

QUICK STUDY

Overview

The Reading module lasts 60 minutes. The reading passages and the questions will be given to you on a Question Paper. You can write on the Question Paper, but you can't take it from the room.

You will write your answers on the Answer Sheet. Unlike the Listening module, you will have no time to transfer your answers. You will have only 60 minutes to read the passages, answer the questions, and mark your answers.

The Reading modules on the Academic and the General Training versions of the IELTS are different.

Reading Module: Academic Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	General interest topics written for a general audience	Journals, magazines, books, newspapers

Reading Module: General Training Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	Basic social English Training topics General interest	Notices, flyers, timetables, documents, newspaper articles, instructions, manuals

Question Types

There are many types of questions used in the Reading module. You should be familiar with these types.

Multiple-choice questions
Short-answer questions
Completing sentences
Completing notes, summary, tables, flowcharts
Labeling a diagram
Choosing headings for paragraphs or sections of a text

Locating information
Identifying points of view
Identifying writer's claims
Classifying information
Matching lists or phrases

You will have a chance to practice the tasks of these different question types in Target 5.

Reading Tips

BEFORE YOU TAKE THE TEST

1. Read as much as you can in English.
2. Keep a notebook of the words you learn.
3. Try to write these words in a sentence. Try to put these sentences into a paragraph.
4. Learn words in context—not from a word list.
5. Know the types of questions found on the IELTS test.
6. Know the type of information sought on the IELTS test.
7. Know how to make predictions.
8. Know how to skim and scan, to look quickly for information.

DURING THE TEST

1. Read the title and any headings first. Make predictions about the topic.
2. Look over the questions quickly. Make predictions about content and organization.
3. Read the passage at a normal speed. Don't get stuck on parts you don't understand.
4. When you answer the questions, don't spend too much time on the ones you don't feel sure about. Make a guess and go on.
5. After you have answered all the questions, you can go back and check the ones you aren't sure about.
6. Don't spend more than 20 minutes on each passage.

READING SKILLS

In order to understand a reading passage, you need to understand the context of a passage. You need to have a clue about the topic. When you pick up a paper to read, you scan the headlines and choose an article that interests you. The clues in the newspaper (headlines, graphics, photos) catch your eye and give you a context.

A passage on the IELTS is given to you; you did not choose to read it. There are few clues. You do not know what it is about. It may or may not interest you. Yet in order to understand it, you need some clues to help you understand the passage. Without the clues, you will not understand it very well. To score well on the IELTS, you should determine what you know and what you need to know.

When you look at a passage, you must make some predictions about the passage.

What is the passage about?

What is the main idea?

Who are the characters?

When are things taking place?

Where is it happening?

Why is it important?

You want to know *who*, *what*, *when*, *where*, and *why*.

In this section you will learn how the following can give you the answers to: *Who? What? When? Where?* and *Why?*

- Using the first paragraph
- Using the topic sentences
- Using specific details
- Using the questions and answers

Target 1—Using the First Paragraph to Make Predictions

The first paragraphs of a passage can help you make predictions about the context of a passage.

The first paragraph often contains

- the topic sentence (a summary of the main idea of the passage)
- a definition of the topic
- the author's opinion
- clues to the organization of the passage

If you understand the first paragraph, you will understand the topic, the author's opinion (if any), and where to look for information within the passage.

Read this first paragraph of a passage on the illness, obsessive-compulsive disorder.

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder. This disorder affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors¹ such as counting silently or washing their hands. Though OCD sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral¹ patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCD delay seeking treatment because they are ashamed of their own thoughts and behavior.

Topic Sentence

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder.

Definition of Topic

People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors.

Author's Opinion

None given.

¹BRITISH: Behaviour/behavioural

Organizational Clues

The author may discuss

- Obsessive behavior,
- Stress of sufferers, and/or
- Treatment

PRACTICE 1

Read these introductory paragraphs to other passages. Make predictions about the topics using these first paragraphs.

- 1 The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe. Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires. As plant matter dries out, it becomes brittle and highly flammable. In this way, many wildfires are seasonal, ignited by natural causes, most specifically lightning. However, human carelessness and vandalism also account for thousands of wildfires around the globe each year. To gain a clear understanding of how wildfires spread, it is necessary to analyze what it takes to both create and control these fires.
- 2 The term "bird brain" has long been a common means of expressing doubts about a person's intelligence. In reality, birds may actually be a great deal more intelligent than humans have given them credit for. For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size. Now scientists understand that birds actually use a different part of their brain, the hyperstriatum, for intelligence. Observations of different species of birds, both in the wild and in captivity, have shown a great deal of evidence of high levels of avian intelligence.
- 3 In 1834, a little girl was born in New Bedford, Massachusetts. She would grow up to become one of the richest women in the world. Her name was Hetty Green, but she was known to many as the Witch of Wall Street.

Target 2—Using the Topic Sentence to Make Predictions

Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph is about. It is the general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.

Read the second paragraph of the passage on OCD. The first sentence happens to be the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

What are unreasonable worries?

What are excessive worries?

PRACTICE 2

Read these paragraphs. Underline the topic sentence. Ask one or two questions about the topic sentence.

- 1 To combat excessive thoughts and impulses, most OCD sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCD sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.
- 2 OCD symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly and point to a number of different genetic factors. While studies show that OCD and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.
- 3 Research on OCD sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCD sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCD as well. Many reports of OCD point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCD.

Target 3—Looking for Specific Details

When you read, you first want to know the general idea. Next you read for specific ideas. The author supplies specific details to support his or her ideas. Knowing where to look for these supporting statements will help you answer questions on the IELTS.

When you identified the topic sentences in Practice 2, you found the general idea of the paragraph. When you asked your questions about the topic sentence, you expected the specific details would be the answers.

Read the second paragraph of a passage. The specific details follow the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

What are unreasonable worries?

What are excessive worries?

Supporting Details

Fear of dirt and contamination

The obsession with orderliness and symmetry

Persistent doubts

Impulses

PRACTICE 3

Read the three paragraphs from Practice 2 again. Pay attention to the topic sentence. Underline the details that support the topic sentence.

Target 4—Analyzing the Questions and Answers

You made predictions about the content based on the first paragraph, the topic sentences, and the specific details. Now let's look at how the questions or statements in your Reading test booklet can help you narrow these predictions and choose the correct answer.

To help you answer the questions in your Reading test booklet, take a few seconds to look over the questions or statements. Sometimes the questions are before the passage; sometimes they come after the passage. Ask yourself: *Who? What? When? Where? and Why?* By looking for the answers to these general

questions, you will discover what you know and what you need to know. When you read the passage, you can test the predictions you made.

As you look at the question or statement and answer options, look for the key words. Key words may give you a clue to the context. They may help you predict what the passage is about.

Look at these typical IELTS comprehension questions.

Questions 1–8

Complete the summary of the reading passage below.

Choose your answers from the box below and write them in boxes 1–8 on your answer sheet. There are more words than spaces so you will not use them all.

People who suffer from obsessive-compulsive disorder have
 1 (thoughts), (doubts), and (fears) that they cannot
 2 OCD sufferers (develop) certain ways of (acting)
 in order to 3 their fears. For example, being afraid of
 dirt is a (common) 4, which may lead to
 (excessive) hand washing. Or, an OCD sufferer who worries about a
 locked door may engage in excessive 5 Some OCD
 sufferers (keep things) that other people would 6
 Research shows that OCD may be a disorder that is
 7, though (members) of the same (family) don't
 always show the same symptoms. It is also possible that certain
 (infections) may 8 the disorder.

checking
 doctor
 upbringing
 inherited
 reduce
 cause
 treatment
 throw away
 unreasonable
 obsession
 control
 compulsive
 diagnosis
 counting

First identify the key words. (These are circled above to help you.) Then look for these words in the passage. You will know where to look because you have made predictions using topic sentences and specific details.

Notice the words close to the circled words in the passage. Do they help you complete the summary above?

PRACTICE 4

Identify the key words in these questions and circle them in the questions and in the reading passage on the next page. Notice the words close to the circled words in the passage. Do they help you complete the questions below?

Questions 9–16

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

In boxes 9–16 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

- 9 OCD often results from the way a child is raised.
- 10 Stress can have an effect on OCD.
- 11 OCD sufferers are deficient in serotonin.
- 12 Obsessive-compulsive disorder usually begins after the age of 17.
- 13 Many OCD patients prefer psychotherapy to medication.
- 14 OCD is very difficult to treat.
- 15 Many OCD sufferers keep their problem a secret.
- 16 Antibiotics can be used to treat OCD.

You should spend 20 minutes on Questions 9–16, which are based on the reading passage below.

Obsessive-compulsive Disorder

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder and affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors such as counting silently or washing their hands. Though OCD sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCD delay seeking treatment because they are ashamed of their own thoughts and behavior.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

To combat excessive thoughts and impulses, most OCD sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCD sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to

block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

OCD symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly and point to a number of different genetic factors. While studies show that OCD and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

Research on OCD sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCD sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCD as well. Many reports of OCD point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCD.

Because OCD sufferers tend to be so secretive about their symptoms, they often put off treatment for many years. The average OCD sufferer waits about 17 years before receiving medical attention. As with many anxiety disorders, early diagnosis and proper medication can lessen many of the symptoms and allow people to live fairly normal lives. Most treatment plans for OCD involve a combination of medication and psychotherapy. Both cognitive and behavioral therapies are used to teach patients about their disorder and work through the anxiety. Serotonin reuptake inhibitors are prescribed to increase the brain's concentration of serotonin. This medication successfully reduces the symptoms in many OCD sufferers in a short amount of time. For cases when OCD is linked to streptococcal infection, antibiotic therapy is sometimes all that is needed.

Target 5—Identifying the Tasks

There are many types of questions on the IELTS Reading Test. It is important to know what the question is asking you to do.

Question types:

- Multiple-choice questions
- Short-answer questions
- Completing sentences
- Completing notes, summary, tables, flowcharts
- Labeling a diagram
- Choosing headings for paragraphs or sections of a text
- Choosing three or four answers from a list
- Yes, No, True, False, or Not Given questions
- Classifying information
- Matching lists or phrases

The questions for the practice reading passages on the next page are labeled. Be familiar with the question types so you can quickly complete the task and answer the question correctly.

PRACTICE 5

READING PASSAGE 1

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Zulu Beadwork

The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s. KwaZulu translates to mean "Place of Heaven." "Natal" was the name the Portuguese explorers gave this region when they arrived in 1497. At that time, only a few Zulu clans occupied the area. By the late 1700s, the AmaZulu clan, meaning "People of Heaven," constituted a significant nation. Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom. The Zulu people are known around the world for their elaborate glass beadwork, which they wear not only in their traditional costumes but as part of their everyday apparel. It is possible to learn much about the culture of the Zulu clan through their beadwork.

The glass bead trade in the province of KwaZulu-Natal is believed to be a fairly recent industry. In 1824, an Englishman named Henry Francis Fynn brought glass beads to the region to sell to the African people. Though the British are not considered the first to introduce glass beads, they were a main source through which the Zulu people could access the merchandise they needed. Glass beads had already been manufactured by the Egyptians centuries earlier around the same time when glass was discovered. Some research points to the idea that Egyptians tried to fool South Africans with glass by passing it off as jewels similar in value to gold or ivory. Phoenician mariners brought cargoes of these beads to Africa along with other wares. Before the Europeans arrived, many Arab traders brought glass beads down to the southern countries via camelback. During colonization¹, the Europeans facilitated and monopolized² the glass bead market, and the Zulu nation became even more closely tied to this art form.

The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society. In the African tradition, kings were known to wear beaded regalia so heavy that they required the help of attendants to get out of their thrones. Zulu beadwork is involved in every realm of society, from religion and politics to family and marriage. Among the Zulu women, the craft of beadwork is used as an educational tool as well as a source of recreation and fashion. Personal adornment items include jewelry, skirts, neckbands, and aprons. Besides clothing and accessories, there are many other beaded objects in the Zulu culture, such as bead-covered gourds, which are carried around by women who are having fertility problems. Most importantly, however, Zulu beadwork is a source of communication. In the Zulu tradition, beads are a part of the language with certain words and symbols that can be easily read. A finished product is considered by many artists and collectors to be extremely poetic.

The code behind Zulu beadwork is relatively basic and extremely resistant to change. A simple triangle is the geometric shape used in almost all beaded items. A triangle with the apex pointing downward signifies an unmarried man, while one with the tip pointing upward is worn

¹BRITISH: colonisation

²BRITISH: monopolised

by an unmarried woman. Married women wear items with two triangles that form a diamond shape, and married men signify their marital status with two triangles that form an hourglass shape. Colors are also significant, though slightly more complicated since each color can have a negative and a positive meaning. Educated by their older sisters, young Zulu girls quickly learn how to send the appropriate messages to a courting male. Similarly, males learn how to interpret the messages and how to wear certain beads that express their interest in marriage.

The codes of the beads are so strong that cultural analysts fear that the beadwork tradition could prevent the Zulu people from progressing technologically and economically. Socio-economic data shows that the more a culture resists change the more risk there is in a value system falling apart. Though traditional beadwork still holds a serious place in Zulu culture, the decorative art form is often modified for tourists, with popular items such as the beaded fertility doll.

MATCHING

Questions 1–3

Match each definition in List A with the term it defines in List B.

Write the correct letter **A–E** in boxes 1–3 on your answer sheet. There are more terms than definitions, so you will not use them all.

List A	Definitions
1	It means <i>Place of Heaven</i> .
2	It is the Portuguese name for southern Africa.
3	It means <i>People of Heaven</i> .

List B	Terms
A	Phoenician
B	Natal
C	AmaZulu
D	Explorer
E	KwaZulu

SHORT-ANSWER QUESTIONS

Questions 4–6

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 4–6 on your answer sheet.

- 4 Which country does the Zulu clan reside in?
- 5 When did the Portuguese arrive in KwaZulu-Natal?
- 6 How many members of the Zulu kingdom are there?

TRUE-FALSE-NOT GIVEN QUESTIONS

Questions 7–11

Do the following statements agree with the information given in the passage? In boxes 7–11 on your answer sheet, write

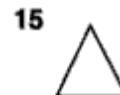
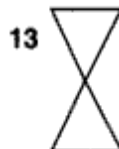
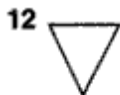
- TRUE** if the statement is true according to the passage
FALSE if the statement contradicts the passage
NOT GIVEN if there is no information about this in the passage

- 7 The British were the first people to sell glass beads in Africa.
- 8 Henry Frances Flynn made a lot of money selling glass beads to the Zulu people.
- 9 The Zulu people believed that glass beads were precious stones.
- 10 The Zulu people use glass beads in many aspects of their daily lives.
- 11 Zulu women believe that bead-covered gourds can help them have babies.

LABELING A DIAGRAM

Label the diagram below. Choose one or two words from the reading passage for each answer. Write your answers in boxes 12–15 on your answer sheet.

Zulu Beadwork Code



READING PASSAGE 2

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

CHOOSING HEADINGS

Questions 1–5

The following reading passage has five sections **A–E**.

Choose the correct heading for each section from the list of headings on the next page.

Write the correct number **i–viii** in boxes 1–5 on your answer sheet. There are more headings than sections, so you will not use them all.

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E

List of Headings

- i Colorblindness¹ in different countries
- ii Diagnosing colorblindness
- iii What is colorblindness?
- iv Curing colorblindness
- v Unsolved myths
- vi Animals and colorblindness
- vii Developing the ability to see color
- viii Colorblindness and the sexes

Colorblindness

A

Myths related to the causes and symptoms of "colorblindness" abound throughout the world. The term itself is misleading, since it is extremely rare for anyone to have a complete lack of color perception. By looking into the myths related to color blindness, one can learn many facts about the structure and genetics of the human eye. It is a myth that colorblind people see the world as if it were a black and white movie. There are very few cases of complete colorblindness. Those who have a complete lack of color perception are referred to as monochromatics, and usually have a serious problem with their overall vision as well as an inability to see colors. The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic. They may not be able to tell the difference between red and green, or orange and yellow. A person with normal color vision has what is called trichromatic vision. The difference between the three levels of color perception have to do with the cones in the human eye. A normal human eye has three cones located inside the retina: the red cone, the green cone, and the yellow cone. Each cone contains a specific pigment whose function is to absorb the light of these colors and the combinations of them. People with trichromatic vision have all three cones in working order. When one of the three cones does not function properly, dichromatic vision occurs.

B

Some people believe that only men can be colorblind. This is also a myth, though it is not completely untrue. In an average population, 8% of males exhibit some form of colorblindness, while only 0.5% of women do. While there may be some truth to the idea that more men have trouble matching their clothing than women, the reason that color vision deficiency is predominant in males has nothing to do with fashion. The fact is that the gene for color blindness is located on the X chromosome, which men only have one of. Females have two X chromosomes, and if one carries the defective gene, the other one naturally compensates. Therefore, the only way for a female to inherit colorblindness is for both of her X chromosomes to carry the defective gene. This is why the incidence of color deficiency is sometimes more prevalent in extremely small societies that have a limited gene pool.

C

It is true that all babies are born colorblind. A baby's cones do not begin to differentiate between many different colors until he is approximately four months old. This is why many of the modern toys for very young babies consist of black and white patterns or primary colors, rather than traditional soft pastels. However, some current research points to the importance of developing an infant's color visual system. In 2004, Japanese researcher Yoichi Sugita of the Neuroscience Research Institute performed an experiment that would suggest that color vision deficiency isn't entirely genetic. In his experiment, he subjected a group of baby monkeys to monochromatic lighting for one year. He later compared their vision to normal monkey who had experienced the colorful world outdoors. It was found that the test monkeys were unable to perform the color-matching tasks that the normal monkeys could. Nevertheless, most cases of colorblindness are attributed to genetic factors that are present at birth.

¹BRITISH: colour, colourblindness, colourful

D

Part of the reason there are so many inconsistencies related to colorblindness, or "color vision deficiency" as it is called in the medical world, is that it is difficult to know exactly which colors each human can see. Children are taught from a very young age that an apple is red. Naming colors allows children to associate a certain shade with a certain name, regardless of a color vision deficiency. Someone who never takes a color test can go through life thinking that what they see as red is called *green*. Children are generally tested for colorblindness at about four years of age. The Ishihara Test is the most common, though it is highly criticized¹ because it requires that children have the ability to recognize² numerals. In the Ishihara Test, a number made up of colored dots is hidden inside a series of dots of a different shade. Those with normal vision can distinguish the number from the background, while those with color vision deficiency will only see the dots.

E

While many of the myths related to colorblindness have been busted by modern science, there are still a few remaining beliefs that require more research in order to be labeled as folklore. For example, there is a longstanding belief that colorblindness can aid military soldiers because it gives them the ability to see through camouflage. Another belief is that everyone becomes colorblind in an emergency situation. The basis of this idea is that a catastrophic event can overwhelm the brain, causing it to utilize³ only those receptors needed to perform vital tasks. In general, identifying color is not considered an essential task in a life or death situation.

MULTIPLE-CHOICE QUESTIONS

Questions 6–8

Choose the correct letter, **A**, **B**, **C**, or **D**. Write your answers in boxes 6–8 on your Answer Sheet.

6 People who see color normally are called

- A monochromatic.
- B dichromatic.
- C trichromatic.
- D colorblind.

7 Children usually begin to see a variety of colors by the age of

- A one month.
- B four months.
- C one year.
- D four years.

8 Children who take the Ishihara Test must be able to

- A distinguish letters.
- B write their names.
- C read numbers.
- D name colors.

¹BRITISH: criticised

²BRITISH: recognise

³BRITISH: utilise

COMPLETING A SUMMARY

Questions 9–12

Complete the summary using words from the box below.

Write your answers in boxes 9–12 on your Answer Sheet. There are more answers than spaces, so you will not use them all.

It is a common 9 that only men suffer from colorblindness. On average 10 than ten percent of men have this problem. Women have two 11 For this reason it is 12 for a woman to suffer from colorblindness.

myth	a little less
X chromosomes	defective genes
fact	slightly more
exactly	less likely
more probable	

READING PASSAGE 3

Read the passage and answer the questions. Use your predicting skills. Note the type of question.

Antarctic Penguins

Though penguins are assumed to be native to the South Pole, only four of the seventeen species have evolved the survival adaptations necessary to live and breed in the Antarctic year round. The physical features of the Adelie, Chinstrap, Gentoo, and Emperor penguins equip them to withstand the harshest living conditions in the world. Besides these four species, there are a number of others, including the yellow feathered Macaroni penguin and the King penguin that visit the Antarctic regularly but migrate to warmer waters to breed. Penguins that live in Antarctica year round have a thermoregulation system and a survival sense that allows them to live comfortably both on the ice and in the water.

In the dark days of winter, when the Antarctic sees virtually no sunlight, the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so that none of the penguins have to stay on the outside of the circle exposed to the wind and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80 percent of their heat from leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75 percent of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "porpoising," in which they leap up for a quick breath while swiftly moving forward. Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water. Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening." Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins who are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their fins out away from their bodies.

CLASSIFYING INFORMATION

Questions 1–5

Classify the following facts as applying to

- A** *Antarctic penguins*
- B** *Temperate-area penguins*

Write the appropriate letter, A or B, in boxes 1–5 on your answer sheet.

- 1 stand in large groups to keep warm
- 2 spend about three quarters of its time in the water
- 3 have feathers that keep cold water away from its skin
- 4 have areas of skin without feathers
- 5 have less blubber

COMPLETING SENTENCES*Questions 6–9*

Complete each of the following sentences with information from the reading passage. Write your answers in boxes 6–9 on your Answer Sheet. Write **NO MORE THAN THREE WORDS** for each answer.

- 6 Most penguins use to build their nests.
- 7 While the male emperor penguin takes care of the egg, the female goes away to
- 8 A is a piece of skin that the male emperor penguin uses to protect the egg.
- 9 Penguins protect their feet from the cold of the ice by standing on their

CHOOSING ANSWERS FROM A LIST*Questions 10–13*

The article mentions many facts about penguins.

Which four of the following features are things that enable them to survive in very cold water?

Write the appropriate letters **A–H** in boxes 10–13 on your Answer Sheet.

- A** They move through the water very quickly.
- B** They hold their flippers away from their bodies.
- C** They choose shady areas.
- D** When necessary, their blood moves away from the flippers and toward the heart.
- E** They breathe while still moving.
- F** The blood vessels in their skin dilate.
- G** They waddle and slide.
- H** Their feathers hold in a layer of air near the skin.