Soraya Quirino

INGLÊS PARA IMIGRAÇÃO

GUIA COMPLETO PARA O IELTS

SOBRE A PROFESSORA

Olá,

Eu sou Soraya Quirino, professora de inglês com 22 anos de experiência. Desde 2010 eu me dedico a preparar alunos para o IELTS com muito sucesso.

Sou formada em Letras, possuo MBA em Gestão de educação a distância pela USP e fiz o CELTA, curso de didática oferecido pela Cambridge English.

Já ajudei milhares de alunos a imigrarem para países anglófonos através de meus cursos online. Sou do Rio de Janeiro, cidadã canadense, e já morei por 1 ano nos EUA e 5 anos no Canadá.

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O IELTS

Quem deseja estudar fora ou imigrar para um país anglófono precisa comprovar o domínio da língua inglesa através de um exame de proficiência. O IELTS (International English Language Testing System) é o mais popular desses exames, devido à sua metodologia de avaliação e confiabilidade. É oferecido em cerca de 140 países e aceito por mais de 9.000 organizações - incluindo universidades, agências de emprego e instituições governamentais. Anualmente, cerca de 3 milhões de exames são realizados.

O IELTS é administrado pelo British Council, uma instituição britânica orientada a promover oportunidades educacionais e relações culturais entre o Reino Unido e outros países. O exame é oferecido nas principais cidades brasileiras diversas vezes ao ano. As vagas em cada sessão são atribuídas por ordem de inscrição, por isso, a recomendação é que você se inscreva com pelo menos cinco semanas de antecedência. A taxa de inscrição custa atualmente (2025) cerca de R$1400,00.

O IELTS é um exame que avalia o nível de conhecimento de inglês de seus candidatos nos quatro principais *skills* da língua: *listening*, *reading*, *speaking* e *writing*. Esse exame é oferecido em dois formatos diferentes: IELTS *Academic* e IELTS *General*.

O IELTS *Academic* é voltado para candidatos que precisam comprovar o nível de inglês para estudar no exterior em nível de graduação ou pós-graduação. Portanto, se o seu objetivo é imigrar via estudos, é esse o IELTS para o qual você deve se preparar. O IELTS *General* é voltado para os que desejam aplicar para processos de imigração de países cuja língua oficial é o inglês, como Canadá, Austrália e Nova Zelândia.

No IELTS os candidatos recebem tanto uma nota individual de cada *skill* quanto uma nota média, ou overall band score, que variam em uma escala de 0 a 9. O score do IELTS é chamado pela instituição examinadora de *band*. É importante ressaltar que ninguém passa ou reprova no IELTS: todos os candidatos recebem uma nota de acordo com sua performance na prova e nível de inglês demonstrados.

Para que você compreenda melhor o que cada *band* significa em termos de conhecimento de inglês, apresentamos abaixo uma tabela explicando em detalhes as *bands* de 0 a 9.

Band 9	Expert User	Candidato possui o domínio total da língua. É fluente, possui acurácia e entendimento completo. Se expressa como um nativo.	Avançado
Band 8	Very Good User	Candidato possui o domínio total da língua, mas comete inapropriações e erros ocasionalmente. Malentendidos podem acontecer em um contexto não-familiar. Consegue argumentar de maneira complexa e detalhada.	Pré-avançado
Band 7	Good User	Candidato possui domínio do idioma, mas comete inapropriações, erros e malentendidos em algumas situações e com certa frequência. Consegue compreender argumentos e linguagem mais complexa.	Intermediário
Band 6	Competent User	Candidato possui comando eficiente da língua, apesar de cometer algumas inapropriações, erros e malentendidos. Consegue usar e entender linguagem relativamente complexa, mas apenas em situações familiares.	Pré-intermediário
Band 5	Modest User	Candidato possui o comando parcial da língua e consegue se expressar relativamente bem, mesmo que cometendo inapropriações e erros com frequência.	Básico
Band 4	Limited User	Candidato possui compreensão básica da língua em situações extremamente familiares. Não é capaz de entender ou utilizar linguagem complexa.	Elementar
Band 3-0	Extremely limited user	Candidato não consegue se comunicar.	———

O exame e seus *skills*

Tanto no IELTS *Academic* quanto no *General*, você fará exames de *speaking*, *listening*, *reading* e *writing*. As provas de *listening* e de *speaking* são as mesmas para as duas modalidades. Entretanto, as provas de *reading* e de *writing* são diferentes para cada formato.

Listening: tem duração de cerca de 30 minutos com um adicional de 10 minutos para transcrever as respostas das 40 questões para o cartão. Os candidatos irão escutar monólogos e conversas entre pessoas com sotaques diferentes (britânico, americano, australiano e não-nativo), mas o sotaque que prevalece é certamente o britânico. Portanto, se você está planejando iniciar a sua preparação para o exame, deve começar a se habituar com inglês britânico desde já.

Reading: A versão *Academic* possui 3 seções. Em cada seção há 1 texto longo e de características bem acadêmicas a ser lido. Os textos são retirados de livros, artigos acadêmicos, jornais e revistas. A versão *General* também possui 3 seções, sendo que as duas primeiras possuem dois textos de assuntos genéricos (instruções, propagandas, avisos etc). A seção 3 possui um texto apenas, que apresenta uma dificuldade parecida com a do primeiro texto do *Academic*. Em ambas as versões há 40 questões para serem respondidas e o exame tem duração de 1 hora, sem tempo extra para transcrever as respostas.

Speaking: tem duração que pode variar entre 11 e 15 minutos e é dividido em 3 partes. Na parte 1, o examinador pergunta questões mais gerais sobre a vida pessoal do candidato, seus gostos e preferências. Na parte 2, o candidato recebe um tópico e tem 1 minuto para planejar um 'discurso' sobre o tema, que deve durar entre 1 e 2 minutos. Na parte 3 o candidato será convidado a responder questões relacionadas ao tópico da parte 2. Essas questões são mais complexas e abstratas que as perguntadas na parte 1 e demandam um poder de argumentação maior, assim como a utilização de uma maior variedade de estruturas gramaticais e de vocabulário.

Writing: tem duração de 1 hora e é dividido em *Writing Task* 1 e *Writing Task* 2. Na versão *General*, o candidato precisa escrever uma carta na *Writing Task* 1 e uma *essay* na *Writing Task* 2. No IELTS *Academic*, a *Writing Task* 1 consiste em uma descrição e análise de um gráfico, tabela, mapa ou processo de produção e a *Writing Task* 2 é uma *essay*.

Que nota eu preciso tirar para aplicar para os estudos? E para imigração?

Se o seu objetivo é fazer graduação em um *college* em países de Língua Inglesa, você consegue aplicar para algumas instituições com *band* 6, mas um *band* 6.5 pode ampliar o seu leque de possibilidades.

Para a imigração canadense, a nota que você precisa irá variar bastante de acordo com a sua pontuação em outros quesitos como NOC (*National Occupation Class*), idade, experiência profissional etc. Contudo, uma nota muito objetivada pela maioria dos futuros imigrantes é o famoso CLB 9. O

Canadian Language Benchmarks (CLB) é uma escala de conhecimento de inglês elaborada pelo governo canadense, e um CLB 9 equivale a um *band* 7 nos testes de *speaking*, *writing* e *reading* e *band* 8 no teste de *listening*.

Se o objetivo é imigrar para Austrália, a nota de corte costuma ser mais alta, em torno de band 7 ou 8, para os que desejam morar nos estados mais concorridos. Para alguns processos em estados mais afastados, a nota pode variar entre band 4 e 6.

Resultados

Para quem fez o paper-based, os resultados do IELTS são divulgados na segunda sexta-feira após a realização do exame no mesmo site onde você irá realizar a sua inscrição. Já na opção computer-delivered os resultados podem sair em apenas 3 dias, mas o prazo é geralmente de 5 dias úteis.

O relatório oficial impresso costuma ser enviado pela instituição no dia da divulgação do resultado online. O prazo de recebimento é em média 12 dias após a realização do exame.

2

LISTENING

O *listening test* é sempre a primeira etapa a ser cumprida no dia das provas escritas do IELTS. Resumidamente, essa parte funciona assim: o candidato recebe uma prova com 40 questões, às quais irá responder gradativamente enquanto escuta 4 passagens de áudio. Em média, o *listening test* tem uma duração de aproximadamente 30 minutos. O candidato tem ainda 10 minutos extras para transcrever as respostas para a *answer sheet*.

O teste de *listening* é dividido em 4 partes

***Section* 1** - você irá escutar uma conversa entre duas pessoas em uma situação do dia a dia. Geralmente, um dos falantes é um cliente que deseja obter maiores informações sobre um produto ou serviço, e o outro é o provedor de serviços que irá dar maiores detalhes sobre ele ou fazer perguntas ao cliente sobre o serviço que ele deseja obter. Nessa seção, o candidato precisa ser capaz de tomar notas de palavras soletradas, códigos postais, números de telefone e endereços.

Section 2 - é um monólogo no qual uma pessoa está dando informações e direções sobre um determinado lugar. Um *skill* essencial na *section* 2 é a capacidade de entender instruções sobre a localização dos lugares mencionados na passagem, já que em uma das questões mais comuns dessa seção você precisará dar nomes aos locais marcados em um mapa. Se você é o tipo de pessoa que tem dificuldade para entender direções que são dadas até mesmo na sua língua materna, você certamente precisará praticar bastante antes da prova.

***Section* 3** - é uma conversa entre duas ou três pessoas em um contexto educacional. Uma situação muito comum nessa seção é uma conversa entre um professor com um ou dois alunos, na qual algum tipo de *feedback* ou instruções sobre um trabalho acadêmico são explicadas. A *section* 3 é cheia de pegadinhas, pois as informações que são transmitidas são corrigidas com frequência pelos falantes. Por exemplo, o professor diz que a entrega do trabalho será na quarta-feira e depois se corrige dizendo que a universidade decidiu estender o prazo em dois dias, então, na verdade, a entrega será na sexta-feira.

***Section* 4** - trata-se de um monólogo sobre algum tema de nível acadêmico. Não há muitas pegadinhas nessa parte, mas a principal dificuldade é a rapidez com que as informações são passadas e a ausência de uma pausa entre a primeira e a segunda metade das questões. É muito comum que os alunos se percam e tomem um enorme susto ao saber que a passagem chegou ao seu fim, quando eles achavam que ainda faltavam algumas questões a serem respondidas. Ser capaz de escutar, ler e escrever ao mesmo tempo é um *skill* essencial nessa parte.

Os tipos de questão

Há diferentes tipos de questão nessa etapa do IELTS. Algumas avaliam se o aluno entendeu a ideia geral do que está sendo falado, enquanto outras pedem informações ou palavras específicas. Elas podem aparecer da seguinte forma:

1. Múltipla escolha;

2. Completar informações em um formulário;

3. Completar palavras em uma frase;

4. Respostas curtas, com limite no número de palavras;

5. Combinar duas informações correspondentes;

6. Completar informações presentes em um gráfico ou diagrama.

7. Nomear diferentes itens em um mapa.

Relação entre número de acertos e *band* do IELTS

O número de questões acertadas é o que vai determinar o seu *band score*, e não há peso diferente entre as seções do *listening test*. Se o seu objetivo é *band* 8 no IELTS, por exemplo, você precisa acertar um mínimo de 35 questões.

Respostas corretas	*Band score* equivalente
39-40	9
37-38	8.5
35-36	8
32-34	7.5
30-31	7
26-29	6.5
23-25	6
18-22	5.5
16-17	5
13-15	4.5
11-12	4

Como conquistar uma boa nota no *listening*:

- Não entre em pânico caso tenha perdido alguma resposta. Não se prenda ao que você não entendeu, siga em frente e fique atento à próxima questão.

- Leia com cuidado o enunciado das perguntas. Algumas questões, por exemplo, limitam a quantidade de palavras que devem estar presentes na resposta. Não exceda esse limite.

- Preste atenção na introdução de cada áudio, pois ela fornece informações importantes, como quem são os interlocutores, em que contexto estão ou sobre o que vão conversar.

- Não fique preso a palavras que você não conhece, você provavelmente não precisará delas.

- Leia as questões e sublinhe palavras relevantes, guie-se por essas palavras para reponder às questões e se manter atento ao áudio.

- Não use fone de ouvidos para praticar em casa, no dia do teste você escutará os trechos com som ambiente.

- Preste atenção nas suas respostas quando for a hora de transcrevê las para o cartão resposta, mas na hora do *listening*, não perca tempo se você não sabe como escrever uma palavra. Escreva como você acha que é, porque depois você poderá revisar suas respostas.

- Tente treinar em casa com barulho de fundo, para que problemas como a tosse do colega ao lado ou o barulho do ar condicionado no dia da prova não o afetem. Muitos alunos treinam isolados no quarto e depois chegam na prova e não sabem como lidar com o barulho ao redor.

- Descanse bem e evite estudar no dia anterior à prova. O teste exige muito da sua concentração, se você já chegar mentalmente cansado para fazer a prova, você será prejudicado.

- Mantenha-se ativo durante o *listening*, isto é, tente prever as respostas para questões como as do tipo 'preencha as lacunas'. Por exemplo, imagine que você precisa fazer um exercício de completar lacunas em um trecho de *listening* que fala sobre um teatro e uma das lacunas que você precisa preencher diz assim :

Location and concept of the theater: beside a _____

Você sabe que *beside* é uma preposição de lugar, então você pode tentar prever que lugar é esse. *Beside a library*? *Beside a supermarket*? Anote as palavras que veio à sua cabeça se houver tempo.

Sample Listening Tests

TEST 01

SECTION 1 | Track 01 - Clique aqui para baixar o áudio

Questions 1-10

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

JOB ENQUIRY

Example:

• **work at:** a restaurant

• Type of work: **1** .....

• Number of hours per week: 12 hours

• Would need work permit

• Work in the: **2** ..... branch

• Nearest bus stop: next to **3** .....

• Pay: **4** $ ..... an hour

• Extra benefits:

- a free dinner

- extra pay when you work on **5** .....

- transport home when you work **6** .....

• Qualities required:

- 7 .....

- ability to **8** .....

• Interview arranged for: Thursday **9** ..... at 6p.m.

• Bring the names of two referees

• Ask for: Samira **10** .....

SECTION 2 | Track 02 - Clique aqui para baixar o áudio

Questions 11-20

Questions 11-16

Complete the missing notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

SPORTS WORLD

- a new **11** ..... of an international sports goods company
- located in the shopping centre to the **12** ..... of Bradcaster
- has sports **13** ..... and equipment on floors 1-3
- can get you any item within **14** ..... days
- shop specialises in equipment for **15** .....
- has a special section which just sells **16** ……..

Questions 17-20

17 - A champion athlete will be in the shop

A. for the whole week.

B. all day Saturday.

C. on Saturday morning only.

18 - The first person to answer 20 quiz questions correctly will win

A. gym membership.

B. a video.

C. a calendar.

Questions 19 and 20

Choose TWO letters, A-E.

Which TWO piece of information does the speaker give about the fitness test?

A You need to reserve a place.

B It is free to account holders.

C You get advice on how to improve your health.

D It takes place in a special clinic.

E It is cheaper this month.

SECTION 3 | Track 03 - Clique aqui para baixar o áudio

Questions 21-30

21 - One reason why Spiros felt happy about his marketing presentation was that

A. he was not nervous.

B. his style was good.

C. the presentation was the best in his group.

22 - What surprised Hiroko about the other students' presentation?

A. Their presentations were not interesting

B. They found their presentations stressful.

C. They didn't look at the audience enough.

23 - After she gave her presentation, Hiroko felt

A. delighted.

B. dissatisfied.

C. embarrassed.

24 - How does Spiros feel about his performance in tutorials?

A. Not very happy.

B. Really pleased.

C. Fairly confident.

25 - Why can the other student participate so easily in discussions?

A. They are polite to each other.

B. They agree to take turns in speaking.

C. They know each other well.

26 - Why is Hiroko feeling more positive about tutorials now?

A. She finds the other students' opinions more interesting.

B. She is making more of a contribution.

C. The tutor includes her in the discussion.

27 - To help her understand the lectures, Hiroko

A. consulted reference materials

B. had extra tutorials with her lecturers.

C. borrowed lecture notes from other students.

28 - What does Spiros think of his reading skills?

A. He reads faster than he used to.

B. It still takes him a long time to read.

C. He tends to struggle with new vocabulary.

29 - What is Hiroko's subject area?

A. Environmental studies

B. Health education

C. Engineering

30 - Hiroko thinks that in the reading classes the students should

A. learn more vocabulary.

B. read more in their own subject area.

C. develop better reading strategies.

CI.

SECTION 4 | Track 04 - Clique aqui para baixar o áudio

Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

MASS STRANDINGS OF WHALES AND DOLPHINS

Mass strandings: situations where groups of whales, dolphins, etc. swim onto the beach and die. Common in areas where the **31** ..... can change quickly. Several other theories:

Parasites

e.g. some parasites can affect marine animals' **32** ....., which they depend on for navigation.

Toxins

Poisons from **33** ..... or ..... are commonly consumed by whales, e.g. Cape Cod (1988) - whales were killed by saxitoxin.

Accidental Strandings

Animals may follow prey ashore, e.g. Thurston (1995)

Unlikely because the majority of animals were not **34** ..... when they stranded

Human Activity

35 ..... from military tests are linked to some recent strandings

The Bahamas (2000) stranding was unusual because the whales

- were all **36** .....
- were not in a **37** .....

Group Behaviour

- More strandings in the most **38** ..... species of whales
- 1994 dolphin stranding - only the **39** ..... was ill

Further Reading

Marine Mammals Ashore (Connor) - gives information about stranding **40** .....

TEST 02

SECTION 1 | Track 05 - Clique aqui para baixar o Áudio

Questions 1-10

Question 1–6

Complete the notes below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Short Story Competition

Entry Details

Example: Cost of entry: £5

Length of story: approximately **1** .....

Story must include: a **2** .....

Minimum age: **3** .....

Last entry date: 1st **4** .....

Web address: www. **5** .....com

Don't: **6** ..... the story to the organisers

Questions 7–10

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

Judging and Prize Details

The competition is judged by **7** .....

The top five stories will be available **8** .....

The top story will be chosen by the **9** .....

The first prize is a place at a writer's workshop in **10** ……

SECTION 2 | Track 06 - Clique aqui para baixar o Áudio

Questions 11–20

Questions 11–17

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

Sea Life Centre – information

11 What was the Sea Life Centre previously called?

12 What is the newest attraction called?

13 When is the main feeding time?

14 What can you do with a VIP ticket?

15 What special event will the Sea Life Centre arrange for you?

16 Where will the petition for animal conservation be sent to?

17 What can you use to test what you have learnt?

Question 18–20

What does the guide say about each attraction?

Choose THREE answers from the box and write the correct letter, A–E, next to Question 18–20.

A Aquarium

B Crocodile Cave

C Penguin Park

D Seal Centre

E Turtle Town

18 must not miss .....

19 temporarily closed .....

20 large queues ……..

SECTION 3 | Track 07 - Clique aqui para baixar o Audio

Questions 21–30

Questions 21–22

Choose TWO letter, A–E.

Which TWO subjects did Martina like best before going to university?

A Art

B English

C French

D History

E Science

Questions 23–26

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

George's experience of university

George is studying Mechanical Engineering which involves disciplines. He is finding **23** ..... the most difficult. At the moment, his course is mainly **24** ..... He will soon have an assignment which involves a study of **25** ..... He thinks there are too many **26** ..... and would like less of them.

27 Martina thinks the students at her university are

A. energetic.

B. sociable.

C. intelligent.

28 George hopes that his tutor will help him

A. settle into university.

B. get to know his subject better.

C. lose his shyness.

29. What does Martina know about her first assignment?

A. the length

B. the topic

C. the deadline

30 George would like to live

A. in a hall of residence.

B. with a host family.

C. in a flat on his own.

CI.

SECTION 4 | Track 08 - Clique aqui para baixar o Áudio

Questions 31–40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Preparing and Giving a Presentation

Initial thoughts

Most important consideration: your audience

Three points to bear in mind:

- what they need to know

- how **31** ..... they will be

- how big audience will be

Structure

Start with information that makes the audience **32** .....

End with **33** .....

Design

The presentation needs to be **34** .....

Vary content by using a mix of words and **35** .....

Presenting

Look at the audience, be enthusiastic and energetic

Voice – vary speed and **36** .....

Occasionally add **37** ..... for greater impact

Do not use **38** ..... (e.g. appears, seems)

Questions and Interruptions

When asked a question, first of all you should **39** .....

Minimise the interruptions by **40** ..... them

ANSWERS LISTENING SAMPLE TESTS

Each question correctly answered scores 1 mark. Correct spelling is needed in all answers. Anything different from what is written in the answer is wrong.

Testes de listening elaborados pela Cambridge University Press

TEST 01 / pages 9 - 14

1. answer phone / answer the phone / answering phone
2. Hillsdunne Road
3. the library
4. 4.45
5. national holidays
6. after 11 / after 11 o'clock / after 11 p.m.
7. clear voice
8. think quickly
9. 22nd October / October 22nd
10. Manuja
11. branch
12. west
13. clothing
14. ten
15. running
16. bags

17. c

18. a

19. a or e (the order of answers in 19 and 20 doesn't matter)

20. a or e (the order of answers in 19 and 20 doesn't matter)

21. b

22. c

23. b

24. a

25. c

26. b

27. a

28. b

29. c

30. b

31. tide / tides

32. hearing

33. plants / animals

34. feeding

35. noise / noises

36. healthy

37. group

38. social

39. leader

40. network / networks

TEST 02 / pages 14 - 18

1. three thousand words / 3,000 words / 3000 words
2. surprise ending / surprising ending
3. 16 / sixteen
4. August
5. comp4ss
6. post
7. famous authors
8. online
9. public
10. Spain
11. World of Water
12. splash ride / the splash ride
13. noon / at noon
14. feed
15. birthday party / a birthday party
16. government
17. quiz
18. e
19. c
20. b
21. d
22. b
23. math / maths / mathematics / mathematic

24. theory / theoretical

25. jet engines

26. seminars

27. b

28. a

29. c

30. b

31. supportive

32. pay attention

33. next steps

34. consistent

35. graphics

36. tone

37. silence

38. weak verbs

39. repeat it

40. predicting

*** Testes de listening elaborados pela Cambridge University Press.**

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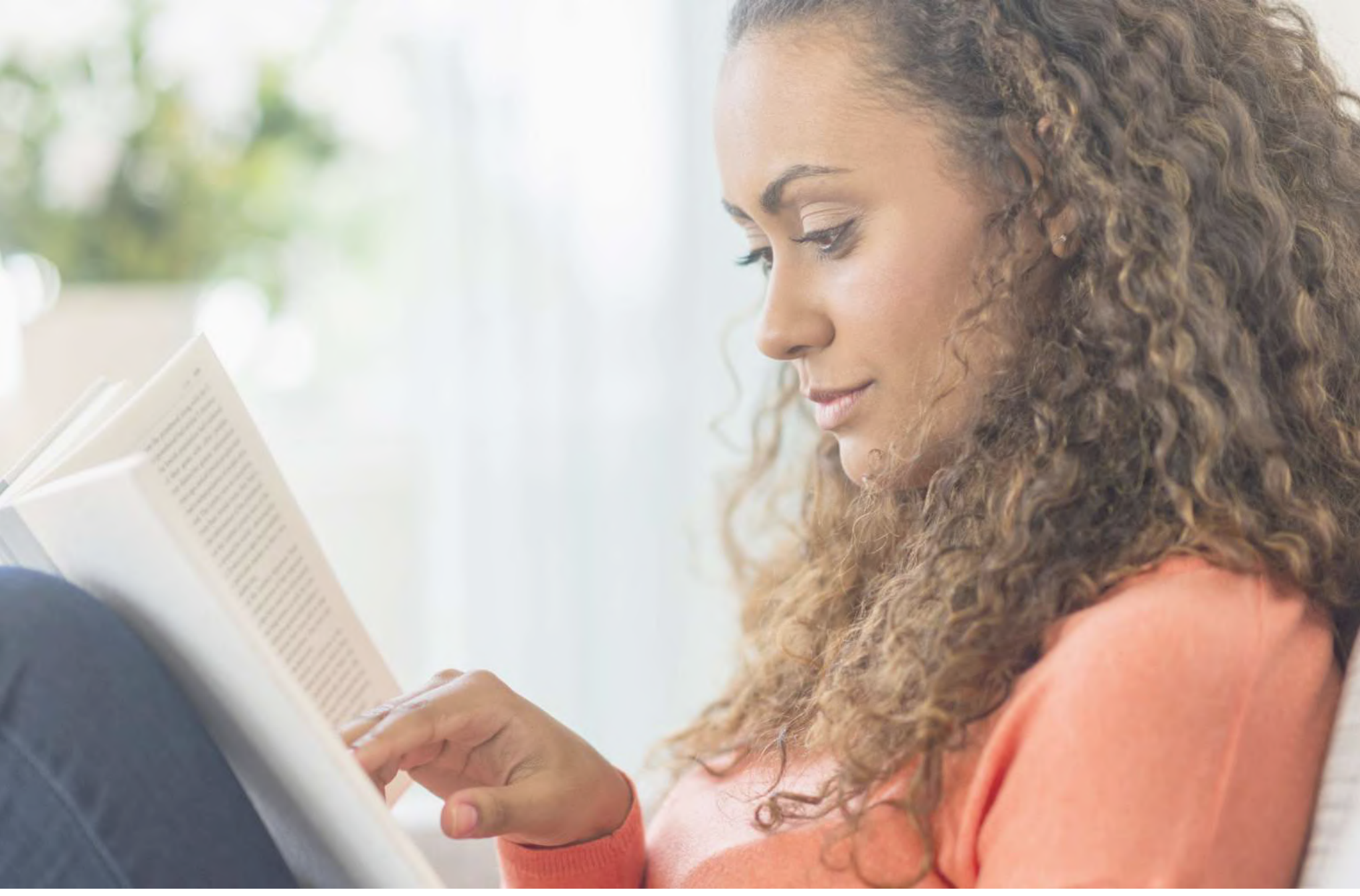

3

READING

O *Reading Test* é feito logo após o *Listening Test*. Para começar, é importante entender que os exames de *reading* das modalidades *Academic* e *General* variam em nível de dificuldade e formato. Enquanto o *Academic Reading Test* possui 3 seções com um texto longo em cada uma delas, o *General Reading Test* possui dois textos mais curtos em cada uma das primeiras duas seções e um texto mais longo na última seção.

Em ambas as modalidades o aluno tem uma hora para ler os textos e responder 40 questões. Não há tempo extra para transcrever as respostas para a *answer sheet*, por isso é preciso fazê-lo conforme as questões vão sendo respondidas. Os fiscais de prova são treinados para 'arrancar' as provas das mãos dos alunos assim que o tempo termina, e se você deixar para transcrever as respostas posteriormente, pode ter que entregar o seu cartão de respostas incompleto.

Os tipos de questões que podem ser perguntadas são as mesmas nas duas modalidades, o que já facilita um pouco a vida de quem precisa fazer tanto a versão *Academic*, quanto a *General.*

A principal dificuldade do *Reading Test* é o fator tempo. O aluno precisa responder 40 questões em apenas uma hora, o que significa que cada questão deve ser respondida em apenas 90 segundos. Além disso, não há tempo para ler os textos em detalhes, assim, para obter sucesso nesse *skill* é preciso dominar técnicas de leitura como *skimming* e especialmente *scanning*.

A maior parte das pessoas que se saem mal no *reading* são exatamente aquelas que insistem em ler o texto palavra por palavra para responder as questões, entretanto a prova não foi concebida para ser feita dessa maneira. O candidato que lê o texto detalhadamente não consegue fazer todas as questões no tempo previsto e acaba se atrapalhando com a quantidade de informação que irá absorver com a leitura. O *reading* é provavelmente uma das partes mais cansativas do IELTS porque a quantidade de informações absorvidas durante essa etapa da prova é enorme. Para conseguir uma boa nota, o estudante precisa adquirir bagagem de leitura e acostumar-se a ler em inglês.

Outra questão relevante é o vocabulário utilizado no *Reading Test*, especialmente na versão *Academic*, que costuma ser mais rebuscado e bem britânico. Se você não tem conhecimento de inglês britânico e possui vocabulário básico, é importante começar a ler artigos de jornais e revistas o quanto antes, especialmente aqueles dos principais nomes da mídia britânica, como o *The Guardian*, *Financial Times* e *BBC*

Academic	3 seções	*Section* 1 - um texto *Section* 2 - um texto *Section* 3 - um texto	40 questões
General	3 seções	*Section* 1 - dois textos *Section* 2 - dois textos *Section* 3 - um texto	40 questões

Os tipos de questões

1. Múltipla escolha;

2. Questões de respostas curtas, geralmente com limite no número de palavras;

3. Identificar informações como falsas ou verdadeiras;

4. Completar frases, tabelas e gráficos;

5. Associar duas informações correspondentes.

Relação entre número de acertos e *band* do IELTS

O número de questões acertadas é o que vai determinar o seu band score, e não há peso diferente entre as seções do *Reading Test*. Se o seu objetivo é *band* 7, por exemplo, você precisa acertar um mínimo de 30 questões no *Academic* e 34 no *General*.

	Respostas corretas	*Band score* equivalente
ACADEMIC	39-40	9
	37-38	8.5
	35-36	8
	33-34	7.5
	30-32	7
	27-29	6.5
	23-26	6
	19-22	5.5
	15-18	5
	13-14	4.5
	10-12	4

	Respostas corretas	*Band score* equivalente
GENERAL	40	9
	39	8.5
	37-38	8
	36	7.5
	34-35	7
	32-33	6.5
	30-31	6
	27-29	5.5
	23-26	5
	19-22	4.5
	15-18	4

Como conquistar uma boa nota no *reading*:

- Aprenda técnicas de leitura específicas para a prova, como *skimming* e *scanning*.

- Aprenda a *keyword technique*, técnica para encontrar as respostas até 3 vezes mais rápido, que foi desenvolvida pela professora Soraya Quirino. Basicamente, você precisa escolher palavras-chaves em cada pergunta as quais irão te ajudar a encontrar informações que você precisa procurar durante a leitura.

- Fique atento ao tempo: você terá 60 minutos para responder 40 perguntas e passar as repostas para o cartão.

- Não gaste muito tempo em uma só pergunta. Se tiver muita dificuldade para encontrar alguma resposta, vá para as questões seguintes.

- Analise atentamente todas as informações do texto, como título e, se houver, imagens e gráficos.

- Não releia o texto inteiro para cada resposta.

- Desenvolva *skills* para cada tipo de pergunta. Questões do tipo *True False Not Given* e *Fill in the gaps, por exemplo,* requerem estratégias diversas a serem empregadas em suas resoluções.

- Copie as palavras exatamente como elas estão escritas no texto.

- Não fique preso a vocabulário que você desconhece. Tente entender o significado dessas palavras no contexto, mas se não conseguir, prossiga a sua leitura.

- Pratique o maior número possível de testes em casa e leia o máximo que puder em inglês. Busque textos de temas variados, de preferência em meios de comunicação britânicos.

GENERAL READING QUESTION TYPES

Exercise 01 - Flow chart completion

ROBOTS AT WORK

A The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, subeditors and journalists who put the paper together are likely to find themselves in a totally different building or maybe even in a different city. This is the situation which now prevails in Sydney. The daily paper is compiled at the editorial headquarters, known as the prepress centre, in the heart of the city, but printed far away in the suburbs at the printing centre. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.

B Once the finished newspaper has been created for the next morning's edition, all the pages are transmitted electronically from the prepress centre to the printing centre. The system of transmission is an update on the sophisticated page facsimile system already in use on many other newspapers. An imagesetter at the printing centre delivers the pages as film. Each page takes less than a minute to produce, although for colour pages four versions, once each for black, cyan, magenta and yellow are sent. The pages are then processed into photographic negatives and the film is used to produce aluminum printing plates ready for the presses.

C A procession of automated vehicles is busy at the new printing centre where the Sydney Morning Herald is printed each day. With lights flashing and warning horns honking, the robots (to give them their correct name, the LGVs or laser guided vehicles) look for all the world like enthusiastic machines from a science fiction movie, as they follow their own random paths around the plant busily getting on with their jobs. Automation of this kind is now standard in all modern newspaper plants. The robots can detect unauthorised personnel and alert security staff immediately if they find an "intruder"; not surprisingly, tall tales are already being told about the machines starting to take on personalities of their own.

D The robots' principal job, however, is to shift the newsprint (the printing paper) that arrives at the plant in huge reels and emerges at the other end some time later as newspapers. Once the size of the day's paper and the publishing order are determined at head office, the information is punched

into the computer and the LGVs are programmed to go about their work. The LGVs collect the appropriate size paper reels and take them where they have to go. When the press needs another reel its computer alerts the LGV system. The Sydney LGVs move busily around the press room fulfilling their two key functions to collect reels of newsprint either from the reel stripping stations, or from the racked supplies in the newsprint storage area. At the stripping station the tough wrapping that helps to protect a reel of paper from rough handling is removed. Any damaged paper is peeled off and the reel is then weighed.

E Then one of the four paster robots moves in. Specifically designed for the job, it trims the paper neatly and prepares the reel for the press. If required the reel can be loaded directly onto the press; if not needed immediately, an LGV takes it to the storage area. When the press computer calls for a reel, an LGV takes it to the reel loading area of the presses. It lifts the reel into the loading position and places it in the correct spot with complete accuracy. As each reel is used up, the press drops the heavy cardboard core into a waste bin. When the bin is full, another LGV collects it and deposits the cores into a shredder for recycling.

F The LGVs move at walking speed. Should anyone step in front of one or get too close, sensors stop the vehicle until the path is clear. The company has chosen a laserguide function system for the vehicles because, as the project development manager says “The beauty of it is that if you want to change the routes, you can work out a new route on your computer and lay it down for them to follow”. When an LGV’s batteries run low, it will take itself off line and go to the nearest battery maintenance point for replacement batteries. And all this is achieved with absolute minimum human input and a much reduced risk of injury to people working in the printing centres.

G The question newspaper workers must now ask, however is, “how long will it be before the robots are writing the newspapers as well as running the printing centre, churning out the latest edition every morning?”

Questions 01 – 08

Complete the flow-chart below.

Choose NO MORE THAN THREE WORDS from the text for each answer.

The Production Process

THE NEWSPAPER IS COMPILED AT THE EDITORIAL HEADQUARTERS BY THE JOURNALISTS.

↓

THE FINAL VERSION OF THE TEXT IS **01** ..... TO THE PRINTING CENTRE.

↓

THE PAGES ARRIVE BY FACSIMILE

↓

THE PAGES ARE CONVERTED INTO **02** ……. .

↓

03 ……. ARE MADE FOR USE IN THE PRINTING PRESSES.

↓

THE LGVS ARE **04** ……. BY COMPUTER.

↓

THE LGVS COLLECT THE REELS OF PAPER.

↓

THE LGVS REMOVE THE **05** ……. FROM THE REEL.

THE REEL IS **06** …… .

↓

THE REEL IS TRIMMED AND PREPARED BY THE **07** …… .

↓

THE REEL IS TAKEN TO THE PRESS.

↓

THE REEL IS TAKEN TO THE **08** …… .

EXERCISE 02 - true, false, not given

London to Brighton Bike Ride

The start

The bike ride starts at Clapham Common tube station.

- Your Start Time is indicated by the colour of your body number in this pack. It is also printed on the address label of the envelope. Please arrive no earlier than 30 minutes before that time.

- We allocate an equal number of cyclists for each Start Time to ensure a steady flow. Please keep to the time you've been given so we can keep to our schedule and avoid delaying other riders and prevent 'bunching' further down the route.

- An Information Point, toilets and refreshment stands will be open from very early in the day.

Ride carefully

We put together as many facilities as possible to help ensure you have a troublefree day. But we also rely on you to ride safely and with due consideration for other cyclists and road users. Although many roads are closed to oncoming traffic, this is not always the case and you should be aware of the pos-

sibility that there could be vehicles coming in the opposite direction. Please do not attempt reckless overtaking whilst riding – remember it is NOT a race.

Follow all instructions

Every effort is made to ensure that the route is well signed and marshalled. Please obey all directions from police and marshals on the route. If you hear a motorcycle marshal blow his/her whistle three times, move left.

Wear a helmet

Every year we are delighted to see more riders wearing protective helmets, but we would like to see every cyclist on the ride wearing one. More than half of reported injuries in cycling accidents are to the head, and a helmet gives the best protection when the head hits the ground.

Attracting assistance

If you have an accident, ask a marshal for help; they are in contact with the support/emergency services. To call for help from our motorcycle marshals, give a 'thumbs down' signal. The marshal will do all he/she can to help, providing he/she is not already going to a more serious accident. If a motorcycle marshal slows down to help you, but you have just stopped for a rest and don't need help, please give a 'thumbs up' signal and he/she will carry on. Remember – thumbs down means 'I need help'.

In case of breakdown

Refer to your route map and make your way to a Mechanics Point. Mechanical assistance is free when you show your Rider Identity Card; you just pay for the parts.

Refreshment stops

Look out for these along the route. Most are organised by voluntary clubs and theirprices give you real value for money. They are also raising money for their local communities and the British Heart Foundation, so please give them your support.

Rain or shine – be prepared

In the event of very bad weather, watch out for signs to wet weather stations en route. Good waterproofs, like a cycle cape, are essential. Our first aid staff can only supply bin liners and by the time you get one you may be very wet. However, the English summer is unpredictable – it may also be hot, so don't forget the sun protection cream as well!

If you have to drop out

We will try to pick up your bike for you on the day. Call Bike Events (01225 310859) no more than two weeks after the ride to arrange collection. Sorry, we cannot guarantee this service nor can we accept liability for any loss or damage to your bike. Bike Events will hold your bike for three months, after which it may be disposed of. You will be charged for all costs incurred in returning your cycle.

Questions 9 – 16

Do the following statements agree with the information given in the text?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

9 You should not arrive more than half an hour before your allocated starting time.

10 Your Rider Identity Card will be sent to you before the event.

11 Some roads may have normal traffic flow on them.

12 Helmets are compulsory for all participants.

13 Refreshments are free to all participants during the ride.

14 If you need a rest you must get off the road.

15 First aid staff can provide cycle capes.

16 Bike Events will charge you for the return of your bike.

EXERCISE 03 - Matching information

Look at the five advertisements, A-E.

Which advertisement mentions the following?

NB You may use any letter more than once.

Questions 17 – 24

17 up-to-date teaching systems

18 that the institution has been established for a significant time

19 examination classes

20 that arrangements can be made for activities outside class

21 the availability of courses for school students

22 language teaching for special purposes

23 a wide variety of language choices

24 evening classes

A

INTERNATIONAL LANGUAGE CENTRE INSTITUTE OF TECHNOLOGY FRENCH & JAPANESE SUMMER INTENSIVE / ALSO COMMENCING JANUARY 2005

*MANDARIN * CANTONESE *THAI * VIETNAMESE *KOREAN * INDONESIAN * ENGLISH * SPANISH *ITALIAN *GERMAN * RUSSIAN *

FOR FURTHER DETAILS CONTACT: ADMISSIONS & INFORMATION OFFICE 5 BLIGH STREET, STH. SYDNEY, 2000 TEL: 295 4561 FAX: 235 4714

B

GLOBAL LANGUAGE LEARNING CENTRE
ONE OF THE WORLD'S BEST LANGUAGE SCHOOLS IS NOW IN SYDNEY

LEARN A NEW LANGUAGE IN 10-20 WEEKS LATEST METHODS FULL AND PART-TIME COURSES BUSINESS, HOSPITALITY OR TRAVEL.

PHONE FOR APPOINTMENT 938 0977

C

DO YOU WANT TO LEARN ENGLISH SOMEWHERE DIFFERENT?
THEN COME TO PERTH, THE PICTURESQUE CAPITAL CITY OF WESTERN AUSTRALIA.
SITUATED ON THE BEAUTIFUL SWAN RIVER, PERTH OFFERS YOU...

- MEDITERRANEAN CLIMATE
- LOVELY INDIAN OCEAN BEACHES
- EVERY SPORT IMAGINABLE
- MULTICULTURAL SOCIETY
- GOVERNMENT OWNED TAFE COLLEGES
- HIGH STANDARDS OF FACILITIES AND STAFF
- MAXIMUM FLEXIBILITY
- HOSTEL OR HOMESTAY ACCOMMODATION

INTENSIVE ENGLISH COURSES AVAILABLE

- 5 INTAKES PER YEAR
- 10 WEEK MODULES
- MULTICULTURAL CLASSES
- OPTIONAL PROGRAMS
- COST: $2000 AUD PER 10 WEEKS

STUDY TOURS AVAILABLE

- ENGLISH/CULTURAL/TOURISM

WE PLAN THE PROGRAM TO SUIT YOUR NEEDS

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TAFE INTERNATIONAL, LEVEL 5, 1 MILL STREET, PERTH 6000, WESTERN AUSTRALIA
TELEPHONE: 619 320 3777

D

FRENCH
SUMMER COURSES / JANUARY 2019

ADULTS CRASH COURSE 9-19 JAN
INTENSIVE 3 OR 4 HRS A DAY, MORNING OR EVENING, 30 HRS $250 (BEGINNERS AND LOW INTERMEDIATE ONLY)

ADULTS NORMAL COURSE 9 JAN-4 MARCH 10
LEVELS FROM BEGINNER TO ADVANCED TWICE A WEEK - 2 HRS MORNING OR EVENING ONCE A WEEK, SATURDAY 9AM-1.30PM 32HRS $278

HIGH SCHOOL CRASH COURSE
11-25 JAN INTENSIVE 3 HRS A DAY, 1PM-4PM YEARS 8 TO 12 24HRS $200 STARTS WEDNESDAY 11.1.97

CLUB FRANÇAIS 27 CLAIRE ST, SYDNEY, PHONE 227 1746

E **UNIVERSITY OF CANBERRA LEARN ENGLISH IN AUSTRALIA'S NATIONAL CAPITAL**

* THE TESOL CENTRE HAS MORE THAN 24 YEARS' EXPERIENCE IN PROVIDING QUALITY LANGUAGE PROGRAMS FOR OVERSEAS STUDENTS
* TEST PREPARATION, POSSIBILITY OF FURTHER ACADEMIC STUDY
* ACCESS TO UNIVERSITY FACILITIES
* CLASSES CONDUCTED ON CAMPUS WITH OPPORTUNITY TO MIX WITH AUSTRALIAN STUDENTS

EXERCISE 04 - Matching information

THE HISTORY OF CINEMA

Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its worldwide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

In the end it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of filmmaking had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with spectacular films like "Quo Vadis?" (1913) and "Cabiria" (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan, the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better constructed narratives, their special effects were more impressive, and the star system added a new dimension to screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

From early cinema, it was only American slapstick comedy that successfully developed in both short and feature format. However, during this 'Silent Film' era, animation, comedy, serials and dra-

matic features continued to thrive, along with factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded on to the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled westwards to escape the Revolution.

The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.

Questions 25 – 31

Look at the following statements (Questions 25-31) and the list of countries below.

Match each statement with the correct country, A-J.

NB You may use any letter more than once.

25 It helped other countries develop their own film industry.

26 It was the biggest producer of films.

27 It was first to develop the 'feature' film.

28 It was responsible for creating stars.

29 It made the most money from 'avantgarde' films.

30 It made movies based more on its own culture than outside influences**.**

31 It had a great influence on silent movies, despite its size.

LIST OF COUNTRIES

A FRANCE
B GERMANY
C USA
D DENMARK
E SWEDEN
F JAPAN
G RUSSIA
H ITALY
I BRITAIN
J CHINA

EXERCISE 05 - Short Answers

Questions 32 – 36
Answer the questions below.
Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer.

32 What has been found in some Fancy Foods products?
33 Where can you find the batch number on the jars?
34 How much will you receive for an opened jar of contaminated Chicken Curry?
35 If you have eaten Chicken Curry from a jar with one of the batch numbers listed, whom should you contact?
36 What is the maximum reward Fancy Foods is offering for information about who contaminated their product?

IMPORTANT NOTICE: PRODUCT RETURN

Fancy Foods wishes to inform the public that pieces of metal have been found in some jars of Fancy Foods Chicken Curry (Spicy). The batches of the jars involved have numbers from J6617 to J6624. The batch number is printed on the bottom of each jar.

If you have any jars with these batch numbers, please return them (preferably unopened) to the supermarket where you purchased them. You can also return them to the factory (Fancy Foods Re-

tailers, Blacktown). Fancy Foods will pay $10 for each jar returned unopened and $5 for each jar already opened.

No payment will be made for empty jars, which do not need to be returned. However, the Retailing Manager will be interested to hear from people who have consumed chicken curry from any of the above batch numbers. In particular, it will be helpful if they can give information about the place of purchase of the product.

Jars of Fancy Foods Chicken Curry (Coconut) and Fancy Foods Chicken Curry (Mango) have not been affected and do not need to be returned.

REWARD

Fancy Foods will pay a reward of $10,000 to $50,000 for information which leads to the conviction of any person found guilty of placing metal pieces in its products. If you have such information, please contact the Customer Relations Manager, Fancy Foods Retailers, Blacktown.

GENERAL READING SAMPLE TEST

SECTION 1

QUESTIONS 1–14

EMERGENCY PROCEDURES

Revised July 2011. This applies to all persons on the school campus. In cases of emergency (e.g. fire), find the nearest teacher who will: send a messenger at full speed to the Office OR inform the Office via phone ext. 99.

PROCEDURE FOR EVACUATION

1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may be a hand-held bell or siren.)

2. All class work will cease immediately.

3. Students will leave their bags, books and other possessions where they are.

4. Teachers will take the class rolls.

5. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run.

6. Each class, under the teacher's supervision, will move in a brisk, orderly fashion to the paved quadrangle area adjacent to the car park.

7. All support staff will do the same.

8. The Marshalling Supervisor, Ms Randall, will be wearing a red cap and she will be waiting there with the master timetable and staff list in her possession.

9. Students assemble in the quad with their teacher at the time of evacuation. The teacher will do a head count and check the roll.

10. Each teacher sends a student to the Supervisor to report whether all students have been accounted for. After checking, students will sit down (in the event of rain or wet pavement they may remain standing).

11. The Supervisor will inform the Office when all staff and students have been accounted for.

12. All students, teaching staff and support personnel remain in the evacuation area until the All Clear signal is given.

13. The All Clear will be a long bell ring or three blasts on the siren.

14. Students will return to class in an orderly manner under teacher guidance.

15. In the event of an emergency occurring during lunch or breaks, students are to assemble in their home-room groups in the quad and await their home-room teacher.

QUESTIONS 1-8

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from the text for each answer.

1 In an emergency, a teacher will either phone the office or …….. .

2 The signal for evacuation will normally be several …….. .

3 If possible, students should leave the building by the …….. .

4 They then walk quickly to the …….. .

5 …….. will join the teachers and students in the quad.

6 Each class teacher will count up his or her students and mark …….. .

7 After the …….. , everyone may return to class.

8 If there is an emergency at lunchtime, students gather in the quad in …….. and wait for their teacher.

Read the texts below and answer Questions 9-14.

Community Education

SHORT COURSES: BUSINESS

Business Basics

Gain foundation knowledge for employment in an accounts position with bookkeeping and business basics through to intermediate level; suitable for anyone requiring knowledge from the ground up. Code B/ED011 16th or 24th April 9am–4pm Cost $420

Bookkeeping

This course will provide students with a comprehensive understanding of bookkeeping and a great deal of hands-on experience. Code B/ED020 19th April 9am–2.30pm (one session only so advance bookings essential) Cost $250

New Enterprise Module

Understand company structures, tax rates, deductions, employer obligations, profit and loss statements, GST and budgeting for tax. Code B/ED030 15th or 27th May 6pm–9pm Cost $105

Social Networking – the Latest Marketing Tool

This broad overview gives you the opportunity to analyse what web technologies are available and how they can benefit your organisation. Code B/ED033 1st or 8th or 15th June 6pm–9pm Cost $95

Communication

Take the fear out of talking to large gatherings of people. Gain the public-speaking experience that will empower you with better communication skills and confidence. Code B/ED401 12th or 13th or 14th July 6pm–9pm Cost $90 5

QUESTIONS 9–14

Do the following statements agree with the information given in the text? In boxes 9–14 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

9 Business Basics is appropriate for beginners.

10 Bookkeeping has no practical component.

11 Bookkeeping is intended for advanced students only.

12 The New Enterprise Module can help your business become more profitable.

13 Social Networking focuses on a specific website to help your business succeed.

14 The Communication class involves speaking in front of an audience.

SECTION 2

QUESTIONS 15-28

The text on the next page has seven sections, A–G.

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

List of Headings

i How can reflection problems be avoided?

ii How long should I work without a break?

iii What if I experience any problems?

iv When is the best time to do filing chores?

v What makes a good seat?

vi What are the common health problems?

vii What is the best kind of lighting to have?

viii What are the roles of management and workers?

ix Why does a VDU create eye fatigue?

x Where should I place the documents?

15 Section A

16 Section B

17 Section C

18 Section D

19 Section E

20 Section F

21 Section G

BENEFICIAL WORK PRACTICES FOR THE KEYBOARD OPERATOR

A Sensible work practices are an important factor in the prevention of muscular fatigue; discomfort or pain in the arms, neck, hands or back; or eye strain which can be associated with constant or regular work at a keyboard and visual display unit (VDU).

B It is vital that the employer pays attention to the physical setting such as workplace design, the office environment, and placement of monitors as well as the organisation of the work and individual work habits. Operators must be able to recognise work-related health problems and be given the opportunity to participate in the management of these. Operators should take note of and follow the preventive measures outlined below.

C The typist must be comfortably accommodated in a chair that is adjustable for height with a back rest that is also easily adjustable both for angle and height. The back rest and sitting ledge (with a curved edge) should preferably be cloth-covered to avoid excessive perspiration.

D When the keyboard operator is working from a paper file or manuscript, it should be at the same distance from the eyes as the screen. The most convenient position can be found by using some sort of holder. Individual arrangement will vary according to whether the operator spends more time looking at the VDU or the paper – whichever the eyes are focused on for the majority of time should be put directly in front of the operator.

E While keying, it is advisable to have frequent but short pauses of around thirty to sixty seconds to proofread. When doing this, relax your hands. After you have been keying for sixty minutes, you should have a ten minute change of activity. During this spell it is important that you do not remain seated but stand up or walk around. This period could be profitably used to do filing or collect and deliver documents.

F Generally, the best position for a VDU is at right angles to the window. If this is not possible then glare from the window can be controlled by blinds, curtains or movable screens. Keep the face of the VDU vertical to avoid glare from overhead lighting.

G Unsatisfactory work practices or working conditions may result in aches or pain. Symptoms should be reported to your supervisor early on so that the cause of the trouble can be corrected and the operator should seek medical attention.

QUESTIONS 22–28

Read the text below and answer Questions 22–28.

Workplace dismissals

Before the dismissal

If an employer wants to dismiss an employee, there is a process to be followed. Instances of minor misconduct and poor performance must first be addressed through some preliminary steps. Firstly, you should be given an improvement note. This will explain the problem, outline any necessary changes and offer some assistance in correcting the situation. Then, if your employer does not think your performance has improved, you may be given a written warning. The last step is called a final written warning which will inform you that you will be dismissed unless there are improvements in performance. If there is no improvement, your employer can begin the dismissal procedure. The dismissal procedure begins with a letter from the employer setting out the charges made against the employee. The employee will be invited to a meeting to discuss these accusations. If the employee denies the charges, he is given the opportunity to appear at a formal appeal hearing in front of a different manager. After this, a decision is made as to whether the employee will be let go or not.

Dismissals

Of the various types of dismissal, a fair dismissal is the best kind if an employer wants an employee out of the workplace. A fair dismissal is legally and contractually strong and it means all the necessary procedures have been correctly followed. In cases where an employee's misconduct has

been very serious, however, an employer may not have to follow all of these procedures. If the employer can prove that the employee's behaviour was illegal, dangerous or severely wrong, the employee can be dismissed immediately: a procedure known as summary dismissal. Sometimes a dismissal is not considered to have taken place fairly. One of these types is wrongful dismissal and involves a breach of contract by the employer. This could involve dismissing an employee without notice or without following proper disciplinary and dismissal procedures. Another type, unfair dismissal, is when an employee is sacked without good cause. There is another kind of dismissal, known as constructive dismissal, which is slightly peculiar because the employee is not actually openly dismissed by the employer. In this case the employee is forced into resigning by an employer who tries to make significant changes to the original contract. This could mean an employee might have to work night shifts after originally signing on for day work, or he could be made to work in dangerous conditions.

QUESTIONS 22 and 23

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from the text for each answer.

22 If an employee receives a …….. , this means he will lose his job if his work does not get better.

23 If an employee does not accept the reasons for his dismissal, a …….. can be arranged.

Questions 24–28

Look at the following descriptions (Questions 24–28) and the list of terms in the box below.

Match each description with the correct term A–E.

24 An employee is asked to leave work straight away because he has done something really bad.

25 An employee is pressured to leave his job unless he accepts conditions that are very different from those agreed to in the beginning.

26 An employer gets rid of an employee without keeping to conditions in the contract. 27 The reason for an employee's dismissal is not considered good enough.

28 The reasons for an employee's dismissal are acceptable by law and the terms of the employment contract.

A Fair dismissal

B Summary dismissal

C Unfair dismissal

D Wrongful dismissal

E Constructive dismissal

SECTION 3

QUESTIONS 29–40

CALISTHENICS

The world's oldest form of resistance training

A From the very first caveman to scale a tree or hang from a cliff face, to the mighty armies of the Greco-Roman empires and the gymnasiums of modern American high schools, calisthenics has endured and thrived because of its simplicity and utility. Unlike strength training which involves weights, machines or resistance bands, calisthenics uses only the body's own weight for physical development.

B Calisthenics enters the historical record at around 480 B.C., with Herodotus' account of the Battle of Thermopolylae. Herodotus reported that, prior to the battle, the god-king Xerxes sent a scout party to spy on his Spartan enemies. The scouts informed Xerxes that the Spartans, under the leadership of King Leonidas, were practicing some kind of bizarre, synchronised movements akin to a tribal dance. Xerxes was greatly amused. His own army was comprised of over 120,000 men, while the Spartans had just 300. Leonidas was informed that he must retreat or face annihilation. The Spartans did not retreat, however, and in the ensuing battle they managed to hold Xerxes' enormous army at bay for some time until reinforcements arrived. It turns out their tribal dance was not a superstitious ritual but a form of calisthenics by which they were building aweinspiring physical strength and endurance.

C The Greeks took calisthenics seriously not only as a form of military discipline and strength, but also as an artistic expression of movement and an aesthetically ideal physique. Indeed, the term cal-

isthenics itself is derived from the Greek words for beauty and strength. We know from historical records and images from pottery, mosaics and sculptures of the period that the ancient Olympians took calisthenics training seriously. They were greatly admired – and still are, today – for their combination of athleticism and physical beauty. You may have heard a friend whimsically sigh and mention that someone 'has the body of a Greek god'. This expression has travelled through centuries and continents, and the source of this envy and admiration is the calisthenics method.

D Calisthenics experienced its second golden age in the 1800s. This century saw the birth of gymnastics, an organised sport that uses a range of bars, rings, vaulting horses and balancing beams to display physical prowess. This period is also when the phenomena of strongmen developed. These were people of astounding physical strength and development who forged nomadic careers by demonstrating outlandish feats of strength to stunned populations. Most of these men trained using hand balancing and horizontal bars, as modern weight machines had not yet been invented.

E In the 1950s, Angelo Siciliano – who went by the stage name Charles Atlas – was crowned "The World's Most Perfectly Developed Man". Atlas's own approach stemmed from traditional calisthenics, and through a series of mail order comic books he taught these methods to hundreds of thousands of children and young adults through the 1960s and 1970s. But Atlas was the last of a dying breed. The tides were turning, fitness methods were drifting away from calisthenics, and no widely-regarded proponent of the method would ever succeed him.

F In the 1960s and 1970s calisthenics and the goal of functional strength combined with physical beauty was replaced by an emphasis on huge muscles at any cost. This became the sport of body building. Although body building's pioneers were drawn from the calisthenics tradition, the sole goal soon became an increase in muscle size. Body building icons, people such as Arnold Schwarzenegger and Sergio Oliva, were called mass monsters because of their imposing physiques. Physical development of this nature was only attainable through the use of anabolic steroids, synthetic hormones which boosted muscle development while harming overall health. These body builders also relied on free weights and machines, which allowed them to target and bloat the size of individual muscles rather than develop a naturally proportioned body. Calisthenics, with its emphasis on physical beauty and a balance in proportions, had little to offer the mass monsters.

G In this "bigger is better" climate, calisthenics was relegated to groups perceived to be vulnerable, such as women, people recuperating from injuries and school students. Although some of the

strongest and most physically developed human beings ever to have lived acquired their abilities through the use of sophisticated calisthenics, a great deal of this knowledge was discarded and the method was reduced to nothing more than an easily accessible and readily available activity. Those who mastered the rudimentary skills of calisthenics could expect to graduate to weight training rather than advanced calisthenics.

H In recent years, however, fitness trends have been shifting back toward the use of calisthenics. Bodybuilding approaches that promote excessive muscle development frequently lead to joint pain, injuries, unbalanced physiques and weak cardiovascular health. As a result, many of the newest and most popular gyms and programmes 12 emphasise calisthenics-based methods instead. Modern practices often combine elements from a number of related traditions such as yoga, Pilates, kettle-ball training, gymnastics and traditional Greco-Roman calisthenics. Many people are keen to recover the original Greek vision of physical beauty and strength and harmony of the mind-body connection.

QUESTIONS 29–35

The text has eight paragraphs, A–H.

Which paragraph contains the following information?

Choose the correct letter, A–H.

29 the origin of the word ‘calisthenics’

30 the last popular supporter of calisthenics

31 the first use of calisthenics as a training method

32 a multidisciplinary approach to all-round health and strength

33 reasons for the survival of calisthenics throughout the ages

34 the use of a medical substance to increase muscle mass and strength

35 a reference to travelling showmen who displayed their strength for audiences

QUESTIONS 36–40

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the text for each answer.

During the sixties and seventies, attaining huge muscles became more important than **36** …….. or having an attractive-looking body. The first people to take up this new sport of body building had a background in calisthenics but the most famous practitioners became known as **37** …….. on account of the impressive size of their muscles. Drugs and mechanical devices were used to develop individual muscles to a monstrous size.

Calisthenics then became the domain of 'weaker' people: females, children and those recovering from **38** …….. . Much of the advanced knowledge about calisthenics was lost and the method was subsequently downgraded to the status of a simple, user-friendly activity. Once a person became skilled at this, he would progress to **39** …….. .

Currently a revival of calisthenics is under way as extreme muscle building can harm the body leaving it sore, out of balance, and in poor **40** ……..

Tarefas mais comuns no Reading test

Exercise 01 - Matching information

A There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. The average distance driven by car users is growing too - from 8km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C Until a hundred years ago, most journeys were in the 20km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. Invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. In the United Kingdom, about 90 per cent of inland freight is carried by road. The world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?

D In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.

E A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails - congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

F Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or

waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G Some argue that the only long-term solution is to design cities and neighbourhoods so that car journeys are not necessary - all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.

H A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable - and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate

Questions 01 – 06

Sample Passage 7 has eight paragraphs labelled A-H. Which paragraphs contains the following information?

Write the correct letter A-H in boxes 14-19 on your answer sheet.

NB You may use any letter more than once.

01 a comparison of past and present transportation methods

02 how driving habits contribute to road problems

03 the relative merits of cars and public transport

04 the writer's prediction on future solutions

05 the increasing use of motor vehicles

06 the impact of the car on city development

Exercise 02 - Yes, No, Not given

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

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

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

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

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

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

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

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

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

Questions 07 – 10

Do the following statements reflect the claims of the writer in the reading passage? Write:

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

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

07 Thirty per cent of deaths in the United States are caused by smoking-related diseases.

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

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

10 Opponents of smoking financed the UCSF study.

Exercise 03 - Match the headings

List of Headings

i The probable effects of the new international trade agreement

ii The environmental impact of modern farming

iii Farming and soil erosion

iv The effects of government policy in rich countries

v Governments and management of the environment

vi The effects of government policy in poor countries

vii Farming and food output

viii The effects of government policy on food output

ix The new prospects for world trade

11 Section A

12 Section B

13 Section C

14 Section D

Example: Section E - vi

15 Section F

Section A The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm-price support to protection for coal-mining, do

environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsidies create.

Section B No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about $250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981. In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped landclearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion. In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate

subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Section E In poor countries, governments aggravate other sorts of damage. Subsidies for pesticides and artificial fertilisers encourage farmers to use greater quantities than are needed to get the highest economic crop yield. A study by the International Rice Research Institute of pesticide use by farmers in South East Asia found that, with pest-resistant varieties of rice, even moderate applications of pesticide frequently cost farmers more than they saved. Such waste puts farmers on a chemical treadmill: bugs and weeds become resistant to poisons, so next year's poisons must be more lethal. One cost is to human health. Every year some 10,000 people die from pesticide poisoning, almost all of them in the developing countries, and another 400,000 become seriously ill. As for artificial fertilisers, their use world-wide increased by 40 per cent per unit of farmed land between the mid 1970s and late 1980s, mostly in the developing countries. Overuse of fertilisers may cause farmers to stop rotating crops or leaving their land fallow. That, in turn, may make soil erosion worse.

Section F A result of the Uruguay Round of world trade negotiations is likely to be a reduction of 36 per cent in the average levels of farm subsidies paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsidies are lower or non-existent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It will undoubtedly mean more pressure to convert natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming in the rich world should decline, and the use of chemical inputs will diminish. Crops are more likely to be grown in the environments to which they are naturally suited. And more farmers in poor countries will have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

Exercise 04 - Multiple choice

[Note: This is an extract from an Academic Reading passage on the subject of government subsidies to farmers. The text preceding this extract explained how subsidies can lead to activities which cause uneconomical and irreversible changes to the environment.]

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of highyielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

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In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon

dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Questions 16 – 18

Choose the appropriate letters A, B, C or D.

16 Research completed in 1982 found that in the United States soil erosion

A reduced the productivity of farmland by 20 per cent.

B was almost as severe as in India and China.

C was causing significant damage to 20 per cent of farmland.

D could be reduced by converting cultivated land to meadow or forest.

17 By the mid-1980s, farmers in Denmark

A used 50 per cent less fertiliser than Dutch farmers.

B used twice as much fertiliser as they had in 1960.

C applied fertiliser much more frequently than in 1960.

D more than doubled the amount of pesticide they used in just 3 years.

18 Which one of the following increased in New Zealand after 1984?

A farm incomes

B use of fertiliser

C over-stocking

D farm diversification

Exercise 05 - table completion

The megafires of California

Drought, housing expansion, and oversupply of tinder make for bigger, hotter fires in the western United States.

Wildfires are becoming an increasing menace in the western United States, with Southern California being the hardest hit area. There is a reason fire squads battling more frequent blazes in Southern California are having such difficulty containing the flames, despite better preparedness than ever and decades of experience fighting fires fanned by “Santa Ana Winds”. The wildfires themselves, experts say, are generally hotter, faster, and spread more erratically than in the past.

Megafires, also called “siege fires”, are the increasingly frequent blazes that burn 5000,000 acres or more – 10 times the size of average forest fire of 20 years ago. Some recent wildfires are among the biggest ever in California in terms of acreage burned, according to state figures and news reports.

One explanation for the trend to more superhot fires is that the region, which usually has dry summers, has had significantly below normal precipitation in many recent years. Another reason, experts say, is related to the century-long policy of the US Forest Service to stop wildfires as quickly as possible. The unintentional consequence has been to halt the natural eradication of underbrush, now the primary fuel for megafires.

Three other factors contribute to the trend, they add. First is climate change, marked by a 1-degree Fahrenheit rise in average yearly temperature across the western states. Second is fire seasons that on average are 78 days longer than they were 20 years ago. Third is increased construction of homes in wooded areas.

“We are increasingly building our homes in fire-prone ecosystems”, says Dominik Kulakowski, adjunct professor of biology at Clark University Graduate School of Geography in Worcester, Massachusetts.” Doing that in many of the forests of the western US is like building homes on the side of an active volcano.”

In California where population growth has averaged more than 600,000 a year for at least a decade, more residential housing is being built. “What once was an open space is now residential homes providing fuel to make fires burn with greater intensity” says terry McHale of the California department of Forestry firefighters’ union. “With so much dryness, so many communities to catch fire, so many fronts to fight, it becomes an almost incredible job.”

That said, many experts give California high marks for making progress on preparedness in recent years, after some of the largest fires in state history scorched thousands of acres, burned thousands of homes, and killed numerous people. Stung in the past by criticism of bungling that allowed

fires to spread when they might have been contained, personnel are meeting the peculiar challenges of neighborhood – and canyon – hopping fires better than previously, observers say.

State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled. Firefighters' unions that in the past complained of dilapidated equipment, old engines, and insufficient blueprints for fire safety are now praising the state's commitment, noting that funding for firefighting has increased, despite huge cuts in many other programs. "We are pleased that the current state administration has been very proactive in its support of us, and has come through with budgetary support of the infrastructure needs we have long sought," says Mr. McHale of the firefighters' union.

Besides providing money to upgrade the fire engines that must traverse the mammoth state and wind along serpentine canyon roads, the state has invested in better command-and-control facilities as well as in the strategies to run them. "In the fire sieges of earlier years, we found that other jurisdictions and states were willing to offer mutual-aid help, but we were not able to communicate adequately with them," says Kim Zagaris, chief of the state's Office of Emergency Services Fire and Rescue Branch. After commission examined and revamped communications procedures, the statewide response "has become far more professional and responsive," he says. There is a sense among both government officials and residents that the speed, dedication, and coordination of firefighters from several states and jurisdictions are resulting in greater efficiency than in past "siege fire" situations.

In recent years, the Southern California region has improved building codes, evacuation procedures, and procurement of new technology. "I am extraordinarily impressed by the improvements we have witnessed," says Randy Jacobs, a Southern California-based lawyer who has had to evacuate both his home and business to escape wildfires. "Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place" he says.

Questions 19 – 24

WILDFIRES

Characteristics of wildfires and wildfire conditions today compared to the past:

- occurrence: more frequent

- temperature: hotter - speed: faster

- movement: **19** ..... more unpredictably

- size of fires: **20** ..... greater on average than two decades ago

Reasons wildfires cause more damage today than compared to the past:

- rainfall: **21** …… average

- more brush to act as **22** ……

- increase in yearly temperature - extended fire **23** ……

- more building of **24** …… in vulnerable places

Exercise 6 - summary completion

Second nature

Your personality isn't necessarily set in stone. With a little experimentation, people can reshape their temperaments and inject passion, optimism, joy and courage into their lives.

A Psychologists have long held that a person's character cannot undergo a transformation in any meaningful way and that the key traits of personality are determined at a very young age. However, researchers have begun looking more closely at ways we can change. Positive psychologists have identified 24 qualities we admire, such as loyalty and kindness, and are studying them to find out why they come so naturally to some people. What they're discovering is that many of these qualities amount to habitual behavior that determines the way we respond to the world. The good news is that all this can be learned.

Some qualities are less challenging to develop than others, optimism being one of them. However, developing qualities requires mastering a range of skills which are diverse and sometimes surprising. For example, to bring more joy and passion into your life, you must be open to experiencing negative emotions. Cultivating such qualities will help you realise your full potential.

B "The evidence is good that most personality traits can be altered," says Christopher Peterson, professor of psychology at the University of Michigan, who cites himself as an example. Inherently introverted, he realized early on that as an academic, his reticence would prove disastrous in the lecture hall. So he learned to be more outgoing and to entertain his classes. "Now my extroverted behavior is spontaneous," he says.

C David Fajgenbaum had to make a similar transition. He was preparing for university, when he had an accident that put an end to his sports career. On campus, he quickly found that beyond ordinary counseling, the university had no services for students who were undergoing physical rehabilitation and suffering from depression like him. He therefore launched a support group to help others in similar situations. He took action despite his own pain – a typical response of an optimist.

D Suzanne Segerstrom, professor of psychologist at the University of Kentucky, believes that the key to increasing optimism is through cultivating optimistic behaviour rather than positive thinking. She recommends you train yourself to pay attention to good fortune by writing down three

positive things that come about each day. This will help you convince yourself that favourable outcomes actually happen all the time, making it easier to begin taking action.

E You can recognise a person who is passionate about a pursuit by the way they are also strongly involved in it. Tanya Streeter's passion is freediving – the sport of plunging deep into water without tanks or other breathing equipment. Beginning in 1998, she set nine world records and can hold her breath for six minutes. The physical stamina required for this sport is intense but the psychological demands are even more overwhelming. Streeter learned to untangle her fears from her judgment of what her body and mind could do. "In my career as a competitive freediver, there was a limit to what I could do – but it wasn't anywhere near what I thought it was," she says.

F Finding a pursuit that excites you can improve anyone's life. The secret about consuming passions, though, according to psychologist Paul Silvia of the University of North Carolina, is that "they require discipline, hard work and ability, which is why they are so rewarding." Psychologist Todd Kashdan has this advice for those people taking up a news passion: "As a newcomer, you also have to tolerate and laugh at your own ignorance. You must be willing to accept the negative feeling that come your way," he says.

G In 2004,physician-scientist Mauro Zapaterra began his PhD research at Harvard Medical School. Unfortunately, he was miserable as his research wasn't compatible with his curiosity about healing. He finally took a break and during eight months in santa Fe, Zapaterra learned about alternative medicine healing techniques not taught at Harvard. When he got back, he switched labs to study how cerebrospinal fluid nourishes the developing nervous system. He also vowed to look for the joy in everything, including failure, as this could help him learn about his research and himself.

One thing that can hold joy back is a person's concentration on avoiding failure rather than their looking forward to do something well. "Focusing on being safe might get in the way of reaching your goals," explains Kashdan. For example, are you hoping to get through a business lunch without embarrassing yourself, or are you thinking about how fascinating the conversation might be?

H Usually, we think of courage in physical terms but ordinary life demands something else. For marketing executive Kenneth Pedeleose, it meant speaking out against something he thought was ethically wrong. The new manager was intimidating staff so Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened. Eventually the manager was the one to go. According to Cynthia Pury, a psychologist at Clemson University, Pedeleose's story proves the point that courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can acquire courage. Many of her students said that faced with a risky situation, they first tried to calm themselves down then looked for a way to mitigate the danger, just as Pedeleose did by documenting his allegations.

Over the long term, picking up a new character trait may help you move toward being the person you want to be. And in the short term, the effort itself could be surprisingly rewarding, a kind of internal adventure.

Questions 25 – 29

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Psychologists have traditionally believed that a personality **25** ..... was impossible and that by a **26** ....., a person's character tends to be fixed. This is not true according to positive psychologists, who say that our personal qualities can be seen as habitual behaviour. One of the easiest qualities to acquire is **27**..... However, regardless of the quality, it is necessary to learn a wide variety of different **28** ..... in order for a new quality to develop; for example, a person must understand and feel some **29** ..... in order to increase their happiness.

ACADEMIC READING SAMPLE TEST

SECTION 1

Questions 1–13

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

List of Headings

i Island legends

ii Resources for exchange

iii Competition for fishing rights

iv The low cost of equipment

v Agatti's favourable location

vi Rising income levels

vii The social nature of reef occupations

viii Resources for islanders' own use

ix High levels of expertise

x Alternative sources of employment

xi Resources for earning money xii Social rights and obligations

1 Paragraph A

2 Paragraph B

3 Paragraph C

4 Paragraph D

5 Paragraph E

6 Paragraph F

7 Paragraph G

8 Paragraph H

9 Paragraph I

The coral reefs of Agatti island

A Agatti is one of the Lakshadweep Islands off the south- west coast of India. These islands are surrounded by lagoons and coral reefs which are in turn surrounded by the open ocean. Coral reefs, which are formed from the skeletons of minute sea creatures, give shelter to a variety of plants and animals, and therefore have the potential to provide a stream of diverse benefits to the inhabitants of Agatti Island.

B In the first place, the reefs provide food and other products for consumption by the islanders themselves. Foods include different types of fish, octopus and molluscs, and in the case of poorer families these constitute as much as 90% of the protein they consume. Reef resources are also used for medicinal purposes. For example, the money cowrie, a shell known locally as Vallakavadi, is commonly made into a paste and used as a home remedy to treat cysts in the eye.

C In addition, the reef contributes to income generation. According to a recent survey, 20% of the households on Agatti report lagoon fishing, or shingle, mollusc, octopus and cowrie collection as their main occupation (Hoon et al, 2002). For poor households, the direct contribution of the reef to their financial resources is significant: 12% of poor households are completely dependent on the reef

for their household income, while 59% of poor households rely on the reef for 70% of their household income, and the remaining 29% for 50% of their household income.

D Bartering of reef resources also commonly takes place, both between islanders and between islands. For example, Agatti Island is known for its abundance of octopus, and this is often used to obtain products from nearby Androth Island. Locally, reef products may be given by islanders in return for favours, such as help in constructing a house or net mending, or for other products such as rice, coconuts or fish.

E The investment required to exploit the reefs is minimal. It involves simple, locally available tools and equipment, some of which can be used without a boat, such as the fishing practice known as Kat moodsal. This is carried out in the shallow eastern lagoon of Agatti by children and adults, close to shore at low tide, throughout the year. A small cast net, a leaf bag, and plastic slippers are all that are required, and the activity can yield 10–12 small fish (approximately 1 kg) for household consumption. Cast nets are not expensive, and all the households in Agatti own at least one. Even the boats, which operate in the lagoon and near-shore reef, are constructed locally and have low running costs. They are either small, non-mechanised, traditional wooden rowing boats, known as Thonis, or rafts, known as Tharappam.

F During more than 400 years of occupation and survival, the Agatti islanders have developed an intimate knowledge of the reefs. They have knowledge of numerous different types of fish and where they can be found according to the tide or lunar cycle. They have also developed a local naming system or folk taxonomy, naming fish according to their shape. Sometimes the same species is given different names depending on its size and age. For example, a full grown Emperor fish is called Metti and a juvenile is called Killokam. The abundance of each species at different fishing grounds is also well known. Along with this knowledge of reef resources, the islanders have developed a wide range of skills and techniques for exploiting them. A multitude of different fishing techniques are still used by the islanders, each targeting different areas of the reef and particular species.

G The reef plays an important role in the social lives of the islanders too, being an integral part of traditions and rituals. Most of the island's folklore revolves around the reef and sea. There is hardly any tale or song which does not mention the traditional sailing crafts, known as Odams, the journeys of enterprising 'heroes', the adventures of sea fishing and encounters with sea creatures. Songs that women sing recollect women looking for returning Odams, and requesting the waves to be gentler and the breeze just right for the sails. There are stories of the benevolent sea ghost baluvam, whose coming to shore is considered a harbinger of prosperity for that year, bringing more coconuts, more fish and general well-being.

H The reef is regarded by the islanders as common property, and all the islanders are entitled to use the lagoon and reef resources. In the past, fishing groups would obtain permission from the Amin (island head person) and go fishing in the grounds allotted by him. On their return, the Amin would be

given a share of the catch, normally one of the best or biggest fish. This practice no longer exists, but there is still a code of conduct or etiquette for exploiting the reef, and common respect for this is an effective way of avoiding conflict or disputes.

I Exploitation of such vast and diverse resources as the reefs and lagoon surrounding the island has encouraged collaborative efforts, mainly for purposes of safety, but also as a necessity in the operation of many fishing techniques. For example, an indigenous gear and operation known as Bala fadal involves 25–30 men. Reef gleaning for cowrie collection by groups of 6–10 women is also a common activity, and even today, although its economic significance is marginal, it continues as a recreational activity.

Questions 10–13

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

10 What proportion of poor households get all their income from reef products?

A 12%

B 20%

C 29%

D 59%

11 Kat moodsal fishing

A is a seasonal activity

B is a commercial activity.

C requires little investment.

D requires use of a rowing boat.

12 Which characteristic of present-day islanders do the writers describe?

A physical strength

B fishing expertise

C courage

D imagination

13 What do the writers say about the system for using the reef on Agatti?

A Fish catches are shared equally.

B The reef owner issues permits.

C There are frequent disputes.

D There is open access.

SECTION 2

Questions 14–26

Urban planning in Singapore

British merchants established a trading post in Singapore in the early nineteenth century, and for more than a century trading interests dominated. However, in 1965 the newly independent island state was cut off from its hinterland, and so it set about pursuing a survival strategy. The good international communications it already enjoyed provided a useful base, but it was decided that if Singapore was to secure its economic future, it must develop its industry. To this end, new institutional structures were needed to facilitate, develop, and control foreign investment. One of the most important of these was the Economic Development Board (EDB), an arm of government that developed strategies for attracting investment. Thus from the outset, the Singaporean government was involved in city promotion.

Towards the end of the twentieth century, the government realised that, due to limits on both the size of the country's workforce and its land area, its labour-intensive industries were becoming increasingly uncompetitive. So an economic committee was established which concluded that Singapore should focus on developing as a service centre, and seek to attract company headquarters to serve South East Asia, and develop tourism, banking, and offshore activities. The land required for this service-sector orientation had been acquired in the early 1970s, when the government realised that it lacked the banking infrastructure for a modern economy. So a new banking and corporate district, known as the 'Golden Shoe', was planned, incorporating the historic commercial area. This district now houses all the major companies and various government financial agencies.

Singapore's current economic strategy is closely linked to land use and development planning. Although it is already a major city, the current development plan seeks to ensure Singapore's continued economic growth through restructuring, to ensure that the facilities needed by future business are planned now. These include transport and telecommunication infrastructure, land, and environmental quality. A major concern is to avoid congestion in the central area, and so the latest plan deviates from previous plans by having a strong decentralisation policy. The plan makes provision for four major regional centres, each serving 800,000 people, but this does not mean that the existing central

business district will not also grow. A major extension planned around Marina Bay draws on examples of other 'world cities', especially those with waterside central areas such as Sydney and San Francisco. The project involves major land reclamation of 667 hectares in total. Part of this has already been developed as a conference and exhibition zone, and the rest will be used for other facilities. However the need for vitality has been recognised and a mixed zoning approach has been adopted, to include housing and entertainment.

One of the new features of the current plan is a broader conception of what contributes to economic success. It encompasses high quality residential provision, a good environment, leisure facilities and exciting city life. Thus there is more provision for low-density housing, often in waterfront communities linked to beaches and recreational facilities. However, the lower housing densities will put considerable pressure on the very limited land available for development, and this creates problems for another of the plan's aims, which is to stress environmental quality. More and more of the remaining open area will be developed, and the only natural landscape surviving will be a small zone in the centre of the island which serves as a water catchment area. Environmental policy is therefore very much concerned with making the built environment more green by introducing more plants – what is referred to as the 'beautification' of Singapore. The plan focuses on green zones defining the boundaries of settlements, and running along transport corridors. The incidental green provision within housing areas is also given considerable attention.

Much of the environmental provision, for example golf courses, recreation areas, and beaches, is linked to the prime objective of attracting business. The plan places much emphasis on good leisure provision and the need to exploit Singapore's island setting. One way of doing this is through further land reclamation, to create a whole new island devoted to leisure and luxury housing which will stretch from the central area to the airport. A current concern also appears to be how to use the planning system to create opportunities for greater spontaneity: planners have recently given much attention to the concept of the 24- hour city and the cafe society. For example, a promotion has taken place along the Singapore river to create a cafe zone. This has included the realisation, rather late in the day, of the value of retaining older buildings, and the creation of a continuous riverside promenade. Since the relaxation in 1996 of strict guidelines on outdoor eating areas, this has become an extremely popular area in the evenings. Also, in 1998 the Urban Redevelopment Authority created a new entertainment area in the centre of the city which they are promoting as 'the city's one-stop, dynamic entertainment scene'.

In conclusion, the economic development of Singapore has been very consciously centrally planned, and the latest strategy is very clearly oriented to establishing Singapore as a leading 'world city'. It is well placed to succeed, for a variety of reasons. It can draw upon its historic roots as a world trading centre; it has invested heavily in telecommunications and air transport infrastructure; it is well located in relation to other Asian economies; it has developed a safe and clean environment; and it has utilised the international language of English.

Questions 14–19

Complete the summary below using words from the box.

Singapore

When Singapore became an independent, self-sufficient state it decided to build up its **14** ....., and government organisations were created to support this policy. However, this initial plan met with limited success due to a shortage of **15** ..... and land. It was therefore decided to develop the **16** ..... sector of the economy instead. Singapore is now a leading city, but planners are working to ensure that its economy continues to grow. In contrast to previous policies, there is emphasis on **17** ..... . In addition, land will be recovered to extend the financial district, and provide **18** ..... as well as housing. The government also plans to improve the quality of Singapore's environment, but due to the shortage of natural landscapes it will concentrate instead on what it calls **19** ..... .

transport	hygiene	loans	trade
tourism	service	tourism	agriculture
industry	recycling	decentralization	
deregulation	beautification	hospitals	
entertainment	fuel	labour	

Questions 20–26

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.

20 After 1965, the Singaporean government switched the focus of the island's economy.

21 The creation of Singapore's financial centre was delayed while a suitable site was found.

22 Singapore's four regional centres will eventually be the same size as its central business district.

23 Planners have modelled new urban developments on other coastal cities.

24 Plants and trees are amongst the current priorities for Singapore's city planners.

25 The government has enacted new laws to protect Singapore's old buildings.

26 Singapore will find it difficult to compete with leading cities in other parts of the world.

SECTION 3

Questions 27 - 40.

A Spice plants, such as coriander, cardamom or ginger, compounds which, when added to food, give it a distinctive flavour. Spices have been used for centuries in the preparation of both meat dishes for consumption and meat dishes for long-term storage. However, an initial analysis of traditional meat-based recipes indicated that spices are not used equally in different countries and regions, so we set about investigating global patterns of spice use**.**

B We hypothesized initially that the benefit of spices might lie in their anti-microbial properties. Those compounds in spice plants which give them their distinctive flavours probably first evolved to fight enemies such as plant-eating insects, fungi, and bacteria. Many of the organisms which afflict spice plants attack humans too, in particular the bacteria and fungi that live on and in dead plant and animal matter. So if spices kill these organisms, or inhibit their production of toxins 1, spice use in food might reduce our own chances of contracting food poisoning.

C The results of our investigation supported this hypothesis. In common with other researchers, we found that all spices for which we could locate appropriate information have some antibacterial effects: half inhibit more than 75% of bacteria, and four (garlic, onion, allspice and oregano) inhibit 100% of those bacteria tested. In addition, many spices are powerful fungicides.

D Studies also show that when combined, spices exhibit even greater anti-bacterial properties than when each is used alone. This is interesting because the food recipes we used in our sample specify an average of four different spices. Some spices are so frequently combined that the blends have acquired special names, such as 'chili powder' (typically a mixture of red pepper, onion, paprika, garlic, cumin and oregano) and 'oriental five spice' (pepper, cinnamon, anise, fennel
and cloves). One intriguing example is the French 'quatre epices' (pepper, cloves, ginger and nutmeg) which is often used in making sausages. Sausages are a rich medium for bacterial growth, and have frequently been implicated as the source of death from the botulism toxin, so the value of the anti-bacterial compounds in spices used for sausage preparation is obvious.

E A second hypothesis we made was that spice use would be heaviest in areas where foods spoil most quickly. Studies indicate that rates of bacterial growth increase dramatically with air temperature. Meat dishes that are prepared in advance and stored at room temperatures for more than a few hours, especially in tropical climates, typically show massive increases in bacterial counts. Of course temperatures within houses, particularly in areas where food is prepared and stored, may differ from those of the outside air, but usually it is even hotter in the kitchen.

F Our survey of recipes from around the world confirmed this hypothesis: we found that countries with higher than average temperatures used more spices. Indeed, in hot countries nearly every meat-based recipe calls for at least one spice, and most include many spices, whereas in cooler ones, substantial proportions of dishes are prepared without spices, or with just a few. In other words, there is a significant positive correlation between mean temperature and the average quantity of spices used in cooking.

G But if the main function of spices is to make food safer to eat, how did our ancestors know which ones to use in the first place? It seems likely that people who happened to add spice plants to meat during preparation, especially in hot climates, would have been less likely to suffer from food poisoning than those who did not. Spice users may also have been able to store foods for longer before they spoiled, enabling them to tolerate longer and imitation of the eating habits of these healthier individuals by others could spread spice use rapidly through a society. Also, families that used appropriate spices would rear a greater number of more healthy offspring, to whom spice-use traditions had been demonstrated, and who possessed appropriate taste receptors.

H Another question which arises is why did people develop a taste for spicy foods? One possibility involves learned taste aversions. It is known that when people eat something that makes them ill, they tend to avoid that taste subsequently. The adaptive value of such learning is obvious. Adding a spice to a food that caused sickness might alter its taste enough to make it palatable again (i.e. it tastes like a different food), as well as kill the micro-organisms that caused the illness, thus rendering it safe for consumption. By this process, food aversions would more often be associated with unspiced (and therefore unsafe) foods, and food likings would be associated with spicy foods, especially in places where foods spoil rapidly. Over time people would have developed a natural preference for spicy food.

I Of course, spice use is not the only way to avoid food poisoning. Cooking, and completely consuming wild game immediately after slaughter reduces opportunities for the growth of micro-organisms. However, this is practical only where fresh meat is abundant year-round. In areas where fresh meat is not consistently available, preservation may be accomplished by thoroughly cooking, salting, smoking, drying, and spicing meats. Indeed, salt has been used worldwide for centuries to preserve food. We suggest that all these practices have been adopted for essentially the same reason: to minimize the effects of harmful, food-borne organisms.

Questions 27–33

Reading Passage 3 has nine paragraphs, labelled A–I. Which paragraphs contain the following information?

27 an example of a food which particularly benefits from the addition of spices

28 a range of methods for making food safer to eat

29 a comparison between countries with different climate types

30 an explanation of how people first learned to select appropriate spices

31 a method of enhancing the effectiveness of individual spices

32 the relative effectiveness of certain spices against harmful organisms

33 the possible origins of a dislike for unspiced foods

Answer the questions below with words taken from Reading Passage 3. Use NO MORE THAN TWO WORDS for each answer.

34 According to the writers, what might the use of spices in cooking help people to avoid?

35 What proportion of bacteria in food do four of the spices tested destroy?

36 Which food often contains a spice known as ‘quatre epices’?

37 Which types of country use the fewest number of spices in cooking?

38 What might food aversions often be associated with?

39 Apart from spices, which substance is used in all countries to preserve food?

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

Which is the best title for Reading Passage 3?

A The function of spices in food preparation

B A history of food preservation techniques

C Traditional recipes from around the world

D An analysis of the chemical properties of spice plants

ANSWERS EXERCISES GENERAL READING

Testes de reading elaborados pela Cambridge University Press

Exercise 01 / pages 27-30

1. transmitted (electronically)
2. (photographic) film/negative(s)
3. (aluminum) printing plates
4. programmed
5. damaged paper/wrapping
6. weighed
7. paster robot(s)
8. storage area

Exercise 02 / pages 30-32

9. true
10. not give
11. true
12. false
13. false
14. not given
15. false
16. true

Exercise 03 / pages 33-35

17. B
18. E
19. E
20. C
21. D
22. B
23. A
24. D

Exercise 04 / pages 35-37

25. A
26. C
27. H
28. C
29. A
30. F
31. D

Exercise 05 / pages 37-38

32. pieces of metal
33. the bottom / on the bottom
34. $5
35. retailing manager / the retailing manager
36 . $50,000

GENERAL READING SAMPLE TEST

ANSWERS

Each question correctly answered scores 1 mark. Correct spelling is needed in all answers.

Section 1 / pages 38-41

1. send a messenger

2. short bell rings

3. nearest staircase/stairs

4. (paved) quadrangle (area)/quad

5. (all) support staff/personnel

6. the (class) roll

7. all clear (signal)

8. (their) home-room groups

9. true

10. false

11. not given

12. not given

13. false

14. true

Section 2 / pages 41-45

15. vi

16. viii

17. v

18. x

19. ii

20. i

21. iii

22. final written warning

23. formal appeal hearing

24. B

25. E

26. D

27. C

28. A

Section 3 / pages 45-48

29. C

30. E

31. B

32. H

33. A

34. F

35. D

36. functional strength

37. mass monsters 2

38. injuries

39. weight training

40. cardiovascular health

41.

ANSWERS EXERCISES ACADEMIC READ-ING

Exercise 01 / pages 49-51

01. C

02. F

03. E

04. H

05. A

06. D

Exercise 02 / pages 51-53

07. no

08. not given

09. yes

10. not given

Exercise 03 / pages 53-55

11. v

12. vii

13. ii

14. iv

15. i

Exercise 04 / pages 55-57

16. C

17. B

18. D

Exercise 05 / pages 58-60

19. spread

20. 10 times / ten times

21. below

22. fuel

23. seasons

24. home/housing

Exercise 06 / pages 60-

25. transformation / change

26. young age

27. optimism

28. skills

29. negative emotions

ACADEMIC READING SAMPLE TEST

ANSWERS

Each question correctly answered scores 1 mark. Correct spelling is needed in all answers.

ANSWERS

Each question correctly answered scores 1 mark. Correct spelling is needed in all answers.

Section 1 / pages 62-66

1. v

2. viii

3. xi

4. ii

5. iv

6. ix

7. i

8. xii

9. vii

10. A

11. C

12. B

13. D

Section 2 / pages 66-69

14. industry

15. labour

16. service

17. decentralisation

18. entertainment

19. beautification

20. true

21. false

22. not given

23. true

24. true

25. not given

26. false

Section 3 / pages 69-71

27. D

28. I

29. F

30. G

31. D

32. C

33. H

34. food poisoning

35. 100% / 100 per cent

36. sausage / sausages

37. cooler ones

38. unspiced foods

39. salt

40. A

Testes de reading elaborados pela Cambridge University Press

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4

SPEAKING

O teste de *speaking* nada mais é que uma entrevista oral realizada por um examinador treinado para realizar o exame no padrão *Cambridge*. Seu objetivo principal é avaliar a capacidade do candidato de usar o inglês falado para lidar com diversas situações e dar sua opinião sobre temas diferentes. Todos os testes são gravados em formato digital e avaliados por pelo menos outros dois examinadores. Os testes são realizados individualmente e podem durar entre 11 e 14 minutos.

Conhecer os tópicos e os tipos de questões que costumam ser perguntadas na prova é de extrema importância para obter sucesso no exame, pois algumas perguntas são bastante inusitadas. Por isso, praticar com um professor especialista é essencial, já que é praticamente impossível fazer uma autoavaliação do seu inglês em um *skill* como o *speaking*.

PRECISA MELHORAR SEUS *SPEAKING SKILLS* PARA O IELTS?

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e saiba mais.

Aliás, é exatamente pela falta de prática que vemos tantos alunos com nível de inglês já avançado que não conseguem tirar *band* 7 no exame. *Cambridge* é uma instituição extremamente conservadora no que diz respeito ao uso da língua e fiel ao formato de seus exames. Assim, espera-se dos candidatos o uso de determinadas estruturas gramaticais e léxicas mais complexas, que não costumamos usar no dia a dia. Muitos professores costumam chamar o tipo de inglês apreciado por essa instituição de '*Cambridge English*'.

Um candidato que objetive tirar *band* 7 no *speaking* precisará fazer uso de estruturas gramaticais mais complexas como *conditionals*, *present perfect* e *linkers* diversos, além de vocabulário mais rebuscado.

O formato do *speaking* é o mesmo para as modalidades *Academic* e *General*.

O speaking é dividido em 3 partes

Part 1

O candidato irá responder cerca de 10 perguntas relacionadas a assuntos do cotidiano. Geralmente, 2 ou 3 tópicos são abordados na parte 1 e os que costumam aparecer com mais frequência são:

- trabalho

- estudo

- família

- tecnologia

- hábitos alimentares

- lazer (atividades físicas, hobbies etc.)

- transporte público

- hábitos de leitura

- entretenimento (música, leitura, cinema e televisão)

Exemplo:

Do you work or study? What exactly do you do?
Why did you choose that career?
Do you want to continue working in this field?

If you could change your profession, what would you do?
Do you think your job will still be relevant in the future?
How has your profession changed in the last 5 years?

Part 2

O examinador irá compartilhar com o candidato um livreto com um tópico sobre o qual terá de falar durante um a dois minutos. Antes de começar a falar, o aluno terá um minuto para preparar sua resposta e poderá tomar notas durante esse tempo (o examinador irá fornecer também um pedaço de papel e um lápis). O tempo de preparação e de fala será cronometrado pelo examinador.

Exemplo:

Describe a friend of your family you remember from your childhood.

You should say:

who the person was

what he/she was like

how your family met the person

And explain why you remember that person.

Part 3

O examinador irá fazer perguntas que são, em sua maioria, conectadas ao tópico da parte 2. As questões da parte 3 são geralmente mais abstratas e requerem um maior poder de argumentação e variedade léxica do que as questões da parte 1. A parte 3 tem duração de cerca de 5 minutos.

Exemplo:

What is the importance of friendship in your life?
Some people say friends are the family we choose. Do you agree with that?

Habilidades avaliadas

Uma ampla variedade de habilidades são avaliadas, incluindo:

- capacidade de argumentação

- uso apropriado de gramática e vocabulário

- variedade léxica e de estruturas gramaticais

- organização de ideias, coesão e coerência

- capacidade de expressar e justificar opiniões

- habilidade de fazer análises sobre situações e tecer especulações.

Como a nota é calculada?

O examinador levará os seguintes quesitos em consideração, na hora de dar a sua nota, nas seguintes proporções:

Fluência e coerência - 25%

Vocabulário - 25%

Acuidade e variedade gramatical - 25%

Pronúncia - 25%

Como conquistar uma boa nota no *speaking?*

- Dê respostas completas, com justificativas e explicações, mesmo quando a pergunta for simples.

- Em suas anotações na parte 2, escreva palavras chaves sobre o que pretende falar dentro do assunto principal e comece dizendo ao examinador qual tópico você vai abordar.

- Fale sobre experiências pessoais e use exemplos diversos. Isso vai ajudá-lo(a) a argumentar de maneira mais concreta e a ampliar o seu tempo de fala.

- Olhe sempre para o examinador enquanto estiver falando. Contato visual e linguagem corporal fazem parte da comunicação.

- Use vocabulário rebuscado, mas não exagere. Você pode acabar soando artificial.

- Use uma variedade de tempos verbais, *linkers* e outras estruturas gramaticais.

- Se você perceber que cometeu algum erro ao falar, corrija-se imediatamente.

- Procure saber quais perguntas e tópicos estão em alta no momento de sua prova. A maioria das perguntas são bastante previsíveis.

- Pratique as questões mais comuns, mas responda todas de forma mais espontânea possível. Não memorize respostas, os examinadores são treinados para perceber esse tipo de estratégia e podem penalizá-lo por isso, ou mudar repentinamente para um tópico mais complicado.

Exemplos de questões da parte 01

Work

What do you do?

Where do you work?

Why did you choose that job?

Is it a popular job in your country?

Do you like your job?

Do you get on well with your colleagues?

What responsibilities do you have at work?

If you had the chance, would you change your job?

Study

What do you study?

Where do you study that?

Why did you choose that subject?

Is it a popular subject in your country?

Do you like that subject?

What are the main aspects of your subject?

If you had the chance, would you change subject?

Do you plan to get a job in the same field as your subject?

Home

Where do you live?

Do you live in a house or a flat?

Who do you live with?

What's your favourite room?

How are the walls decorated?

What would you change about your home?

What facilities are there near your home?

What is your neighbourhood like?

Do most people live in houses in your country?

Family and Friends

Do you spend much time with your family?

Who are you closest to in your family?

Do you prefer spending time with your family or friends?

Who is your best friend?

Are you still friends with people from your childhood?

Is family important in your country?

Technology

Do you often use a computer?

How do you usually get online?

Do you prefer desktops or laptops?

What do you use your computer for?

Do you think it is important to learn how to use a computer?

Do you enjoy using technology?

Do you use the Internet for your studies?

Which item of technology do you use most often?

Food

Do you enjoy cooking?

What type of things can you cook?

What kinds of food are popular in your country?

Is it an important part of your culture to have dinner parties?

Do you prefer to eat with other people or on your own?

What time do you usually eat dinner in your country?

Are there any types of food you don't like?

Music

Do you like music?

What's your favourite type of music?

Can you sing?

Did you learn music at school?

If you could learn a musical instrument, what would it be?

Do you think music is important?

Reading

Do you often read?

What is your favourite kind of book?

Do you often read newspapers?

Do you have any e-books?

What books did you read as a child?

Do you think it is important to encourage children to read?

Free time

What type of activities do you like to do in your free time?

How long have you been interested in these activities?

Do you like to do theses activities alone or with other people?

Do you think people have enough free time?

What is your favourite leisure activity?

What did you enjoy doing in your free time as a child?

Do you prefer to spend your free time with other people or alone?

What is a common leisure activity in your country?

Do you think leisure time is important?

TV

Do you often watch TV?

What sorts of things do you watch on TV?

What is your favourite TV program?

Do you ever watch foreign programs or films?

What did you watch on TV when you were a child?

Do you think children should watch TV?

Newspapers

How do you usually get your news?

Do you often read the newspapers?

What kind of news do you usually follow?

How do most people get the news in your country?

Do you think international news is important?

Films

How often do you go to the cinema?

Are cinema tickets expensive in your country?

What are the advantages of seeing a film at the cinema?

Do you usually watch films alone or with others?

Which actor would you like to play you in a film?

Exemplos de questões da parte 02

1) Talk about a time when you received great service from a company.

You should say :

what the service was

what the company is/was like

how you felt at that time

and explain why the service was so good.

2) Describe an occasion when you had to get up extremely early.

You should say:

when this happened

what you did that day

how you felt

and explain why you had to get up so early.

3) Describe a team you have worked with.

You should say:

what the people in the team were like

what you did together

when and where this team was formed

and explain why you liked working with them.

4) Describe a national festival which is important in your country

You should say:

what the festival is like

what people do on that day

when exactly this festival is

and explain why this festival is important.

5) Describe a conversation you had recently which is important to you.

You should say:

what you talked about

who you talked with

how you felt after the conversation took place

and explain why this was so meaningful to you.

6) Describe someone you know who has done a relevant work to society.

You should say:

who this person is

what this person is like

how you met this person

and explain why the work this person does is important.

7) Describe a book which had a major influence on you.

You should say:

What the name of the author and the book is

How you first heard of the book

What the main story of the book is

and explain why this book plays such an important role in your life.

8) Describe a subject you are studying

You should say:

What subject you are studying

What the subject is about

How you feel about it

and explain why you are interested in it.

9) Describe your favorite movie

You should say:

What the name of the film is

What the plot of the film is

What kind of film this is

and explain why you like this movie.

10) Describe the best present you have ever received

You should say:

Who gave it to you

When you received it

What the present was like

and explain why you liked this present so much.

Exemplos de questão da parte 03

Questões relacionadas ao tópico 01 da parte 2

Are you usually happy with the services in your country?

What kind of businesses are most popular in your country?

Would you like to set up your own business? Which one?

What skills are needed to be a good business person?

Questões relacionadas ao tópico 02 da parte 2

What time do people in your country usually wake up to get ready to work?

Do you feel more active during the day or in the evening?

What time would you like to get up every day? Why?

Are you usually on time for appointments?

Do you think it is important to be on time?

Questões relacionadas ao tópico 03 da parte 2

Do you prefer working with others or alone? Why?

What characteristics does a good leader have?

Do you believe some jobs will disappear in the future? Which ones? Why?

What jobs do you think are the most valuable to society?

Questões relacionadas ao tópico 04 da parte 2

Are there a lot of national holidays in your country?

What is the importance of having national holidays?

What is the attitude of young people towards traditions nowadays?

Do people celebrate holidays and festivals the way they did in the past?

Questões relacionadas ao tópico 05 da parte 2

Who do you usually talk to when you have problem, family or friends?

What kind of things do you talk about when you go out with friends?

Is it ok to talk about religion and politics in your country? Do people usually do it?

What qualities does a good friend have?

Questões relacionadas ao tópico 06 da parte 2

Do you do any social work? Would you like to do it?

What kind of social work does your town need?

Do you support any NGO financially? Why?

Questões relacionadas ao tópico 07 da parte 2

Would you like to write a book? What would it be about?

Do people in your country read a lot of books?

Do you enjoy reading best-sellers? Why (not)?

Is there any difference between the traditional and modern educational systems?

Questões relacionadas ao tópico 08 da parte 2

What are the pros and cons of the current educational system in your country?

Do you think teachers should be more open to comments or criticism from their peers and students?

Questões relacionadas ao tópico 09 da parte 2

What's the difference between European and American movies?

What do you think of violent films?

Why do some movies need computer techniques? Can you mention one example?

Questões relacionadas ao tópico 10 da parte 2

Do you think that present giving plays an important role in your country? Why?

When do people exchange presents in your country?

Do you prefer receiving or giving presents?

5

WRITING

No teste de *writing* do IELTS, você terá 60 minutos para escrever duas redações. Serão avaliados os seus conhecimentos sobre vocabulário e gramática da língua inglesa, além da capacidade de colocar no papel ideias coerentes e bem organizadas. Além disso, é importante não fugir do tema abordado e responder aquilo que o enunciado pede.

Escrever é sempre uma tarefa desafiadora especialmente quando você tem um limite de tempo e está sob pressão. Se você quiser se dar bem na seção de writing você precisa se familiarizar com os diferentes tipos de *writing tasks* e praticar o máximo que puder. Além disso, é essencial procurar a ajuda de um especialista para corrigir os seus trabalhos e lhe dar *feedback* constante.

A tarefa que o aluno terá que realizar na *Writing Task 2* é a mesma tanto no formato *Academic* quanto no *General*, mas a que será feita na *Writing Task* 1 varia de acordo com a modalidade.

Você não está conseguindo obter a nota que precisa para o writing? Está 'empacado(a) em band 6.5 e precisa de band 7?

Conheça o curso IELTS Writing Course, que é reconhecido no mercado e ensina técnicas de redação mais avançadas para te ajudar a impressionar o examinador e conseguir uma nota mais alta.

Alguns resultados obtidos pelos alunos deste curso estão disponíveis no perfil do Instagram da professora e em seu site

Acesse:

https://www.sorayaquirino.com/curso-writing-ielts-preparatorio

e saiba mais.

Academic Writing Test

Task 1	20 minutos	Análise e resumo de informações visuais apresentadas em forma de um gráfico, tabela, mapa ou diagrama.
	150 palavras	
Task 2	40 minutos	Dissertação em tom pessoal com introdução, desenvolvimento e conclusão, mas sem título. Argumentos diversos e exemplos são esperados.
	250 palavras	

Writing Task 1

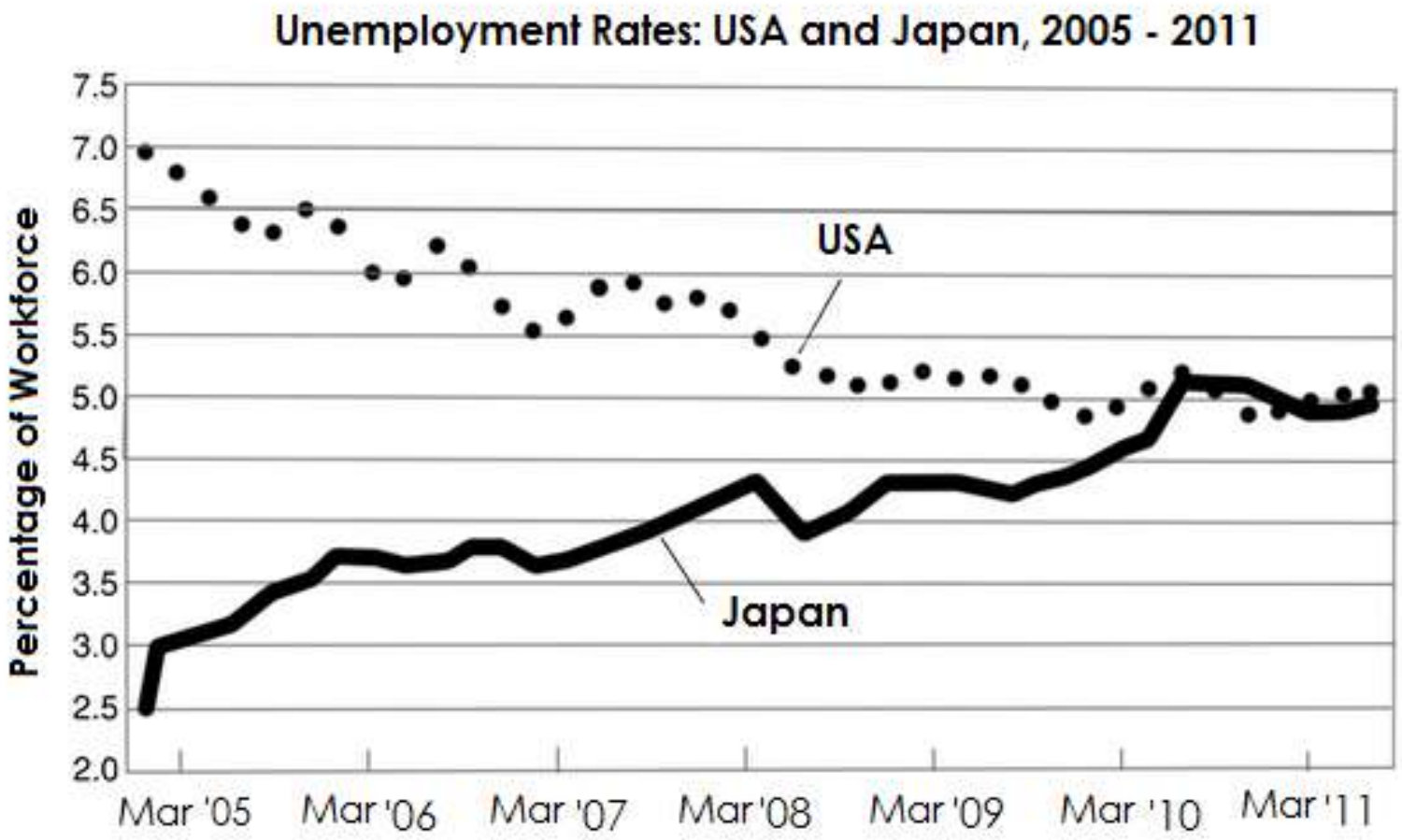
Na *Writing Task* 1, você terá que descrever e resumir informações contidas em um ou mais gráficos, mapas, tabelas ou diagramas. É importante ressaltar que ao analisar gráficos e tabelas, o aluno precisa ser capaz de destacar e analisar apenas os dados mais relevantes que são mostrados. Já em mapas e diagramas, a análise precisa ser um pouco mais detalhada, ou corre-se o risco de não conseguir escrever o mínimo de palavras necessárias.

Cada tipo de *Writing Task* 1 requer um planejamento diferente, e uso de vocabulário e estruturas gramaticais específicas. Isso significa que o aluno precisa estudar e praticar todos os tipos de *Writing Task* 1 porque qualquer uma delas pode aparecer na prova.

Gráficos

Um gráfico nada mais é do que uma apresentação de dados que variam (ou não) ao longo de um determinado período. '*Line graphs*' são os tipos mais comuns de *Academic Writing Task* 1, mas você também poderá ter que escrever sobre '*pie charts*' e '*bar charts*'. Nesse tipo gráfico, a linha horizontal geralmente mostra o período que está sendo analisado e a linha vertical mostra a variante que está sendo medida. Segue abaixo um exemplo de *line graph* e um modelo de resposta.

The graph below shows the unemployment rates for the USA and Japan from 2005 to 2011. Summarise the information by selecting and reporting the main features and make comparisons as relevant.



Exemplo de resposta:

The line graph gives information about the percentage of unemployed citizens in two of the most powerful countries in the world: the USA and Japan. The initial impression from the graph is that while Japan had a very low rate at the beginning of the period, the US had an extremely high rate of unemployment.

First of all, it is clear that in March 2005 the percentage of jobless people in Japan was very low, at about 2.5%. However, in only a year, this number had already increased in 1 percentage point and from March 2007 to March 2008 we can observe a steady growth in this percentage which made the rate of unemployment reach 4.5%. From March 2010 on, this number stabilized in about 5% until the end of the period.

On the other hand, in March 2005 the percentage of the workforce without a job in the United States was extremely high, but it decreased in 1% in less than a year. From this moment until March 2008, we can notice a downward trend with a few fluctuations. It is also worth noticing that from 2008 on this number remained steady at 5% until the last year analyzed.

Overall, it is possible to observe that although Japan and the US began the period with opposite trends of unemployment, at the end of the period they had the same percentage of unemployed citizens.

Tabelas

Uma tabela é outra possibilidade de informação visual que você pode encontrar na sua *Writing Task* 1, e descrever informações contidas em tabelas é bem parecido com descrever um gráfico. As mesmas estruturas de comparação podem ser utilizadas, assim como o mesmo tipo de vocabulário e gramática.

A principal dificuldade está no fato de que algumas vezes elas contém muita informação e o aluno acaba tendo dificuldade de selecionar os dados mais relevantes. Nesse caso, é possível que o aluno acabe escrevendo mais do que deveria e tenha problema com o tempo de prova. Uma dica para evitar que isso aconteça é sempre fazer comparações entre os maiores e os menores números, as principais similaridades e os maiores contrastes, e deixar outros números de fora. Veja abaixo um exemplo de *table chart* e sua resposta modelo.

The table below compares consumer spending on three different categories in five different countries in 2002. Summarise the information by selecting and reporting the main features, and make comparisons as relevant.

Country	Food/Drinks/ Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

Exemplo de resposta:

The table gives information about the proportion of national expenditure of five developed countries, Ireland, Italy, Spain, Sweden and Turkey, on three categories: food/drinks/tobacco, clothing/ footwear and leisure/education. The initial impression from the table is that these countries seem to have education financed by the government and free access to leisure facilities as their citizens spend a very small percentage on this item.

First of all, it is clear that all countries spent much more money on food/ drinks/ tobacco than on any other goods. Turkish people were the biggest spender, investing 32.14% of their income in that, which was slightly more than twice as much the expenditure in Sweden (15.77%).

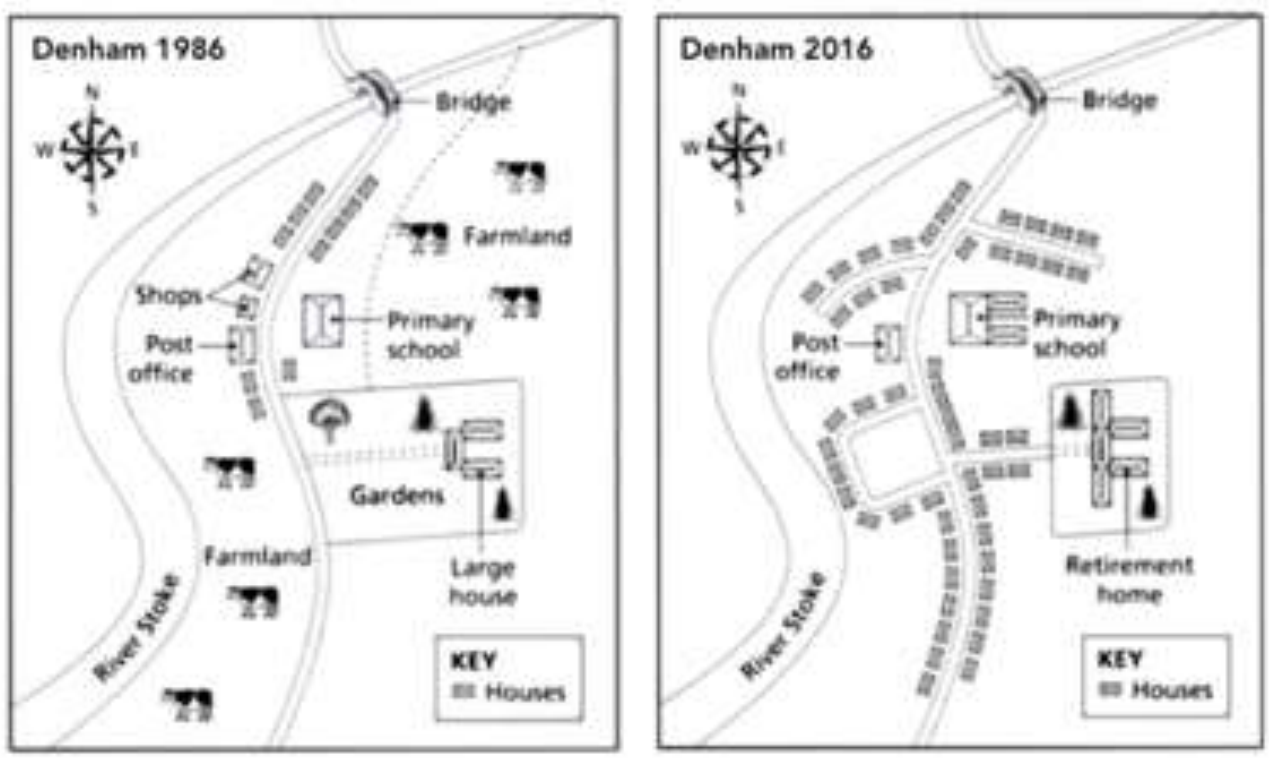
It is also worth noticing that Italy spent more than any other country on clothing/ footwear, 9% of their income. Ireland, Turkey and Spain spend a similar amount on this item, about 6.5%. When it comes to education/leisure, we can observe that all countries disbursed less than 5% on it. However, Spanish people were the ones who spent the least on it, only 1.98%.

Overall, different nations tend to have different necessities and that is why the patterns of expenditure in the five countries analyzed was quite different.

Mapa

Uma terceira possibilidade de *Writing Task* 1 é elaborar um texto descritivo sobre um ou mais mapas. Antes de começar a escrever, o aluno precisa analisar a ilustração e todos os tipos de informação que são fornecidos, por exemplo, datas, presença de transporte público e de áreas comerciais, o tamanho da população etc. Mais uma vez, a questão vai exigir que você estabeleça comparações e faça um resumo das principais características, mas dependendo do mapa, é preciso ser bastante analítico e incluir cada detalhe que pode ser observado, já que ao contrário de tabelas, mapas podem conter poucas informações. Veja o exemplo abaixo:

The maps below show the changes which happened in a city called Denham between 1986 and 2016. Summarise the information by selecting and reporting the main features, and make comparisons as relevant.



Exemplo de resposta:

The maps give information about the changes in the urban landscape of a town called Denham in two different moments. The initial impression from the maps is that there were a few changes in infrastructure, housing and facilities over the period given.

First of all, it is interesting to observe that in 1986, Denham was a really small town. There were only two small residential areas: one of them was composed by large houses and the other by small-sized homes. There was also a small primary school, a post office and a bridge, which connected Denham to the other side of River Stoke. It is also worth noticing that cattle was raised in Denham and it seems to have been an important business in this town.

We can observe a considerable development in this place if we look at the 2016 map. Some new roads were built in Denham and they connect all the residential areas. They built at least three times as many houses as there were in 1986. Another noticeable change is that the inhabitants of this town stopped raising cattle and the shops moved out of this area*. Besides that, a retirement home was built.*

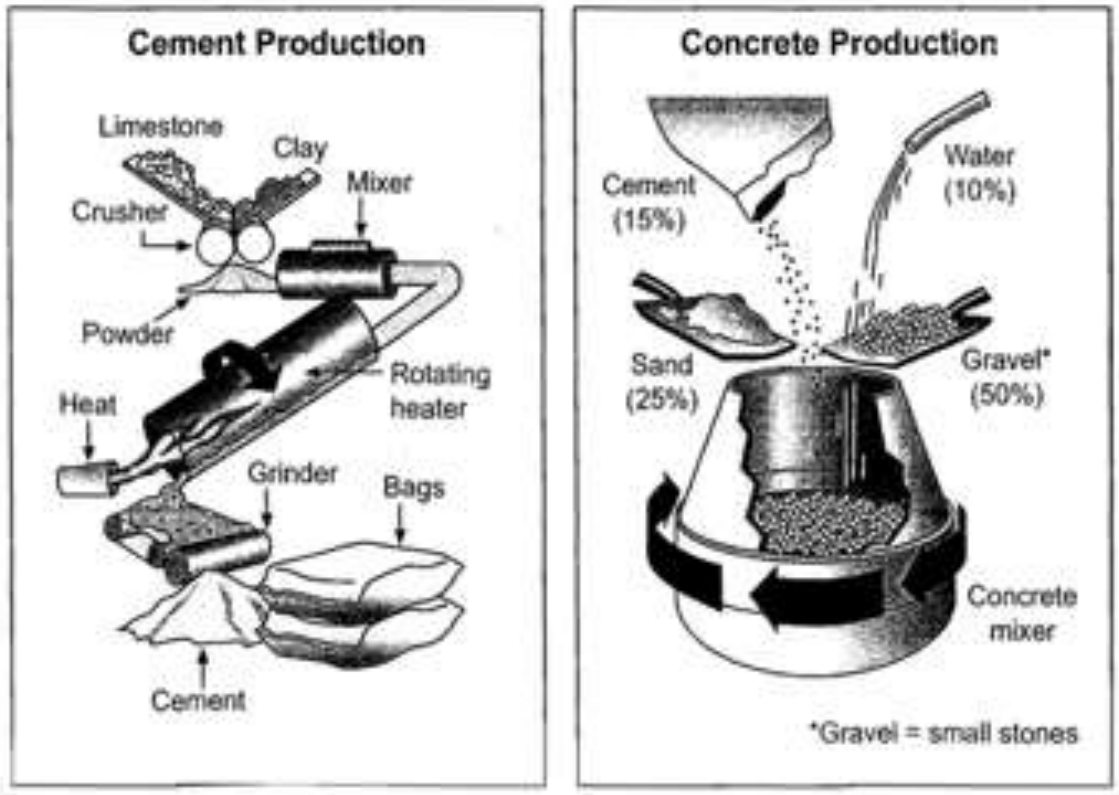
Overall, in 1986 Denham used to be a rural area and in 2016 it looked more like a suburb. There were some relevant changes in population, infrastructure and business orientation.

Diagrama

Os diagramas mostrados no IELTS costumam representar processos de produção e ciclos de vida de animais e produtos. Escrever uma *Writing Task* 1 sobre diagramas é consideravelmente mais simples do que escrever sobre gráficos e tabelas, porque assim como nas *Writing Tasks* 1 sobre mapas, você precisará ser mais descritivo e analítico. Tudo o que você terá que fazer é descrever cada etapa que pode ser vista no diagrama de uma maneira ordenada e lógica.

Uma estrutura essencial para escrever *writing tasks* desse tipo é a voz passiva, porque você terá que focar nas ações descritas e seus resultados, já que os indivíduos que as realizaram não são mencionados ou não existem (no caso de um ciclo de vida, por exemplo). Veja um exemplo de diagrama a seguir:

The diagrams below show the stages and machinery that is used in cement making process and how this material is used to produce concrete. Summarise the information by selecting and reporting the main features, and make comparisons as relevant.



Exemplo de resposta:

The diagrams explain the steps and the machinery used in the production of cement as well as the use of this material in the manufacturing of concrete for the building industry. The initial impression from the diagram is that manufacturing these products do not seem to be an expensive process.

To begin, limestone and clay are placed into a crusher which is used to turn them into powder. This powder is, then, carefully mixed and goes through a heating process inside a long tube. After that, this mixture goes into a grinder where the cement comes out. Finally, they are packaged and sent to concrete factories.

Referring to the concrete production, the process begins with a combination of cement (15%), water (10%), sand (25%) and gravel (50%). These materials are placed into a concrete mixer where they are combined together and mixed to become concrete.

Overall, producing cement seems to be a considerably more complex activity than the production of concrete. However, it is necessary to use more materials in order to obtain concrete.

Writing Task 2

Na *Writing Task* 2, o aluno terá que escrever dissertações sobre tópicos do cotidiano, como educação, meio ambiente, transporte público, economia, viagens, criminalidade etc. É preciso escrever um número mínimo de 250 palavras e o candidato será penalizado se não conseguir alcançar esse número.

É importante observar que tanto na *Writing Task* 1 quanto na *Writing Task* 2 há um mínimo de palavras a serem escritas, mas não um número máximo. Na verdade, quem desejar obter uma nota maior como *band* 7 ou *band* 8, precisa escrever um pouco mais do que o mínimo (recomendamos cerca de 250 palavras para a *Writing Task* 1 e 350 para a *Writing Task* 2).

Há quatro tipos de *Writing Task* 2, que são conhecidas como '*agree or disagree' essay, 'answer the questions' essay, 'discuss both views' essay e 'advantages and disadvantages' essay*. Lembre-se que você precisa identificar que tipo de *essay* terá que escrever, pois cada tipo de tarefa requer uma introdução, desenvolvimento e conclusão diferentes.

Para que consiga se sair bem na *Writing Task* 2 e escrever o número recomendado de palavras, o aluno precisa focar no planejamento das ideias centrais de cada parágrafo. É muito fácil identificar uma *essay* que não foi planejada: ela geralmente tem ideias repetidas, furos na argumentação, além de problemas com coesão e coerência.

Agree or disagree essay

Nesse tipo de *essay*, o aluno terá que concordar ou discordar com uma determinada afirmação e dar sua opinião sobre ela. '*Agree or disagree'* é o tipo de dissertação mais comum no IELTS e também a mais fácil de escrever. Para conseguir um bom *score*, o candidato precisa ser capaz de usar argumentos claros e assertivos para defender seu ponto de vista e dar exemplos relevantes para ilustrar suas afirmações. Veja o exemplo de '*agree or disagree*' *essay* a seguir:

When a country develops its technology, the traditional skills and ways of life die out. It is pointless to try and keep them alive. To what extent do you agree or disagree with this opinion?

Exemplo de resposta:

The advances in *technology are responsible for creating invaluable resources, which have dramatically changed how we perform our daily tasks. Some people believe that these developments have affected society in a negative way by extinguishing old traditions and we cannot do anything*

against it. I tend to disagree with that. From my point of view, tradition and innovation can and should be able to coexist, as long as they are useful to our society.

One common belief is that technology is contributing to increase the number of unemployed people, as a lot of workers are being substituted by machines. This is true, especially in agriculture. However, what people do not see is that technology has also created a lot of new professions, which are more specialized and do not require physical effort from workers, such as jobs in the programming (system architecture) and advertisement field (social media manager). If you live in a very cold country, you should thank technology for not making people plant seeds or collect produce in a minus-thirty-degree winter.

We have also changed the traditional ways of communicating, for instance, nowadays we do not make long phone calls or send letters anymore, but I quite do not see that as a negative development. On the contrary, phone calls used to be very expensive and it would take days to receive news from a letter. Is this a tradition we want to keep? These days we can communicate instantly and for free by texting people or sending messages on Facebook.

Some traditions, such as the art of making handicrafts, have been preserved and spread due to technology. If you go to YouTube and search for any kind of handmade work, you will be able to find various tutorial videos about them. Some people are brewing beer in the very traditional way from their homes because the price of machinery is now affordable.

To sum up, as I see it, technology is an essential part of our lives and we have benefited from it. Real traditions will never die, while others, which are unnecessary, will be and should be substituted by new ones.

Answer the questions essay

Na dissertação do tipo '*answer the questions'* o candidato terá que responder a uma ou duas perguntas que são feitas no enunciado. Essas indagações costumam estar relacionadas às causas e soluções de algum problema mencionado. Para se sair bem, o aluno precisa escolher causas e soluções relevantes, assim como usar exemplos para ilustrar seus argumentos.

Nowadays people are producing more and more rubbish. Why do you think this is happening? What can governments do to reduce the amount of rubbish produced?

Exemplo de resposta:

Contemporary society has produced an enormous amount of waste and governments all over the world are trying to tackle this problem before it brings irreversible damage to our environment. With the inevitable rise in population and industrialization, this situation may be further aggravated. In this context, it is crucial to understand what the causes of this problem are and solutions which should be implemented to deal with this matter.

Firstly, one of the main reasons of this problem is the use of disposable packaging. Convenience is very important in modern life, so we buy packaged or canned food which can be transported from long distances and stored until we need it. Unfortunately, this kind of waste is not usually recycled and end up accumulated in dumps. From my point of view, governments should impose higher tax on products which demand too much packaging, to discourage its consumption.

Secondly, in my view, the amount of waste produced is also a result of consumerism. We are often motivated to buy goods we do not need because there is too much advertisement on TV and on street billboards. When we realize we do not know what to do with the products we buy impulsively, we end up throwing them away. Governments should control the amount of advertisement being displayed to TV viewers and ban billboards and other kinds of outdoor ads.

Another cause to that problem is that we have a tendency to use something once and then throw it away. We forget that even the cheapest plastic bag has used up valuable resources and energy to produce. Governments need to raise the awareness in the general public to the importance of reusing products as much as possible and make recycling campaigns.

To conclude, with the political will, such measures could really reduce the amount of rubbish we produce. Certainly nobody wants to see our resources used up and our planet poisoned by waste.

Advantages and disadvantages essay

Em sua '*advantages and disadvantages*' *essay*, o aluno terá que comparar as vantagens e desvantagens de uma determinada situação. Além disso, precisa decidir se o cenário apresentado é mais vantajoso ou desvantajoso. Veja um exemplo desse tipo de redação abaixo:

Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school. Do the advantages of this outweigh the disadvantages?

Exemplo de resposta:

Traditionally, children have begun studying foreign languages at secondary school, but, as the ability to speak a second language gained a lot of importance in contemporary society, introducing them earlier is recommended by some educationalists. This policy has been adopted by some educational authorities or individual schools, with both positive and negative outcomes, although I tend to believe the benefits are greater than the drawbacks.

The obvious argument in its favor is that young children pick up languages much more easily than teenagers. Their brains are still programmed to acquire their mother tongue, which facilitates learning another language, and unlike adolescents, they are not inhibited by self-consciousness. Children also have plenty of free time, which they can use to practice the language by doing exercises, reading books or watching films.

Another benefit is that the greater flexibility of the primary timetable allows for more frequent, shorter sessions and for a play-centered approach, thus maintaining learners' enthusiasm and progress. Their command of the language in later life will benefit from this early exposure, while learning other languages subsequently will be easier for them. They may also gain better understanding of other cultures.

There are, however, some disadvantages. Primary school teachers are generalists, and may not have the necessary language skills themselves. Thus, it may be a good idea to hire language specialists. If primary language teaching is not standardized, secondary schools could be faced with great variety of levels, resulting in a classroom experience which undoes the earlier gains. There is no advantage if enthusiastic primary pupils become demotivated as soon as they change schools.

In conclusion, anything which encourages language learning benefits society culturally and economically, and early exposure to language learning contributes to this. Young children's innate abilities should be harnessed to make these benefits more achievable.

Discuss both views essay

Na dissertação do tipo '*discuss both views*' o candidato terá que escrever sobre duas ideiais opostas e explicar com qual das duas concorda e por quê. Essa é certamente a *writing task* mais complicada do IELTS, porque requer um planejamento bem estruturado e maior criatividade por parte dos alunos.

It is generally believed that some people are born with certain talents, for instance for sport or music, and others are not. However, it is sometimes claimed that any child can be taught to become good sports person or musician. Discuss both views and give your opinion.

Exemplo de resposta:

There are different views about how people develop their talent and this issue has been discussed by different sectors of society. While some people believe that talent is innate, i.e., people carry that in their genes, others object to that view and argue that anyone can stand out in a certain domain if they work hard to learn the necessary skills. I tend to agree with the former.

Obviously, education systems are based on the belief that all children can effectively be taught to acquire different skills, including those associated with sport, art or music. From our own school experience, we can find plenty of evidence to support the view that a child can acquire these skills with continued teaching and guided practice. And that is exactly why some individuals are convinced that anything can be learned and achieved if we are motivated enough and willing to work hard.

Nevertheless, some people are convinced that innate talent is what differentiates a person who has been trained to play a sport or an instrument, from those who become good players. In other words, there is more to the skill than a learned technique, and this extra talent cannot be taught, no matter how good the teacher or how frequently a child practices.

From my point of view, some people do have talents that are probably inherited via their genes. Such talents can give individuals a potential for certain skills that allow them to excel. However, a more dedicated individual can manage to reach a comparable level if they are really focus and determined to do so. Nature may be important but nurture will always prevail. Good musicians or artists and exceptional sports stars have probably succeeded because of their hard work, training and persistence. Without the training, not even the most talented person would not learn how to exploit and develop their talent.

To sum up, I agree that any child can be taught particular skills, but to be able to stand out in areas such as music, art or sport, then some natural talent is required.

Veja o depoimento do aluno João Targino sobre o IELTS Writing Course:

"O curso é muito bem estruturado [...] mas os feedbacks dos essays é que mais surpreende. Muito bem construídos, com muitos detalhes e pontos levantados, bem caraterísticos de coisas que os examinadores buscam para descontar a nota. Em 15 dias saí de um 6 para 7 em writing e a Profa Soraya teve GRANDE impacto nisso. “

Para saber mais sobre o curso acesse:

https://www.sorayaquirino.com/curso-writing-ielts-preparatorio

General Writing Test

Task 1	20 minutos	Carta formal, semi-formal ou informal para fazer um pedido, reclamação, aplicar para uma vaga de emprego, contar novidades a uma pessoa próxima etc.
	150 palavras	
Task 2	40 minutos	Dissertação em tom pessoal com introdução, desenvolvimento e conclusão, mas sem título. Argumentos diversos e exemplos são esperados.
	250 palavras	

***Writing Task* 1**

Na *Writing Task* 1 do IELTS *General*, você terá que escrever uma carta com um mínimo de 150 palavras em 20 minutos. Os tipos mais comuns de carta são:

- cartas formais: cartas de reclamação, de candidatura a uma vaga de emprego etc.
- cartas semi-formais: cartas de pedidos de desculpas para vizinhos, requerimentos para professor ou diretor de uma instituição de ensino etc.
- cartas informais: cartas para amigos e familiares.

Cada tipo de carta requer um tipo de saudação diferente na abertura e encerramento, além do uso de expressões idiomáticas e vocabulário específico. Por isso, é importante que o aluno conheça e pratique todos os estilos de carta, porque qualquer uma delas pode aparecer na prova.

Cartas de reclamação

Como o próprio nome já diz, esse tipo de carta é escrita para fazer reclamação de algum produto defeituoso ou serviço que não foi prestado adequadamente. Apesar de ser uma carta de reclamação, o tom do texto precisa ser extremamente formal e polido, sem ameaças ou ofensas, afinal seu principal objetivo é resolver um problema e não

criar um maior ainda. Veja abaixo um exemplo de carta de reclamação e uma resposta completa.

You ordered a new cheque book from your bank two weeks ago but you have received nothing. Write a complaint letter to the manager. In your letter: say when and how you ordered the cheque book; ask how much longer you will have to wait and ask the manager what action he will take over this matter.

Exemplo de resposta:

Dear Sir or Madam,

I am writing to express my dissatisfaction with the service that I have received from this bank. Two weeks ago, on May 15th, I ordered a cheque book by filling out the appropriate form when I visited this branch and it was supposed to arrive in four business days. However, I have received neither the cheque book nor any other correspondence from the bank explaining what has happened. I have a few bills that I need to pay that can only be paid by cheque, so this is a matter of urgency to me.

Please write to me as soon as possible and let me know how much longer I will have to wait for my cheque book and please explain why I have had to wait so long. I have been a customer of your bank for fifteen years and this is the first time I have had to complain. I am extremely disappointed and I am considering closing my account if my cheque book does not arrive in two days.

Should you have any questions, you can contact me via email graham.swann@mail.com or call me at 555 765 4567. I look forward to a swift resolution of this matter.

Yours faithfully,

Graham Swann.

Cartas de candidatura a uma vaga de emprego

Nesse tipo de carta, você terá de mencionar suas características pessoais e experiências profissionais a fim de convencer o seu leitor de que você é o candidato ideal para uma determinada vaga de emprego. Para se sair bem nesse tipo de carta, você precisa empregar expressões relevantes relacionadas ao tema, e vocabulário específico. Leia o exemplo a seguir:

You want to apply for a job as a waiter in a busy local restaurant . Write a letter to this employer. In your letter: describe your previous experiences; explain why you are a good candidate and give your contact number/email address.

Exemplo de resposta:

Dear Sir or Madam,

I am writing to express my interest in your recently advertised position for a waiter. Enclosed with this letter is my resume, with further details of my previous experience and qualifications.

Not only do my qualifications and work experience make me a perfect candidate for the job, my personality is well suited to working as a waiter. I am a very friendly person who can quickly establish rapport with people of all ages. In my last job as a waiter at the Bay Restaurant, I had over a dozen repeat customers each day. Besides that, I believe the fast-paced environment of waiting on tables is truly not a problem for me, because I thrive on working under pressure. I also had the opportunity to work at the Renaissance Hotel and my former boss was surprised at both my incredible stamina and efficiency in dealing with customers' orders.

I would like to meet with you at your earliest convenience, to discuss the possibility of working at your restaurant. I can be reached at 463-9234 during the days and 924-6868 after 6 pm.

Thank you for your consideration of my application. I look forward to meeting you in the near future.

Yours faithfully,

Paul Scott.

Cartas semi-formais

Um segundo tipo de carta que pode aparecer na sua *Writing Task* 1 é a do tipo semi-formal. É importante ressaltar que as instruções nunca lhe dirão que tipo de carta você precisará escrever, você é quem terá de identificá-las. Cartas semi-formais são basicamente as que você escreve para pessoas que você conhece, mas com as quais precisa ser mais formal e respeitoso, como um professor, um chefe ou o diretor da sua escola/empresa. Em termos de conteúdo, gramática, vocabulário e nível de formalidade, cartas formais e semi-formais são similares, mas o tipo de saudação que devemos usar é diferente, até porque você precisa inventar um nome para seu remetente (afinal você o conhece).

You are not happy with the course you are doing at college and would like to change to a different course. Write a letter to the college director requesting to change your course. You should include details about the course you are doing; why you are not satisfied with the course and what course you would like to change to.

Exemplo de resposta:

Dear Mr. Andrews,

I am writing to inform you that I am not satisfied with the course I am taking now, which is called Strategic Marketing, and I would like to make a formal request to enrol in another course.

During the start of the semester, I selected this course to broaden my knowledge scope as the rest of the courses I am taking are focused on social media marketing. However, after taking a few classes, I am a bit skeptical about its implication in the practical field. I fail to see how it would help me being a better marketing manager, since I am not learning anything new. Not only is the course content flawed but the teachers also do not seem to have the knowledge they should.

After consulting some colleagues, I believe it will best serve my professional career if I enroll in the E-commerce Marketing course. Online shopping is only growing bigger and stronger nowadays and many multinational companies, including Amazon and Best Buy, are investing heavily in marketing strategies to leverage their sales. I would appreciate if you would allow me to make this change.

I look forward to your response.

Yours sincerely,

John Piers.

Cartas informais

Cartas informais são relativamente diferentes de cartas formais e semi-formais, não apenas por causa das saudações que você terá que usar, mas também porque nesse tipo de carta você pode (e deve) usar contrações (don't, aren't etc). Cartas só podem ser informais se forem destinadas a um amigo ou membro do família. Contudo, não se engane: não é porque a carta é informal que você pode sair escrevendo qualquer coisa, usar linguagem de Internet, gírias (*LOL* and *B4*, por exemplo) e empregar estruturas gramaticais básicas. Mantenha o nível gramatical e léxico, e aproveite para escrever um pouco mais, já que é mais fácil ser criativo ao escrever esse tipo de texto.

You are going to another country to study. You would like to do a part-time job while you are studying, so you want to ask a friend who lives there for some help. Write a letter to this friend. In your letter: give details of your study plans, explain why you want to get a part-time job and suggest how your friend could help you find a job.

Exemplo de resposta:

Dear Sally,

How are you doing? It's been a long time since we last talked. Everything is all right with me, but my departure date for New Zealand is drawing near, and I'm busy with preparations. I've enrolled at an institution called "ABC English" in Wellington, for a six-month advanced course, full time. I'll have to work really hard but I'm hopeful to improve my pronunciation, especially.

I'm paying a fortune for this course and to assist in covering the costs of my study, I aim to find a part-time job. Not only are the college fees very high, but also the rental accommodation in the capital city isn't be cheap, to say nothing of food and heating expenses. So I'd very much like to arrange some temporary employment before I arrive.

I was wondering if you could ask around among your friends and colleagues to see if anyone needs a house-cleaner, gardener or nanny for their children. I know you have a wide social network in Wellington which you could canvas for me, if you wouldn't mind. I'd be so grateful.

Looking forward to seeing you soon. Send my love to your family and kids.

Best wishes,

Sue.

Habilidades avaliadas no *Writing Test*

Uma ampla variedade de habilidades são avaliadas, incluindo:

- capacidade de argumentação

- uso apropriado de gramática e vocabulário

- variedade léxica e de estruturas gramaticais

- organização de ideias, coesão e coerência

- capacidade de expressar e justificar opiniões

Como conquistar uma boa nota no writing

- Use uma variedade de tempos verbais, linkers e modal verbs.
- Planeje as ideias centrais dos parágrafos de desenvolvimento antes de começar a escrever.
- Capriche no parágrafo de introdução, ele será a primeira impressão que o examinador terá do seu trabalho.
- Estude os tópicos mais comuns e leia artigos de jornais e revistas relacionados aos temas.
- Pratique o máximo que puder e busque ajuda profissional para corrigir suas redações. Você não conseguirá evoluir no *writing* sozinho, pois não será capaz de avaliar a si mesmo.
- Ao praticar, escreva suas redações dentro do tempo determinado. Não exceda esse tempo em casa acreditando que na prova um milagre irá acontecer e você conseguirá executar a tarefa no tempo certo.
- Encerre a sua *Writing Task 2* com uma conclusão poderosa, que resuma as ideias dos seus parágrafo de desenvolvimento e reforce a sua opinião.
- Analise os dados dos gráficos da *Academic Writing Task 1* com sabedoria. Faça comparações entre os maiores e os menores números, fale sobre semelhanças e contrastes.
- Preste atenção no nível de formalidade da sua escrita. Está formal o suficiente para um exame de proficiência em inglês?
- Lembre-se: na General Writing Task 1, o nível de formalidade de cada carta irá variar de acordo com o destinatário para o qual você está escrevendo. Por exemplo: se você for escrever uma carta para um membro da família, a carta deverá ter um tom informal.

Links Úteis

Site da autora do material

www.sorayaquirino.com

British Council IELTS

https://www.britishcouncil.org.br/exame/ielts

Inscrição

https://www.britishcouncil.org.br/exame/ielts/inscricao

Cambridge IELTS

http://www.cambridgeenglish.org/exams-and-tests/ielts/