متن میخوانیم و بهترین پاسخ را در بین آنها انتخاب میکنیم.

حال با در نظر داشتن نکات مذکور، به سه سوال زیر پاسخ دهید:

Jack Zipes at the University of Minnesota, Minneapolis, is unconvinced by Tehrani's views on fairy tales. 'Even if they're gruesome, they won't stick unless they matter,' he says. He believes the perennial theme of women as victims in stories like *Little Red Riding Hood* explains why they continue to feel relevant. But Tehrani points out that although this is often the case in Western versions, it is not always true elsewhere. In Chinese and Japanese versions, often known as *The Tiger Grandmother*, the villain is a woman, and in both Iran and Nigeria, the victim is a boy.

Mathias Clasen at Aarhus University in Denmark isn't surprised by Tehrani's findings. 'Habits and morals change, but the things that scare us, and the fact that we seek out entertainment that's designed to scare us – those are constant,' he says. Clasen believes that scary stories teach us what it feels like to be afraid without having to experience real danger, and so build up resistance to negative emotions.

38 When discussing Tehrani's views, Jack Zipes suggests that

- A** Tehrani ignores key changes in the role of women.
- B** stories which are too horrific are not always taken seriously.
- C** Tehrani overemphasises the importance of violence in stories.
- D** features of stories only survive if they have a deeper significance.

39 Why does Tehrani refer to Chinese and Japanese fairy tales?

- A** to indicate that Jack Zipes' theory is incorrect
- B** to suggest that crime is a global problem
- C** to imply that all fairy tales have a similar meaning
- D** to add more evidence for Jack Zipes' ideas

40 What does Mathias Clasen believe about fairy tales?

- A** They are a safe way of learning to deal with fear.
- B** They are a type of entertainment that some people avoid.
- C** They reflect the changing values of our society.
- D** They reduce our ability to deal with real-world problems.

کلیات و نمونه سوالات پنج گزینه ای

- پاسخ این سوالات برخلاف مدل چهارگزینه ای همیشه به ترتیب نیست.
- پس در ابتدا تمامی سوال ها را می خوانیم تا هر وقت به محدوده ی پاسخ رسیدیم و آن را کامل خواندیم، بین گزینه ها سه گزینه اشتباه را حذف و نهایتاً دو گزینه صحیح را انتخاب نماییم.
- گاهی اوقات که پاسخ سوال محدوده ی وسیعی را در متن پوشش می دهد، بهتر است به این سوالات پس از خواندن کل متن پاسخ داد.
- معمولاً در آزمون، بیش از دو سوال پنج گزینه ای داده نمی شود (اکثراً در Passage 2)
- حال با توجه به نکات مذکور، بر اساس گزیده متن داده شده، به سوال زیر پاسخ داده و دو گزینه ی مناسب را انتخاب نمایید:

There are a number of hurdles to overcome in delivering automated vehicles to our roads. These include the technical difficulties in ensuring that the vehicle works reliably in the infinite range of traffic, weather and road situations it might encounter; the regulatory challenges in understanding how liability and enforcement might change when drivers are no longer essential for vehicle operation; and the societal changes that may be required for communities to trust and accept automated vehicles as being a valuable part of the mobility landscape.

Questions 25 and 26

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** challenges to automated vehicle development does the writer mention?

- A** making sure the general public has confidence in automated vehicles
- B** managing the pace of transition from conventional to automated vehicles
- C** deciding how to compensate professional drivers who become redundant
- D** setting up the infrastructure to make roads suitable for automated vehicles
- E** getting automated vehicles to adapt to various different driving conditions

کلیات و نمونه سوالات چهار گزینه ای کلی

- این گونه از سوالات از شما می خواهند ایده اصلی، هدف و یا بهترین عنوان متن را انتخاب کنید.
- در سوالاتی که از شما خواسته شده ایده ی اصلی را پیدا نمایید، باید گزینه ای را انتخاب کنید که مربوط به موارد بیان شده در کل متن می باشد نه صرفاً بخش خاصی از آن.
 - در مدلی که از شما خواسته می شود تا هدف متن را پیدا نمایید، حتماً به فعل ابتدایی هر گزینه دقت کنید و در ذهن خود بررسی کنید آیا آن کار مبنای اصلی متن بوده یا خیر.
 - و نهایتاً در سوالهای انتخاب بهترین عنوان متن، باید پس از خواندن هر گزینه تصور کنید در صورت دیدن آن عنوان بخصوص، انتظار روبرو شدن با چه متنی را می کشیدید و در پایان عنوانی را انتخاب کنید که بهتر از سایر گزینه ها در متن به آن پرداخته شده باشد.
 - به نمونه های زیر دقت کنید، سپس نگاهی به متن صفحه بعد بیندازید تا پاسخ های مربوط به هر یک را انتخاب کنید.

ایده اصلی نویسنده چیست؟

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

What is the writer's main idea in the Reading passage?

- A The global financial crisis would not have happened if people were still imprisoned for being in debt.
- B Certain nationalities should follow the lead of others in order to become financially stable.
- C The global financial crisis was created by a number of groups and has had only negative effects.
- D Worldwide attitudes to financial responsibility are to blame for the global crisis.

هدف نویسنده چیست؟

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

What is the writer's purpose in the Reading passage?

- A To compare approaches to savings and investment in the 19th and the 21st centuries
- B To summarise different interpretations of the main causes of the global financial crisis
- C To criticise investment banks' unhealthy concept of debt
- D To detail which processes caused the global financial crisis to happen

بهترین عنوان متن چیست؟

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

What is the best title for this Reading passage?

- A The History of Debt in the Modern Era
- B How the Banks created a Global Recession
- C Disasters in Finance and Investment
- D The Crash: is there anyone to blame?

- 1 There was once a widely held belief that people who were in debt, but who could not afford to pay back that debt, should be punished severely. At the end of the 19th century, those unable to repay what they owed were arrested, taken to court, and ultimately sent to 'debtors' prisons', locked away until they had worked off what they owed. To be in debt, in the eyes of society, was unacceptable. And yet, by the time we reached the first years of the 21st century, the idea that owning debt was something positive, even productive, had become commonplace in many parts of the world. So much so, that the global financial crash of 2008, in the eyes of many observers, was entirely inevitable.
- 2 At the end of the 20th century, the general financial climate was stable and healthy. Commercial banks and investment banks for a number of years had mostly functioned separately from one another. When people put their income or savings into an investment, it was often done without a great deal of risk, and they tended not to make an astonishing amount of money. But this was soon to change in a disastrous way, writes Alicia Pillory in *The Great Deception*. In the early 2000s, 'investment bankers devised an opportunity to make huge profits by buying mortgage loans from commercial banks and mortgage lenders'. She explains how the investment banks then created 'packages' of these loans and sold them to individual investors. 'The grand, misguided theory was that any repayments would have to be made to the companies or people who now owned the mortgages, and everyone would get rich.'
- 3 Huge numbers of investors brought their money to the table. They were given confidence by the fact that the packages being offered to them had apparently been assessed and passed by the credit rating agencies. The main purpose of these organisations is to evaluate in a neutral way the amount of risk an individual or company might face in a potential investment. The fundamental problem, as Charles Vane sets out in *The End of Innocence*, was that these credit rating agencies were actually paid by the investment banks themselves, and the agencies were happy to provide the first-class 'AAA' ratings which did so much to convince potential investors to part with their money: 'which is actually very far from being neutral'. It seems unthinkable now that this was the case, but it was not uncommon at the time. 'We have to take that into consideration before isolating and criticising the investment banks too harshly.'
- 4 The investment banks, now free to offer home loans to anyone, regardless of how much that person earned or was even likely to earn, began offering mortgages to new borrowers: people who were in low-paid employment, and who had no savings at all. Huge levels of debt were provided to those who, within two or three years, would have no way of meeting the monthly repayments. 'So many people were taken advantage of,' writes Pillory, and 'this irresponsible lending behaviour was never made to stop, with no ultimate consequences for the bankers, who simply became very, very rich'. She maintains that the authorities could, and should, have put a stop to it earlier. Instead, 'at this point, another industry saw the potential for profit and greedily stepped in'.
- 5 Insurance companies commonly offer protection against personal debt (for example, when somebody takes out a mortgage but wants to make sure that, if they suffer an unexpected accident and cannot work, the debt will be paid not by themselves, but by that company). However, in the early part of the 21st century, people suddenly became able to buy insurance for properties they did not even own. In other words, when a family could no longer afford the repayments on their home and had to leave, another person – who they had never met, maybe even living on the other side of the country – could claim a huge amount of money from the insurance company, simply because they had bought a policy for that particular property. In *The Crash: Reasons and Repercussions*, Dr Alfred Moran writes, 'The AAA ratings gave everyone a dishonest guarantee that the system could not collapse. Unfortunately for the world's economy, the insurance companies followed those ratings blindly.' Eventually, in 2008, the system did indeed collapse, on a devastating scale.
- 6 Despite this, he emphasises, it should not be overlooked that it was actually the investment banks who paid the ratings agencies in the first place, and so the AAA rating was essentially funded by those who would exploit it – it is they who are most to blame. Pillory contends, however, that we should vent our strongest anger towards the dangerously 'hands-off' approach of western governments at the time, while Vane avoids placing the entire blame at the feet of either the banks, or their governments and regulators. He maintains that, in the western world, the attitude towards debt is careless. 'Chinese people, for example, often put 30% of their income into saving; this sensible attitude to money is commonly seen in Asian countries. In comparison, in Europe and the US, you rarely see anyone putting aside more than 5% of their earnings. This is extremely unwise.' By extension, those people who borrowed money to buy a house, knowing that they could never afford to pay that money back in their entire lifetimes, must take the major share of the blame.
- 7 As Alicia Pillory laments, 'We are living through the worst recession for 80 years, all because a comparatively small number of people working in the financial sector could not control their greed.' Whatever the root causes of this highly devastating period in our history, the one thing that experts seem to agree on is that our shared financial wellbeing is unlikely to return to full health at any point soon. Perhaps it is even time to reconsider some 19th-century notions of how we are supposed to feel about debt.

حالا به صفحه قبل برمیگردیم و
به سه سوال داده شده پاسخ
می دهیم.

*mortgage – a loan given
by a bank that enables
someone to buy



نحوه پاسخدهی به یک Passage بصورت کامل

- همان طور که در ابتدا گفته شد هر متن از آزمون آکادمیک، یا قسمت سوم از آزمون جنرال، ۱۳ یا ۱۴ سوال دارد که ترکیبی از دو، سه و بعضاً چهار مدل سوال است. حال لازم است بدانید به چه طریق به این سوالات پاسخ دهید تا لازم نباشد قسمتی از متن را جهت سوالاتی دیگر مجدد بخوانید. بدین منظور پنج سناریو را بررسی می کنیم.

سناریو شماره یک:

- سوالات داده شده: True / False / Not Given به همراه Note Completion
- این مدل طرح سوال در متن اول بسیار رایج است.
- هر دو مدل سوالات، جوابشان در متن به ترتیب می آید، اما ممکن است توأمان جواب هر دو مدل در متن آمده باشد. برای مثال سوالات TFNG را تا سوال ۳ پاسخ داده ایم که قبل از سوال ۴، اولین پاسخ Note Completion شروع میشود.
- پس توصیه می شود در چنین مثالی، اولین سوال TFNG و اولین سوال Note Completion را بخوانیم و سپس خواندن متن را شروع کنیم. به محض پیدا کردن پاسخ هر کدام از سوالات، سوال بعدی را می خوانیم و به همین طریق ادامه می دهیم تا ۱۳ سوال تمام شوند.

سناریو شماره دو:

- سوالات داده شده: **Global Multiple Choice** و **Summary Completion** و **Matching Headings**
- این مدل طرح سوال در متن دوم و گاهی سوم بسیار رایج است. در ابتدا، جملات ابتدایی **Summary** را می خوانیم تا دستمان بیاید که باید دنبال چه موضوعی باشیم، سپس نیم نگاهی به سوال چهار گزینه ای کلی می اندازیم تا بدانیم دنبال چه ویژگی از متن هستیم و نهایتاً پاراگراف اول را می خوانیم.
- اگر بحث **Summary** شروع شده بود که به آن پاسخ می دهیم. فارغ از این مسئله، در انتهای هر پاراگراف با پیدا کردن **Topic Sentence** یا ایده اصلی تلاش می کنیم که گزینه مناسب را بین عناوین جهت آن پاراگراف انتخاب نماییم و پس از خواندن کل متن و پاسخ به سوالات خلاصه و عناوین، به سوال چهار گزینه ای کلی پاسخ می دهیم.

سناریو شماره سه:

- سوالات داده شده:
- **Sentence Completion** و **Matching Features** و **Matching Information**
- در ابتدا، تمامی جملات **Matching Information** را کامل می خوانیم و زیر کلید واژه هایشان خط می کشیم و آنها را بخوبی درک می کنیم، سپس نگاهی به آیتم ها انداخته و نهایتاً اولین جمله از بخش **Sentence Completion** را می خوانیم و به سراغ متن می رویم.
- با شروع پاراگراف اول هر وقت به محل پاسخ سوالات جای خالی رسیدیم، پاسخ را انتخاب کرده و ادامه متن را می خوانیم (طبیعتاً پس از پاسخ به اولین جای خالی سریعاً جمله ی بعد خوانده می شود). فارغ از این سوالات، هر وقت به آیتم ها رسیدیم، اطلاعات داده شده را تطبیق می دهیم و اگر پاسخی را یافتیم، گزینه درست را انتخاب می کنیم. نهایتاً در انتهای هر پاراگراف، بررسی می کنیم که آیا جمله یا جملاتی از بخش **Matching Information**، مربوط به پاراگراف خوانده شده می باشد یا خیر.

سناریو شماره چهار:

- سوالات داده شده:

Multiple Choice

Summary Completion with options

Yes / No / Not Given

- اولین سوال چهار گزینه ای، اولین سوال YNNG و ابتدای Summary و عنوانش را می خوانیم و به سراغ پاراگراف اول می رویم. در صورتی که پاسخ هر سوال را یافتیم سریعاً سوال بعد را می خوانیم و به همین طریق ادامه می دهیم.
- همان طور که قبلاً گفته شد، ممکن است در حین پاسخ دادن به سوالات چهار گزینه ای، سوالات Summary شروع شوند. به همین منظور، هر سه مدل سوالات را در ابتدا قبل از پاسخ دادن آماده می کنیم.

سناریو شماره پنج:

- سوالات داده شده: پنج گزینه ای و Matching Endings و Short-Answer
- اولین سوالات پنج گزینه ای را بدون توجه به گزینه های سوال می خوانیم، سپس اولین سوال Matching Endings و اولین سوال جواب-کوتاه را بررسی می کنیم و سپس خواندن پاراگراف اول را شروع می کنیم.
- هر سوال از جواب-کوتاه یا Matching Endings که پاسخ دادیم، فوراً سوال بعدی را می خوانیم. اما سوالات پنج گزینه ای را زمانی جواب می دهیم که مطمئن شویم حتماً به هر دو گزینه ی آن اشاره شده است. گاهی ممکن است نیاز شود تا پایان متن را بخوانیم و سپس به این سوالات پاسخ دهیم.

معادل فارسی انواع سوالات و اصطلاحات Reading

True False Not Given (TFNG)	صحیح، غلط، داده نشده
Yes No Not Given (YNNG)	بله، خیر، داده نشده
Sentence Completion	جای خالی جمله
Note Completion	جای خالی یادداشت
Table Completion	جای خالی جدول
Diagram Completion	جای خالی دیاگرام
Summary Completion	جای خالی خلاصه متن
Summary Completion with options	جای خالی خلاصه متن به همراه گزینه
Short-Answer Questions	سوالات جواب کوتاه
Multiple Choice Questions (With 4 Options)	سوالات چهار گزینه ای
Multiple Choice Questions (With 5 Options)	سوالات پنج گزینه ای
Global Multiple Choice Questions	سوالات چهار گزینه ای کلی
Matching Headings	سوالات انتخاب عنوان ها
Matching Information	سوالات ارتباط جملات با پاراگراف ها
Matching Features	سوالات ارتباط جملات با آیتم ها
Reverse Matching Features	سوالات ارتباط آیتم ها با جملات
Matching Endings	سوالات ارتباط ابتدا و انتهای جملات
Topic Sentence	جمله ای که ایده ی اصلی پاراگراف را در خود قرار داده است
Part of speech	نقش کلمات در جمله (اسم، صفت و ...)

Answer key

TFNG Questions

1 – True 2-True 3-False 4-True 5-Not Given

Short-Answer Questions

11-Lecturing 12-Comics 13-Mirrors

Note Completion Questions

7-Banking 8-Windows

Diagram Questions

1- Posts 2-Canal 3-Ventilation

Summary Completion (With Options)

23- gesture 24-details 25-stage 26-still

Summary Completion (With Options)

27-D 28-E 29-F 30-H 31-B

Matching Heading Questions

Paragraph F: viii Paragraph G: i

Matching information Questions

Sentences included in the paragraph 15 & 17

Matching Features Questions

33-E 34-Not mentioned 35-D 36-E 37-B

Reverse Matching Features Questions

33-E 34-C

Matching Endings Questions

27-C

Multiple Choice Questions (With 4 options)

38-D 39-A 40-A

Multiple Choice Questions (With 5 options)

25 & 26 - A & E IN EITHER ORDER

Global Multiple Choice Question

The main idea question: C

The purpose questions: B

The title question: D

IELTS Academic Reading نمونه تست

Exam Practice Test 3

Reading Passage 1

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

The History of Modern American Dance

The birth of modern American dance occurred in the first years of the twentieth century. And, perhaps unusually for academics, dance historians hold remarkably similar views when it comes to identifying the individuals and influences that shaped the evolution of modern American dance. Starting in the early 1900s, we can see that dancers quite deliberately moved away from previous approaches. This included rejecting both the formal moves of ballet dancing and the entertainment of vaudeville dancing. As a result, dancers began the new century with a fresh start. One important figure at this time was Loie Fuller, who performed largely with her arms, perhaps because she had limited dance training. Fuller emphasised visual effects rather than storytelling, and pioneered the use of artificial lighting to create shadows while dancing.

Perhaps most influential in the early years was Isadora Duncan, who was well known in both America and Europe. Duncan refused to wear elaborate costumes, preferring to dance in plain dresses and bare feet. She is also notable for preferring music written by classical composers such as Chopin and Beethoven, rather than contemporary compositions. At a similar time, Ruth St Denis was bringing the influence of Eastern cultures to American dance, often performing solo. In 1915, St Denis opened a dance training academy with her husband with the intention of passing on her approach and style to the next generation of American dancers.

By the 1920s, the modern dance movement in America was well established. Audiences were enthusiastic and dancers were increasingly prepared to experiment with new ideas. Martha Graham was one of an important group who emerged in New York. Graham looked within herself to find her dance style, examining how her body moved as she breathed, but also observing the patterns made by her limbs when walking in order to find a new, naturalistic approach to dance. Doris Humphrey wanted her dance to reflect her personal experience of American life. She explored the concept of gravity, allowing her body to fall, only to recover at the last moment. Her book *The Art of Making Dances*, which detailed her approach to dance composition, was highly influential with later generations of dancers.

By the 1930s, modern dance was becoming an accepted, respectable art form. Universities such as Bennington College included modern dance in their performing arts programmes for the first time. In the 1940s, German-born dancer Hanya Holm embraced the changing times by including modern dance in mainstream musicals on the Broadway stage. Among Holm's many other innovations was bringing her own humour to these performances – audiences adored it.

Modern American dance has seldom stood still. Each new generation of dancers either developed the techniques of their teachers or rejected them outright. So by the 1950s the techniques of traditional European ballet dancing were again influential. This was certainly true of Erick Hawkins, who also incorporated Native American and Asian styles. Similarly, Merce Cunningham emphasised the leg actions and flexibility of the spine associated with ballet moves. Paul Taylor preferred his dance to reflect

the experiences and interactions of ordinary people going about their everyday lives. Taylor's career was the subject of a documentary that provided valuable insights into this period of dance.

The middle decades of the 20th century were certainly a dynamic time. Increasingly, the modern dance movement recognised and reflected the fact that America was a multi-racial, multi-cultural society. Katherine Dunham, an anthropology graduate, used movements from Pacific, African and Caribbean dance to create her unique style. Pearl Primus was another champion of African dance, which she passed on through her dance school in New York. After retirement she travelled widely to universities throughout America lecturing on ethnic dance, which became her main priority.

Modern dance since the 1980s has become a mix of multiple forms of dance, as well as art more generally. For example, Mark Morris's hugely popular work *The Hard Nut* includes sensational costumes and a stage design inspired by the comics he'd always enjoyed. Another innovator has been Ohad Naharin, who studied in New York and has worked internationally. Naharin's 'Gaga' style is characterised by highly flexible limbs and backbones, while in rehearsal his dancers have no mirrors, feeling their movements from within themselves, a break from traditional dance custom. In many ways it was a fitting end to a 100-year period that had witnessed a transformation in dance. The emergence of modern American dance was very much a 20th-century phenomenon. The style drew on influences from home and abroad and in turn went on to influence global dance culture.

Questions 1–6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–6 on your answer sheet, write

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

- 1 Dance historians agree about the development of modern American dance.
- 2 Dancers in the early 1900s tended to copy the styles of earlier dancers.
- 3 Loie Fuller preferred to dance alone on stage.
- 4 Isadora Duncan wore complicated clothing when dancing.
- 5 Some dancers criticised Isadora Duncan for her choice of music.
- 6 Ruth St Denis wished to educate others in her style of dancing.

Questions 7–10

Complete the notes below.

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

Developments in Modern American Dance

1920s–1940s

- Martha Graham based her dance on human actions such as breathing and **7**.....
- Doris Humphrey wrote an important **8**..... about her ideas.
- Dance became a respectable subject to study at university.
- Hanya Holm introduced **9**..... into dance and musicals.

1950s–1970s

- Erick Hawkins and Merce Cunningham reintroduced some ballet techniques.
- An influential **10**..... outlined the working life of Paul Taylor.

Questions 11–13

Answer the questions below.

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

- 11 When Pearl Primus gave up dancing, what did she focus on doing?
- 12 What was an important influence for Mark Morris's *The Hard Nut*?
- 13 Dancers working with Ohad Naharin practise without using what?

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

The Science of Human Laughter

A

Human beings love to laugh. It's such an obvious fact that it's easy to overlook. Laughter, like music and language, is a fundamental human trait. Common sense tells us that laughter is associated with happiness. However, there is also a body of scientific evidence proving that laughter is good for us. Studies show that laughter strengthens relationships in both personal and professional life. It has also been established that laughter improves cardiovascular function, boosts the immune system and releases beneficial hormones into the bloodstream. However, according to psychologist Dr Peter Shrimpton, humans might all laugh, but they often don't remember doing it. 'All the studies show that we laugh more frequently than we realise,' says Dr Shrimpton. 'Perhaps because it is such a basic part of human nature, we tend not to notice when we are laughing.'

B

Infants typically give their first laugh around three to four months of age, long before they can talk. But according to biologists, this isn't because they find something amusing; it is rather a form of non-verbal communication. They laugh to form a closer connection to the people they are with, and adults are little different. 'There is a widespread belief outside the scientific community that we laugh because something is humorous,' says sociologist Jocelyn Barnes. 'While this is true, just as commonly the real purpose of laughter is to promote bonding with other individuals or groups.' This may be partly because it is almost impossible to imitate laughter; even trained actors struggle to mimic a laugh convincingly. So if someone is laughing, the chances are they are being genuine. There's even a difference between a real and a fake smile. In the 19th century, the French neurologist Guillaume Duchenne found

that a genuine smile activates the zygomaticus major and orbicularis muscles, and this in turn causes lines to develop called 'crow's feet' at the outside corners of the eyes. No crow's feet appear if the smile is put on.

C

There is certainly nothing new about joking and laughter. Attempts to be humorous have been found from ancient Egypt, dating from 2600 BC. And a long and detailed joke book called *The Laughter Lover*, which was written in ancient Rome, still exists today. While of considerable historical value, it may not be all that amusing any more. A professor of classics, Heinrich Ahrends, has studied many such ancient sources and concluded that tastes in jokes have evolved markedly with the passing of the centuries and that the jokes of our forebears would not get much of a laugh today – and vice versa, no doubt. Nonetheless, studies show that almost everyone can find amusement in some form or other. There is a rare neurological disorder named aphongelia that prevents some people from laughing out loud. However, they may still be amused or entertained, but just express it in different ways.

D

Much more common is contagious laughter: laughter that spreads uncontrollably between people, sometimes referred to as 'getting the giggles'. Many people will have experienced this themselves, particularly as children, though it also occurs in adults. On one infamous occasion, a group of BBC cricket commentators got the giggles while broadcasting live on radio. And in January 1962 in Tanzania contagious laughter spread through a group of students. Ninety-five pupils were affected and one girl laughed continuously for 16 days. Eventually the situation became so bad that the authorities at

the school felt obliged to close it temporarily. In general, however, it is possible for most people to suppress laughter in circumstances where it would be inappropriate. Scientists believe this is possible because in the brain's cerebral cortex there appears to be a laughter switch over which humans have some conscious control.

E

What is becoming clear to scientists is that laughter is highly complex. It appears, for example, that laughter has the power to override other emotions, at least temporarily. Neurologist Nikki Sokolov is studying the network of brain circuits and neurotransmitters that regulate laughter and other emotions. She hopes her work may provide further insights to explain the processes involved when laughter occurs simultaneously with other, seemingly contradictory emotions, such as crying, for example. Another aspect of humour's complexity

is that it is so subjective. What makes one person laugh will be met with stony silence by another. Writer David Mackenzie recognised this from the reactions his own jokes received. Intrigued, Mackenzie conducted an international online survey to establish exactly what makes people laugh and what doesn't, and was surprised by the diverse and often contradictory variety of topics and scenarios that were listed in each category. Understanding humour is still as much an art as a science, according to theatre critic Jake Gottlieb. 'Stand-up comedians are a remarkable type,' says Gottlieb. 'Making jokes for a living is a serious business. You need to be a psychologist and social commentator, be empathetic, self-aware, observant, stubborn and have great timing. Not many of us are so multi-talented.' Perhaps not, but we can still enjoy the instinctive humour of our family and friends, and perhaps sometimes buy a ticket for a show.

Questions 14–18

Reading Passage 2 has five paragraphs, **A–E**.

Which paragraph contains the following information?

*Write the correct letter **A–E** in boxes 14–18 on your answer sheet.*

NB You may use any letter more than once.

- 14** the claim that it is very hard for people to pretend to laugh
- 15** a reference to research showing that people do not know how often they laugh
- 16** the reason why people can sometimes stop themselves laughing
- 17** an outline of the health benefits experienced by people when laughing
- 18** a reference to a medical condition that stops some people making a noise when laughing

Questions 19–22

Look at the following statements (**Questions 19–22**) and the list of people (**A–E**).

Match each statement with the correct person, **A–E**.

*Write the correct letter, **A–E**, in boxes 19–22 on your answer sheet.*

- 19** Research has confirmed personal experience by identifying the wide range of subjects and situations that people find funny.
- 20** Ideas about what is amusing have changed considerably over time.
- 21** To intentionally make other people laugh requires an unusual combination of skills and characteristics.
- 22** The reasons why we laugh are sometimes misunderstood by ordinary people.

List of people

- A** Dr Peter Shrimpton
- B** Jocelyn Barnes
- C** Heinrich Ahrends
- D** David Mackenzie
- E** Jake Gottlieb

Questions 23–26

Complete the sentences below.

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

Write your answers in boxes 23–26 on your answer sheet.

- 23** The French neurologist Guillaume Duchenne showed that if a smile is fake, the skin around a person's does not change shape.
- 24** A that was produced in ancient Rome contains early examples of attempts to be funny.
- 25** In January 1962, an outbreak of mass laughter caused problems in a in Tanzania.
- 26** Neurologist Nikki Sokolov is investigating why is possible even when a person finds something funny.

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

Socially Responsible Businesses

Increasingly, businesses are working to improve their communities, says analyst Pierre Drucker.

Many economies today are witnessing the rise of socially responsible businesses, or SRBs. These are profit-making companies which have the additional goal of improving society in some way. Business commentators usually describe SRBs as a fundamentally 21st-century phenomenon. However, this common generalisation overlooks the significant contribution of Muhammad Yunus, among a number of other entrepreneurs. Yunus established a highly successful bank in Bangladesh in the 1980s lending money to small village business projects that could not attract conventional loans.

There are also those such as CEO Dan Rathbourne who dismiss SRBs as a passing fad which have had little impact on the real world of business. This cynical view is disproved by the evidence: in the UK alone, there are an estimated 80,000 SRBs, turning over about £25 billion a year. What is more, research by the Quorate Group based on interviews with over 5,000 respondents in twelve nations found that not only were consumers prepared to support SRBs but that employees preferred to work for them.

Ten years ago Christine Dubois used her experience in corporate finance to establish the Concern Consultancy, which coordinates advice and funding for SRB start-ups. As professional investors increasingly recognise the potential of SRBs, the number of niche firms such as Dubois's will almost inevitably multiply. Professor of business studies Joel Drew claims that this is partly a consequence of the digital revolution. In his persuasive analysis, digital networks have allowed consumers to identify socially responsible products and services in ways never possible before.

So what are some examples of SRBs? Many that have come to my attention recently are small-scale local companies, such as Renew, which searches demolition sites for old materials – wooden floorboards and other construction timber, for example. Rather than allow these resources to be wasted, the team at Renew have fashioned them into a range of tables, chairs and similar items that are sold at relatively low cost. Other SRBs

have rather different goals. The first Indulge café was established by owner Derek Jardine in an area with few local amenities. The idea for the café was to provide a meeting place for local residents – a community hub – not only by serving food and drink but also by running workshops, film evenings and art exhibitions. There are now six Indulge cafés around the country with more planned. Of course, large corporations may not be in a position to change their products or services quickly. But one international telecommunications corporation, for example, enables its employees to take part in the Green Scheme, whereby staff give short periods of their time unpaid to plant trees in conservation areas, and numerous other large companies have similar initiatives.

Another small SRB that caught my eye is Bright Sparks, where engineer Johann Jensen is investigating the use of things such as bamboo and soya beans to make coffee capsules and takeaway cups that will break down and decay naturally. In the longer term, Jensen hopes to work on other kinds of packaging for the food and hospitality industries. Meanwhile, Greater Good is now in its second decade of running a farm-to-table vegetable and fruit delivery box service to inner city residents. Recent years have seen a significant increase in demand for this type of direct service, bypassing traditional retailers.

The increase in the number of such SRBs is associated with the rise of 'conscious consumers', who want to know exactly how the products they buy have been produced. What was the environmental impact? Were workers treated ethically? So the argument is sometimes put forward that SRBs are a response to new consumer values. But equally, many SRBs that I have studied were established by entrepreneurs who wanted to make a difference and have taken consumers along with them. In reality, both sides of the relationship have contributed to the fresh approach.

Consumers, of course, are not always members of the public. Recently I spoke to Lucinda Mitchell, procurement officer for my local council here in London, who told me that her organisation frequently

purchases from SRBs because of shared values. Local, state and national authorities have huge purchasing power for both goods and services. And Mitchell's position is becoming commonplace internationally as these bodies are increasingly prepared to work with SRBs, provided they are competitive on price and quality.

In terms of goals, there are numerous types of social benefits that SRBs can hope to achieve. Many concern employment, whether creating opportunities in deprived areas, promoting gender equality in employment or providing jobs for disabled people. Others focus on fair and ethical treatment of employees and trading partners. Some SRBs add additional goals as they develop, which has worked well. Undoubtedly the most common goal, though, is

environmental protection. While this is commendable and a reflection of deep concern in contemporary society, it would be good to see greater diversity as the SRB concept evolves.

As with any business, of course, there are issues to be faced. Some SRBs are set up with considerable energy and dedication, but with little knowledge or experience of business, and find it difficult to compete. Some find it a challenge to promote their values successfully and so never gain support from consumers or investors. Others lack an internal organisational structure, which leads to inefficiencies. However, few of these problems relate specifically to SRBs but are witnessed in many start-ups. Greater professionalism and business school education can solve all of these issues, ensuring the sector has a bright future.

Questions 27–31

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 27–31 on your answer sheet, write

- YES** if the statement agrees with 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

- 27** Many business commentators forget the example of Muhammad Yunus.
28 Dan Rathbourne provides an accurate assessment of Socially Responsible Businesses (SRBs).
29 The Quorate Group is a good example of an influential SRB.
30 Few other businesses will wish to follow the example of the Concern Consultancy.
31 Professor Drew has correctly identified one reason for the emergence of SRBs.

Questions 32–36

Complete the summary using the list of words, **A–H**, below.

Write the correct letter, **A–H**, in boxes 32–36 on your answer sheet.

Examples of SRBs

Renew has made a successful business out of designing **32**..... On the other hand, Indulge wishes to promote **33**..... and is expanding to new sites. Large corporations cannot always make quick changes but many make provision for **34**....., such as the Green Scheme.

On a smaller scale, Johann Jensen is experimenting with types of **35**..... and is planning other ventures. In contrast, an example of a well-established business is Greater Good, which provides **36**..... to a growing market.

- A** biodegradable materials
- B** recycled clothing
- C** fresh produce
- D** closer neighbourhoods
- E** secure accommodation
- F** affordable furniture
- G** permanent employment
- H** volunteer work

Questions 37–40

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

Write the correct letter in boxes 37–40 on your answer sheet.

- 37** When discussing 'conscious consumers' the writer concludes that
- A** businesses are slow to respond to consumer demand.
 - B** consumers and businesses have different interests.
 - C** businesses and consumers are influencing each other.
 - D** consumers should put more pressure on businesses.
- 38** The writer refers to Lucinda Mitchell in order to
- A** explain why SRBs lose out to other businesses.
 - B** exemplify the way governments often support SRBs.
 - C** contrast the approach of different governments to SRBs.
 - D** compare the role of SRBs in different regions.
- 39** What does the writer suggest about the goals of SRBs?
- A** SRBs should have a wider range of goals.
 - B** It is a mistake for an SRB to change goal.
 - C** Some goals may make an SRB unprofitable.
 - D** An SRB should not have more than one goal.
- 40** Which of the following best summarises the writer's argument in the final paragraph?
- A** A minority of businesses will inevitably fail.
 - B** SRBs are more successful than other businesses.
 - C** Universities should do more research into SRBs.
 - D** The problems faced by SRBs can be overcome.

IELTS Academic Reading sample test

Answer Key

Passage one:

1-True 2-False 3-Not Given 4-False 5-Not Given 6-True

7- walking 8-book 9-humor 10-documentary 11-lecturing

12-comics 13-mirrors

Passage two:

14-B 15-A 16-D 17-A 18-C

19-D 20-C 21-E 22-B 23-eyes 24-book

25-school 26-crying

Passage three:

27-YES 28-NO 29-NOT GIVEN 30-NO 31-YES

32-F 33-D 34-H 35-A 36-C

37-C 38-B 39-A 40-D

IELTS General Reading نمونه تست

Exam Practice Test 6

Reading Passage 1

You should spend about 20 minutes on **Questions 1–14**, which are based on the two texts below.

Read the text below and answer **Questions 1–7**.

What's on?

Sydney's Night Noodle Markets

The Night Noodle Markets are returning to Hyde Park, serving up the best street food Sydney has to offer. You'll see old favourites as well as new contenders, and while the focus is still firmly on Asian cuisine, European and South American delicacies also feature.

The usual suspects are back this year, with stalls such as **Hoy Pinoy** and **Mr Bao** promising to deliver the delicious fare the city has come to look forward to. **Black Star Pastry** is also back, by popular demand.

As usual, there will be no shortage of noodle options. Don't miss **Taiwanese Noodle House** and its brisket noodle soup.

But the market does a lot more than noodles; the much-loved **Indu** restaurant has a stall serving the South Indian dosa, a crisp pancake. Join the queue for a dosa filled with goat meat and pomegranate or, if you don't eat meat, try the eggplant with bitter melon.

More than just food

The market space called **Hyde Park Palms** offers plenty of entertainment, from popular DJs to family-friendly live music. Illuminated

dragons roam throughout the market until 10p.m. Check the Noodle Market website for details of the line-up.

Tips:

- Come early – the later you arrive, the longer the lines and the more chance of a stall running out of your first choice of dish. Stalls are well-stocked this year, but demand is high for the favourites, so don't be disappointed. The lines for the most popular stalls such as **Hoy Pinoy** and **Indu** can be long, but worth the wait.
- Beanbags and chairs around tables are the only seating options provided and they can be hard to come by at this busy event – consider bringing your own rug.
- If the weather looks suspect, check our website before heading out. As a rule, the market will go ahead unless it is pouring with rain.
- It's a cash-free event, so bring your plastic. Put it on your card and don't worry about counting out change.

Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 on your answer sheet, write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 1 The market specialises in food cooked in an Asian style.
- 2 This is the first time Black Star Pastry is taking part in the festival.
- 3 The vegetarian option from Indu is more popular than the meat option.
- 4 The entertainment starts early in the evening.
- 5 Hoy Pinoy is one of the busiest stalls at the market.
- 6 The festival supplies rugs for people to sit on.
- 7 Stalls at the night market can process payments made by card.

Read the text below and answer **Questions 8–14**.

Tips for managing your time

- A** To see how you currently manage your time, it's useful to keep a log of everything you do. Start by writing down what you do every 30-minutes for a week – you may be surprised at what you see. Ask yourself when you are the most productive, what you devote most of your time to and how long your routine activities take.
- B** Make a list of everything you need to do. Include everything, large and small, and add to it as you go. At this stage, it isn't necessary to assign priorities and times; just capture your ideas before you forget them.
- C** A long list of things to do is just the first step. Once you've made your list, it's time to prioritise tasks. Put them in order of urgency and how much value it will bring you to have them done. Then you will be better able to allocate the right amount of time to each task.
- D** Remember that scheduling is not only writing down what you have to do, it is also making time for the things you want to do. You should make room for family and friends or pursuing creative interests and sport, just as you would for chores and work / study responsibilities.
- E** Look back at your log and reflect on the times you are most productive – and then schedule your tasks according to their priority and your energy levels.
- F** While using a conventional list on paper might be a good way to get started, you might find software is more helpful. You can get apps to send you reminders, merge your calendar with those of colleagues, as well as helping you delete and prioritise tasks.
- G** Most people find that disorganisation results in poor time management. Clear your home and workspace of clutter that is draining your energy and diverting your concentration. Many people find it useful to have three piles: *Keep*, *Give away* and *Throw in the rubbish*. When a task has been dealt with, file it (either physically or digitally) somewhere you can easily find it again.

Questions 8–14

The reading text above has seven sections, **A–G**.

Which section mentions the following?

Write the correct letter, **A–G**, in boxes 8–14 on your answer sheet.

NB You may use any letter more than once.

- 8** why it might be better to use technology
- 9** how to keep a record of the ways you spend your time
- 10** why you should mark things in order of importance on your list
- 11** how to get rid of things that distract you
- 12** what types of activities you need to plan
- 13** how to decide when to do a task
- 14** what to do with work you have completed

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2.

Read the text and answer **Questions 15–21**.

Starting a new business: points to consider

Starting a business can mean a huge change in lifestyle and also a large financial commitment. However, it is possible to be ready for this if you are well prepared from the start. We've put together some tips to help you:

Evaluate your idea

You may believe you have a great idea, but you need to ask yourself if the present market demands it; gather and analyse information to establish the feasibility of your business.

Make a plan

Doing this will mean that you clarify goals for the business and what you will do to achieve them. Always be generous in your costing to allow for unforeseen circumstances; it's safest to consider the worst-case scenario.

Business models

You need to select the business structure that is most suitable for your purposes. Take professional advice if you are unsure.

Here are some examples:

- sole trader – an individual trading on their own
- partnership – a number of people or entities running a business together
- company – a legal entity that is separate from its owners

Analyse yourself

Operating a business is not just about being self-employed. There are many questions to ask yourself in order to be sure that running a business is the best option for you, and you

need to be honest with yourself from the beginning.

- Why do you want to have your own business?
- Do you have the right temperament to deal with challenges and possible setbacks?
- Do you have management skills and expertise in the industry?
- What are your personal strengths, and, on the flipside, what weaknesses may you need to overcome?

What if ...?

You need to consider potential problems before they occur.

- Do you need to have your product patented? You don't want anyone stealing your invention. If it's a new product or process, speak to a patent attorney to make sure your idea is protected.
- Who will run the business when you can't? Many small business owners want to do everything themselves, but eventually everyone needs to take holidays and family demands may take them away from the business. Do you have good staff you can trust to keep the business going in your absence?
- Will your business be able to withstand emergencies? Check you have insurance that covers you and your business for anything that could possibly go wrong, from theft, to natural disaster, to ill health.

Questions 15–21

Complete the sentences below.

Write **ONE WORD ONLY** from the text for each answer.

Write the answers in boxes 15–21 on your answer sheet.

- 15 Before investing in a new business, do research about its in the current market.
- 16 Making a business plan will help you be clear about your
- 17 Choose the which best matches how you want to run your business.
- 18 In terms of your personality, ask yourself if your allows you to manage difficult situations.
- 19 Be aware of any you have, as well as the skills and qualities you possess.
- 20 You may need to look into ways of ensuring the of your business idea.
- 21 You should make sure your plan includes to safeguard against problems in future.

Hay and Walford Ltd: Social Media Policy for employees

Here at Hay and Walford Ltd, we acknowledge the role social media plays in shaping our public image and the image our clients and associates have of us.

Whether on our official company accounts or workers' individual social media accounts, we encourage all employees to bear in mind that they represent the firm and comments remain on the internet long after they were first made.

Company social media accounts

You do not know the influence a throwaway remark may have. For this reason, please refrain from commenting on any litigation that the company is involved in.

Similarly, anything that is labelled 'for internal use only' is not to be shared in full or in part on social media.

Messages from the CEO are automatically confidential and should not be mentioned in social media posts.

The company's finances are especially sensitive information and must not be shared, commented on or speculated on at all.

If you make an error of fact or wish to review your professional opinion, please take immediate steps to make corrections or delete the post.

Bear in mind that we are bound by regulations relating to copyright. As such, do not share the work of other people or companies without correctly acknowledging them as creators.

To be on the safe side, if you are in any doubt as to whether to put something on our social media accounts, please do not post in the first instance and seek advice from one of the team in Communications about whether the information is sensitive or unsuitable from the company's point of view.

Individual accounts

Even via private accounts, employees can be associated with the company.

If you wish to mention the company but are not an official spokesperson for Hay and Walford Ltd, make it clear what your position in the company is.

Whether discussing company business or not, be aware that comments made by employees that contradict our values of equality and decency can reflect badly on the company. We ask that you always treat other users of social media with respect, whatever the situation.

To the extent that your image on social media is public, it needs to be in line with the professional image that you, and Hay and Walford Ltd, wish to present.

Questions 22–27

Complete the notes below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 22–27 on your answer sheet.

Hay and Walford Ltd: Social Media Policy for employees

Hay and Walford's official social media accounts

- Never post about:
 - **22** that is currently taking place.
 - matters marked 'for internal use only'.
 - anything that relates to the company's **23**
- Correct / delete any misinformation immediately.
- Observe the **24** of other brands and individuals.
- Consult **25** if unsure about appropriacy of post.

Employees' private accounts

- If discussing the company:
 - must state your role unless you are a company **26**
- If not discussing company:
 - still need to show **27**
- Ensure private accounts are consistent with professional image.

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

Read the text on page 176 and answer **Questions 28–40**.

Questions 28–32

The text above has five sections, **A–E**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i–vi**, in boxes 28–32 on your answer sheet.

NB you may use any letter more than once.

28 Section A

29 Section B

30 Section C

31 Section D

32 Section E

List of Headings

- i** Using kites for scientific research
- ii** Types of kite
- iii** Factors that determine whether a kite will fly
- iv** The beginning of manned flight
- v** The popularity of kites throughout the years
- vi** Basic features shared by all kites

The history of kites

A

The fighter kite is an ancient design that became popular in Asia. While there were some variations, fighter kites tended to be small, flat and diamond-shaped and were flown throughout Asia, including in Japan and India. The main part of this kite was made of paper, while its spine consisted of a piece of tapered bamboo. There was also a rounded, balanced bow. These kites did not have tails, which were thought to affect their manoeuvrability. Most of the line was made of cotton but part of this was covered with an abrasive, which could cut an opponent's line in a competition.

European kites developed later, possibly crafted out of flags. Nowadays there are eight main kinds of kite worldwide: the flat, bowed, box, sled, delta and compound, all of which have frames, and now the parafoil which is somewhat like a parachute, and the rotor which has a spinning vane between two cylinders. Perhaps most significantly, the materials used to build kites remained basically unchanged for hundreds of years, but today the materials that comprise the various components of kites are often synthetic.

B

In Europe, kites were curiosities at first rather than being part of the culture, but they were soon used as vehicles for discovery and innovation. In 1893, William A Eddy introduced a tailless kite that was in the shape of an elongated diamond. He was interested in the potential kites had for the purposes of meteorology and aerial photography. Besides being responsible for a renewed interest in kite-flying throughout Europe, Eddy's kite was also utilised by the United States Weather Bureau.

In 1752, the American inventor and statesman Benjamin Franklin went out in a thunderstorm with his son to fly a flat kite with a pointed wire. They attached a metal key to the kite's line and watched as it became electrified, both miraculously avoiding electrocution. This proved that lightning was a natural occurrence called electricity, and this experiment led to Franklin inventing the lightning rod, a metallic rod that protects a structure from lightning damage by guiding currents from lightning flashes into the ground.

C

Kites also contributed greatly to the development of the airplane. The first recorded aircraft with a person inside was

British aviator Sir George Cayley's glider in 1853. He used modified kites to test whether his glider idea would work. This was a big step in aviation, as it dispelled the former assumption that an aircraft would need wings that flapped like a bird's.

Around 1900 Orville and Wilbur Wright started using kites to test their ideas for planes. These brothers ran a bicycle shop in Ohio in the United States and were obsessed with aviation. It was the Wright brothers who concentrated on how to control the aircraft, something that had, until then, baffled many other inventors. The Wright brothers made a box kite that was wired in a way that meant the kite could be made to turn. Not long after that, they successfully flew the first manned airplane. Without experiments with kites, modern aircraft would have taken much longer to be developed.

D

Whatever the design of a kite, in order to fly, it needs to have certain characteristics. Firstly, it needs to be able to lift in the wind and this requires an aerodynamic structure. It also needs to have something that stops it from flying away; this is called a tether. One end of the tether is connected to the kite and the other is usually on a hand-held spool for a person to manage the length of the line. Another necessary component is the bridle, which is two or more lines that are attached to each other at a point and this can be adjusted according to the strength and direction of the wind.

E

There are three forces that control kite flight; these are lift, gravity and drag. If the wind is stronger than the resistance of the air (drag) and the pull of gravity, the kite should be able to fly. One way in which a kite differs from a plane is that when the kite is fixed (using the tether) so that the wind gives it lift, it maintains what is called 'perpetual stall'. This is essential for a kite to fly but would not be a suitable design for an aeroplane. If a kite is flat, it should have a tail to provide drag so that the nose of the kite is pointing upwards.

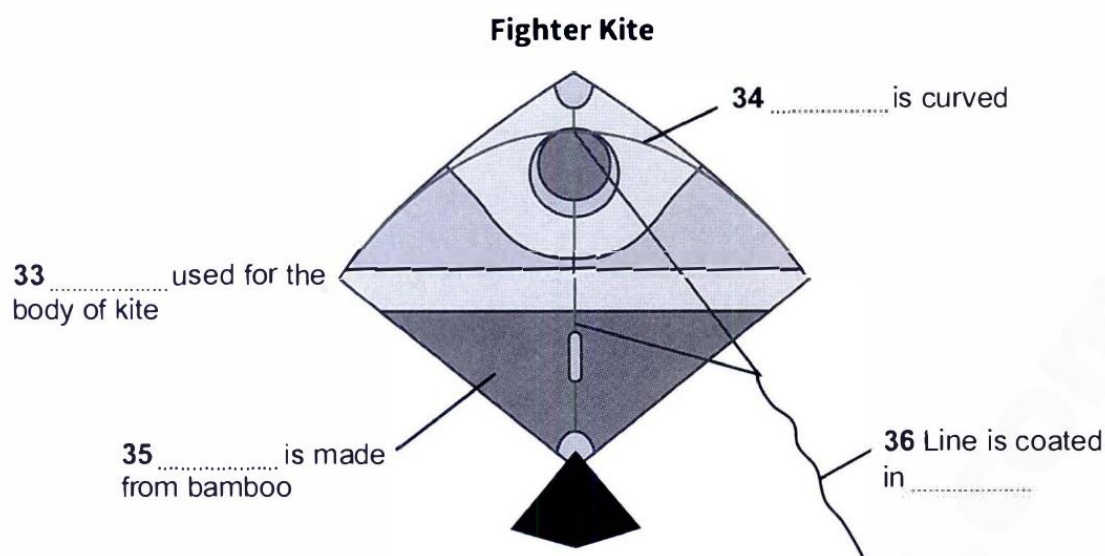
Although many people try it, running with a kite is not an effective way to send it into the sky. It is better to start off with two people, one holding the kite and the other with the line unravelled about 30 metres, holding the reel or spool. The bridle of the kite should be facing the person who is not holding it and the breeze should come from behind the kite. If all this has been done, the kite should be launched successfully when the person holding it lets go of it.

Questions 33–36

Label the diagram below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 33–36 on your answer sheet.



Questions 37–40

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

Write the correct letter in boxes 37–40 on your answer sheet.

- 37** What is the main difference between kites in the past and modern kites?
- A Their parts are made from different substances.
 - B Modern kites tend to be larger.
 - C Kites in the past were less sturdy.
 - D They are used for different purposes.
- 38** Benjamin Franklin's experience flying a kite in a storm
- A led to a useful innovation.
 - B proved it was not a dangerous thing to do.
 - C showed that his son's theory was correct.
 - D was a successful use of a new kind of kite.
- 39** The Wright Brothers differed from other early aviation engineers in that they
- A used kites as models for real planes.
 - B worked on how to determine the direction of a kite.
 - C applied what they had learned in their bicycle business to flying.
 - D made an important discovery by accident.
- 40** The best way to send a kite into the air is to
- A hold the kite and run along with it.
 - B ensure that the wind blows underneath the kite.
 - C release the kite at a distance from a person holding the string.
 - D let the kite fly from a person's hand as it is given more string.

IELTS General Reading Sample Test

Answer Key

1-True 2-False 3-NOT GIVEN 4- NOT GIVEN 5-True 6-False 7-True
8-F 9-A 10-C 11-G 12-D 13-E 14-G
15-feasibility 16-goals 17-structure 18-temperament 19-weaknesses
20-protection 21-insurance 22-litigation 23-finances 24-copyright
25-communications 26-spokesperson 27-respect
28-ii 29-i 30-iv 31-iii 32-vi 33-paper 34-bowl
35-spine 36-abrasive 37-A 38-A 39-B 40-C