

## TOPIC

Predicting  
 Answering Yes/No/Not Given statements  
 (writer's claims)  
 Matching headings (1)

## EXAM PRACTICE

Matching headings  
 Answering Yes/No/Not Given statements  
 (writer's claims)  
 Completing multiple-choice questions

## Predicting

1 Look at the photos and answer questions a–d.



- a How are the learning environments different in each picture? What other patterns of learning can you think of?
- b Which of these ways of learning do you prefer? Why?
- c Which pattern of learning has been most frequent in your education?
- d Is the way people learn in the modern world changing? How?
- e How do you think education will be different in the future? Give examples.

## Technique

Learn to notice patterns in the reading passages in IELTS. Notice their features such as problem and solution, cause and effect, general and specific within passages. Also take note of the features and the organization of whole passages. This will help you to predict the order of headings, making it easier for you to navigate reading passages. You will be faster at answering the questions.

2 Read headings i–iv, taken from a Matching headings task, and answer questions a–d about the words in *italic*.

- i *Types* of jobs where literacy needed
- ii *Prediction* about developments
- iii The *reasons* behind illiteracy
- iv Illiteracy – a *problem* facing many advanced economies

- a Which word relates to a general issue?
- b Which word relates to causes?
- c Which word relates to a future situation?
- d Which words relate to categorizing information?

3 Read this explanation from a student predicting the order of the headings. Decide the correct sequence for i–iv in exercise 2.

If you are writing about illiteracy in advanced economies, it is logical to state the general issue or problem first. Then, you say where it is found. After that, you can talk about the causes, and then what is going to happen next.



#### 4 Read headings i–iv taken from a Matching headings task and answer questions a–d.

- i A problem faced by education systems in advanced nations
- ii The importance of the state in providing education
- iii The influence of private enterprise
- iv The impact of recent change

- a Which heading relates to an effect or consequence?
- b Which headings relate to causes?
- c Which heading contains an indefinite article? Why?
- d What does the heading containing an indefinite article relate to?

#### 5 Based on the headings in exercise 4, which of these descriptions best fits the likely pattern of the article?

- a The writer begins by stating the effects of a problem. Then the writer gives a description of the problem. Finally, the writer details its causes.
- b The writer begins by stating the problem. Then the writer gives details of the factors which contribute to this problem. Finally, the writer describes the consequences.

#### 6 Find an example of a text which contains a problem and solution(s). Use the Internet or look in magazines or books.

#### 7 Make a list of the benefits of prediction and add to the list as you prepare for the IELTS exam.

#### Technique

Keep a checklist of text features, especially those that fit together: problem and solution, cause and effect, classification, examples, explanation, description, process. Skim your checklist before you look at reading passages as you prepare for the exam.

### Answering Yes/No/Not Given statements (writer's claims)

#### 1 Statements 1–7 below are taken from a Yes/No/Not Given task. Read the statements, and then answer questions a–d.

- 1 Some journalists take the view that more British schoolchildren should study languages.
- 2 The number of English speakers worldwide makes it unnecessary for British tourists to learn languages.
- 3 Only British teenagers find languages boring.
- 4 British teenagers' reluctance to learn languages is linked to the availability of films and music in English.
- 5 In the past, studying French made it easier for British people to learn further languages.
- 6 The lack of linguistic skills within British companies has resulted in business being lost.
- 7 American businesspeople are less interested in learning languages than British businesspeople.

- a Which statements contain a comparison?
- b Which contain a cause and effect?
- c Which contain words with negative connotations? Underline them.
- d Using the title of the passage in exercise 2 on page 32 and the information from your answers to questions a–c above, can you predict which statements are True/False/Not Given? Make a note of your predictions.

#### Technique

Yes/No/Not Given questions are similar to True/False/Not Given, but they are used in passages where the writer is presenting a claim or opinion. Collect a list of different examples of statements that relate to claims. This will help you to see the type of language that is used.



- 2 For each of the statements 1–7 in exercise 1, decide if they agree with the writer's claims (Yes) or contradict (No) the writer's claims in the following reading passage. Write 'Not Given' if it is impossible to say what the writer thinks about this.

## An answer to the belief that British people cannot learn languages

A Every so often, the educational supplements of our broadsheets devote an entire issue to the danger the British face of falling behind in Europe because so few of our schoolkids speak foreign languages. Most recently, the German ambassador lambasted us for only ever speaking English, a rebuke echoed by his French and Spanish counterparts.

B The truth is that foreign languages are phenomenally unpopular in secondary schools. Poor teaching and the late introduction of the subject are often cited as the main reasons youngsters are so loath to study them. Another factor for our notorious laziness vis-à-vis other tongues has to be that we are brought up to believe that the whole world speaks English, so why bother? Why indeed? Struggling to communicate in another language is, for all but the committed and enthusiastic linguist, a frustrating experience, which, if not necessary, is best avoided. And yes, when millions of Brits take their annual holidays abroad, local tourism, travel, catering and retail staff are all trained in at least rudimentary English. So, again, there is little motivation to learn more than a couple of words.

All this is true, and yet illuminates only part of the picture. British teenagers are generally bored by French or German verbs, but the underlying reasons are more complex than a vague assumption that they only need to speak English because everyone else does. Their leisure activities revolve around pop music, sport, computers, television and films. These things are already in English; translations and subtitles are the exception. Furthermore, the most powerful country in the world happens to speak our language, and we absorb its cultural exports easily and readily. So, for us, language is not a major issue.

C Of course, should the world situation change, and the United States become a Hispanic country, as some boffins have predicted, the British would see the benefit of learning Spanish and do so. Not so long ago, knowledge of French was more widespread here, and eagerly acquired, when that language was of paramount international importance.

D The belief that we will lag behind our European business partners also needs to be dissected. The canard here is that we lose out because our businessmen and women can't keep up with the local lingo. But surely, it is competitiveness and the attraction of lucrative offers that count. After all, American executives don't wring their hands at their lack of linguistic skills.



- 3 Check if any of your predictions in exercise 1d were correct.



## Matching headings (1)

1 Decide which three nouns are the odd ones out in the list below and explain why.

doctor ■ effect ■ impact ■ table ■ problem ■ consequence ■ benefit ■ solution ■ prediction  
skyscraper ■ example ■ description ■ factor ■ reason ■ argument

2 Match the general nouns 1–4 with sections A–D in the reading passage opposite.

- 1 The belief      2 The consequence      3 Reasons      4 A criticism

3 Complete the headings in exercise 2 above by choosing an appropriate ending from a–f below.

- a that business lost due to lack of linguistic ability disproved
- b why young British people learn languages
- c why young people don't learn languages
- d of English not being a major language
- e why foreign language learning disliked
- f of British attitudes to learning languages

4 Sentences a–f give techniques for doing Matching headings tasks. These were listed by a student revising for the IELTS reading. Which do you think is the most important? Why?

- a Skim the headings for a summary of the passage.
- b Scan the text using the general nouns like *effects*, *problem*, etc and also synonyms of these nouns.
- c Scan for words in the heading which help locate the information.
- d Predict the likely position in the passage for some of the paragraph headings.
- e Read and match each paragraph in turn, thinking of the writer's overall purpose.
- f Check that the sequence of paragraphs makes sense.

5 A student skimmed three paragraphs 1–3, paying attention only to the words which give meaning. Quickly skim the words he looked at below, and decide which title, a or b, is better in each case.

- 1 Formal education – academic or vocational – obviously of value – however – education outside formal school – greater impact on individual – main criticism of schools/universities: don't prepare students for work – many people successful without formal education – informal education influences countless businessmen/women – Einstein, left school when sixteen – other self-taught people – formal education considered as stifling entrepreneurs – not providing skills in all fields – no problem going straight into work even after basic education – learn on the job.
  - a The importance of academic education
  - b The impact of education outside formal settings
- 2 Education – different forms – formal from primary to university – vocational – students learn work-related skills, e.g. construction/engineering/catering or apprentices – trainees learn while working – e.g. with experienced plumbers, etc. – in UK/many other countries latter generally considered inferior – but now apprenticeships important – lack of skilled workers in construction driving up demand.
  - a Different types of education
  - b A skills-based approach to education
- 3 Education radically different in future: autonomy of the learner will be central – teachers disappear – replaced by robots/machines – transmit knowledge and skills directly to the brain – languages/musical instruments – data transmission via satellite to human brain.
  - a Future developments in education
  - b Learning languages in the future

### Technique

Notice that by looking at a few words it is possible to select a heading for the paragraph. The skimmed words help to give the theme and gist of the paragraph. The other words you use for close, careful reading. Look again at page 14 in Unit 2.



## Improve your IELTS word skills

- 1 Make the following adjectives negative by adding the prefixes *un-*, *in-*, *dis-*, *im-*, *il-*, *ir-*, *a-*.

ambitious ■ conscious ■ accurate ■ literate ■ mortal ■ replaceable ■ relevant  
similar ■ satisfied ■ symmetrical ■ political

- 2 Complete the following sentences using the negative form of one of the above adjectives.

- a Coral reefs are \_\_\_\_\_. Once they are destroyed, they are gone forever.
- b If the patient remains \_\_\_\_\_, he should be put in the recovery position.
- c Some students do not see the point of studying history as they find it \_\_\_\_\_ to the modern world.
- d The two students' background was not \_\_\_\_\_ as they both came from working-class families.
- e Unfortunately, the data was wrongly analysed and some of the figures were \_\_\_\_\_.
- f Although doctors and nurses generally prefer to be \_\_\_\_\_, all of them are united against the government in this matter.
- g No form of life on this planet can be \_\_\_\_\_ since our Sun's lifespan will end in a few billion years.
- h Low status jobs tend to attract \_\_\_\_\_ workers, which makes it difficult to raise the skills level among the staff.
- i The regularity of the layout of the 16<sup>th</sup> century garden was replaced by more \_\_\_\_\_ shapes.

- 3 Use your knowledge of prefixes to work out the meanings of the words in *italics* in sentences a–k.

- a 'Awkward' is one of the most frequently *misspelt* words in English.
- b The health service has been drastically *underfunded* for the last ten years.
- c There are plans for the rail industry to be *denationalized*.
- d Some environmentalists are concerned about the effect of *overfishing* on our oceans.
- e Students who fail the exam will have a chance to *resit* the following year.
- f The growth in obesity among young people means that a significant number of parents will *outlive* their children.
- g By 1950, sales had reached almost three times the *pre-war* level.
- h Pericles was perhaps the first Greek leader who was truly *pro-democracy*.
- i The drug is believed to have a strong *anti-aggressive* effect.
- j Investments reached a *post-crisis* peak last month.
- k The machine was badly damaged in the storm and is now *unusable*.

### Technique

Academic texts may use a number of words that you have not seen before. If the word contains a prefix, you can often work out the meaning, for example: *an unimportant* (= not important) *pastime*, *the unborn* (= not yet born) *citizens*.

## Reading Passage 4

**1** You should spend 20 minutes on questions 1–13 which are based on Reading Passage 4.

### Questions 1–7

The reading passage has nine paragraphs, A–I.

Choose the best headings for paragraphs B–H from the list of headings below.

#### List of headings

- i The effect of emphasis on short-term educational goals
- ii The limited effects of music
- iii The future of music
- iv Benefits for health
- v The effects of early exposure to music
- vi The skills involved in musical activity
- vii A playwright's perception of music
- viii Early exposure to music in the USA
- ix Music without instruments
- x The 'Mozart effect'
- xi Order or chaos
- xii The creation of The Voices Foundation
- xiii A method for training singers
- xiv The use of music in Shakespeare's plays

#### Example Paragraph A xi

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E
- 5 Paragraph F
- 6 Paragraph G
- 7 Paragraph H

#### Example Paragraph I iii

### Technique

- 1 Skim the headings to form a general idea of the topic. Note repeated words.
- 2 Skim the reading passage and the other questions. Why is there no heading for the reading passage?
- 3 Identify and underline the general nouns in the headings. Look for connections and logical orderings between the nouns.
- 4 Read any examples given and make sure you do not cross them out. Make a note that they are already used.
- 4 Make predictions about which paragraph each heading relates to.
- 5 Skim the paragraphs to check your predictions and complete the matching exercise.
- 6 Check your answers by reading your headings in order.

### Technique

Always read examples and skim the relevant paragraphs for the examples. They help you with the organization of the reading passage.





**A** Even the Greeks couldn't agree about it. Was music a source of order and proportion in society, regulating its innate chaos in ways similar to the disciplines of geometry and architecture? Or did its ability to express passionate emotions beyond the reach of words create the potential for disorder and anarchy? Compare the behaviour of an audience listening to classical string quartets with headbangers at a rave, and the age-old conflict between Apollo and Dionysus is made manifest all over again in our own time.

**B** Shakespeare, though, came clean. For him, 'the man who hath no music in himself, Nor is not mov'd with concord of sweet sounds, Is fit for treasons, stratagems and spoils; The motions of his spirit are dull as night ...' Throughout his plays, Shakespeare perceives music as a healing force, an art whose practice makes man whole.

**C** Yet, despite the growth of the science of music therapy within the last two centuries, and despite the huge weight of books published on the miraculous 'Mozart effect', our schools and colleges have fallen strangely silent. The so-called 'Mozart effect' presents anecdotal and statistical evidence for advances in both social and academic skills in those children exposed in their formative years to the music of Mozart. But, in an age obsessed by pragmatism and by short-term vocational learning, music has been marginalized in both primary and secondary education. Compared with the holy trinity of reading, writing and arithmetic, music is regarded as an unimportant pastime. As a result, children are leaving school not only totally ignorant of their own musical heritage, but lacking in social, physical and mental skills which musical performance can uniquely promote.

**D** Playing an instrument requires a degree of concentration and coordination which brings into play a plethora of mental and physical skills which are being eroded in our push-button world. Socialization and teamwork are also involved. Schools with wind bands, string ensembles, jazz groups and orchestras are right up there at the top of the league tables. In excelling in musical activity, the students' performance in many other fields of learning is refocused and radically improved.

**E** There are medical aspects too. Long before British primary schools discovered the recorder – that most basic of all modern woodwind instruments –

Australian Aborigines had developed the didgeridoo. Like the clarinet and the flute, this haunting and beautiful instrument helped to overcome both upper and lower respiratory tract problems and encouraged better sleep. In playing a wind instrument, abdominal muscles are used to support the breathing system. And these are the very muscles which come into play when an asthmatic is experiencing an attack.

**F** But what of those individuals and schools which simply cannot afford a musical instrument? What of those institutions where not a single member of staff can read music? This is where the human being's most primitive form of music-making comes into its own. Singing is free. Everyone possesses a voice. And, with it, the body expresses itself in the most fundamental and organic way.

**G** The Hungarian composer Zoltan Kodaly knew this, and developed his own system of training ear and voice within a simple yet comprehensive system of body language. Today, an organization called The Voices Foundation adapts and applies Kodaly's methods, aiming to give children back their singing voices, and to make our schools ring with music-making once again. Their advisors and teachers have already achieved extraordinary turn-around effects the length and breadth of Britain and in schools in the troubled areas of South Africa.

**H** Important work is currently being done in Finland, Israel and the United States on pre-school, even pre-birth, musical education. Music in the womb is very much part of the life of the unborn future citizens of Finland. And one has only to look at the educational standards, health records and professional musical activity in this small nation to see what dividends music in education pays from the earliest days of human life.

**I** Mozart has been celebrated in his anniversary years of 1991 and again in 2006. By the time of the next Mozart-Year, shall we have allowed music to conjure a better society for us all? Or, relegated to the ranks of mere entertainment, will music be eroded of its unique power to heal and to make whole?

## Technique

Make notes about text features in the margins of reading passages as you prepare for the IELTS. For example, aim to identify three to five text features such as examples, effects, results, methods, future developments, etc. In time, you will notice these automatically. In the exam itself, you may not have time to do this.



## Questions 8–10

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

Write

<b>YES</b>	<i>if the statement agrees with the writer's claims</i>
<b>NO</b>	<i>if the statement contradicts the writer's claims</i>
<b>NOT GIVEN</b>	<i>if it is impossible to say what the writer thinks about this</i>

- 8 In Shakespeare's dramas, music is seen in a positive light.
- 9 Schools lack the funds to buy luxury items like musical instruments.
- 10 Musical activity can only lead to a slight improvement in children's social, physical and mental skills.

## Technique

Think about the words that help you to focus on the meaning of the claims, not just words that help you scan: 8 *positive* 9 *lack* 10 *only/slight*. Each of these words qualifies the statement in some way. To see how important these words are, turn the statements into questions. These words carry the main stress.

## Questions 11–13

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

- 11 According to the writer, studying music
  - A** may not help all students to improve in other areas of their studies.
  - B** means that students spend less time on reading, writing and arithmetic.
  - C** helps students to improve enormously in other areas of their studies.
  - D** means that students will excel as professional musicians.
- 12 The didgeridoo is an instrument that
  - A** has a negative effect on those suffering with breathing problems.
  - B** benefits those suffering with breathing problems.
  - C** tends to send those who listen to it to sleep.
  - D** sounds sad to most people.
- 13 Which of the following is the most suitable heading for Reading Passage 4?
  - A** The growth of music in the school curriculum
  - B** Music throughout the ages
  - C** Music for everyone
  - D** The beneficial effects of a musical education

## 2 Answer these questions.

- a Which type of music do you prefer? Do you play an instrument? Which/Why?
- b Do you like classical music? Why/Why not?
- c Is it important to listen to different types of music?
- d Do you think young people listen to music rather than play an instrument nowadays? Why/Why not?