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To: IELTS Prep Group
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Section One

Consider these collocations:

Need practice - have practice - improve with practice - learn through practice - come with practice - give you practice - it takes(years) of practice - be out of practice - It's just a question of practice - practice makes perfect - give homework - get some practice - do your homework - correct homework - hand in your homework - help you with your homework

➤ Now complete the sentences with the correct form of the above expressions.

1. Using a mouse is the easiest thing in the world once you've some practice.
2. This exercise students practice in using the past tense.
3. Most trainee teachers practice in writing on a blackboard.
4. Don't worry. Your English will with practice.
5. Playing the piano is the kind of skill that only with years of practice.
6. You get knowledge from books, but skills can only be through practice.
7. Your English will improve if you work hard. Speak as much as you can.
8. I'll try to use my French, but I'm a bit
9. Don't give up. Driving is just a
10. If you want to learn to play the piano, it'll take
11. You can't watch TV until you've all your homework.
12. He never manages to in his homework on time.
13. You more homework at secondary school than at primary school.
14. The English teacher the whole class extra homework for misbehaving.
15. My brother used to me with my homework, but he's gone to university.
16. Our teacher our homework during the lunch hour, then gave it back to us.

Section Two

Reading Comprehension and Pronunciation skills.

Evaluation Criteria

- Ability to effectively read English passages and answer to the questions. The passages are extracted from some TOEFL sample tests.

Passage 1

No sooner had the first intrepid male aviators safely returned to Earth than it seemed that women, too, had been smitten by an urge to fly. From mere spectators, they became willing passengers and finally pilots in their own right, plotting their skills and daring line against the hazards of the air and the skepticism of their male counterparts. In doing so they enlarged the traditional bounds of a women's world, won for their sex a new sense of competence and achievement, and contributed handsomely to the progress of aviation.

But recognition of their abilities did not come easily. "Men do not believe us capable." the famed aviator Amelia Earhart once remarked to a friend, "Because we are women, seldom are we trusted to do an efficient job." Indeed old attitudes died hard: when Charles Lindbergh visited the Soviet Union in 1938 with his wife, Anne-herself a pilot and gifted proponent of aviation - he was astonished to discover both men and women flying in the Soviet Air Force.

Such conventional wisdom made it difficult for women to raise money for the up - to - date equipment they needed to compete on an equal basis with men. Yet they did compete, and often they triumphed finally despite the odds.

Ruth Law, whose 590 - mile flight from Chicago to Hornell, New York, set a new nonstop distance record in 1916, exemplified the resourcefulness and grit demanded of any woman who wanted to fly. And when she addressed the Aero Club of America after completing her historic journey, her plainspoken words testified to a universal human motivation that was unaffected by gender: "My flight was done with no expectation of reward," she declared, "just purely for the love of accomplishment."

Questions:

1. Which of the following is the best title for this passage?
(A) A Long Flight
(B) Women in Aviation History
(C) Dangers Faced by Pilots
(D) Women Spectators



2. According to the passage, women pilots were successful in all of the following EXCEPT
- (A) Challenging the conventional role of women
 - (B) Contributing to the science of aviation
 - (C) Winning universal recognition from men
 - (D) Building the confidence of women
3. What can be inferred from the passage about the United States Air Force in 1938?
- (A) It had no women pilots.
 - (B) It gave pilots handsome salaries.
 - (C) It had old planes that were in need of repair.
 - (D) It could not be trusted to do an efficient job.
4. In their efforts to compete with men, early women pilots had difficulty in
- (A) Addressing clubs
 - (B) Flying nonstop
 - (C) Setting records
 - (D) Raising money
5. According to the passage, who said that flying was done with no expectation of reward?
- (A) Amelia Earhart
 - (B) Charles Lindbergh
 - (C) Anne Lindbergh
 - (D) Ruth Law

Passage 2

Insects' lives are very short and they have many **enemies**, but they must survive long enough to breed and perpetuate their kind. The less insect-like they look, the better their chance of survival. To look "inedible" by resembling or imitating plants is a deception widely practiced by insects. Mammals rarely use this type of camouflage, but many fish and invertebrates do.

The stick caterpillar is well named. It is hardly distinguishable from a brown or green twig. This caterpillar is quite common and can be found almost anywhere in North America. It is also called "measuring worm" or "inchworm." It walks by arching its body, then stretching out and grasping the branch with its front feet then looping its body again to bring the hind feet forward. When danger threatens, the stick caterpillar stretches its body away from the branch at an angle and remains rigid and still, like a twig, until the danger has passed.

Walking sticks, or stick insects, do not have to assume a rigid, twig-like pose to find protection; they look like inedible twigs in any position. There are many kinds of walking sticks, ranging in size from the few inches of the North American variety to some tropical species that may be over a foot long. When at rest their front legs are stretched out, heightening their camouflage. Some of the tropical species are adorned with spines or ridges, imitating the thorny bushes or trees in which they live.

Leaves also seem to be a favorite object for insects to imitate. Many butterflies can suddenly disappear from view by folding their wings and sitting quietly among the foliage that they resemble.

Questions:

1. What is the main subject of the passage?
- (A) Caterpillars that live in trees
 - (B) The feeding habits of insects
 - (C) How some insects camouflage themselves?
 - (D) Insects that are threatened with extinction
2. In lines 1, the word "enemies" refers to
- (A) Other creatures competing for space
 - (B) Extreme weather conditions
 - (C) Creatures that eat insects
 - (D) Inedible insects
3. According to the passage, how does the stick caterpillar make itself look like a twig?
- (A) By holding its body stiff and motionless
 - (B) By looping itself around a stick
 - (C) By changing the color of its skin
 - (D) By laying its body flat against a branch
4. Which of the following is true of stick insects?

- (A) They resemble their surroundings all the time.
- (B) They make themselves look like other insects.
- (C) They are camouflaged only when walking.
- (D) They change color to make themselves in visible.

5. Which of the following are NOT mentioned in the passage as objects that are imitated as a means of protection?

- (A) Thorns
- (B) Flowers
- (C) Leaves
- (D) Sticks

6. In which paragraph does the author describe the way in which stick caterpillars move?

- (A) Paragraph one
- (B) Paragraph two
- (C) Paragraph three
- (D) Paragraph four

Passage 3

Anthropologists have pieced together the little they know about the history of left - handedness and right - handedness from indirect evidence. Though early men and women did not leave written records, they did leave tools, bones, and pictures. Stone Age hand axes and hatchets were made from stones that were carefully chipped away to form sharp cutting edges. In some, the pattern of chipping shows that these tools and weapons were made by right handed people, designed to fit comfortably into a right hand. Other Stone Age implements were made by or for left-handers. Prehistoric pictures, painted on the walls of caves, provide **further** clues to the handedness of ancient people. A right - hander finds it easier to draw faces of people and animals facing toward the left, whereas a left - hander finds it easier to draw faces facing toward the right. Both kinds of faces have been found in ancient painting. On the whole, the evidence seems to indicate that prehistoric people were either ambidextrous or about equally likely to be left - or right - handed.

But, in the Bronze Age, **the picture** changed. The tools and weapons found from that period are mostly made for right - handed use. The predominance of right - handedness among humans today had apparently already been established.

Questions:

1. What is the main topic of the passage?

- (A) The purpose of ancient implements
- (B) The significance of prehistoric cave paintings
- (C) The development of right - handedness and left - handedness
- (D) The similarities between the Stone Age and Bronze Age

2. Which of the following helped lead to conclusions about whether Stone Age people preferred one hand to the other?

- (A) Petrified forms of vegetation
- (B) Patterns of stone chipping
- (C) Fossilized waste material
- (D) Fossilized footprints

3. In line 8, the word "further" is closest in meaning to which of the following?

- (A) Advanced
- (B) Additional
- (C) Artistic
- (D) Actual

4. According to the passage, a person who is right - handed is more likely to draw people and animals that are facing

- (A) Upward
- (B) Downward
- (C) Toward the right
- (D) Toward the left

5. In line 14, the words "the picture" refer to which of the following?

- (A) Faces of animals and people
- (B) People's view from inside a cave
- (C) People's tendency to work with either hand
- (D) The kinds of paint used on cave walls

6. The author implies that which of the following developments occurred around the time of the Bronze Age

- (A) The establishment of written records
- (B) A change in the styles of cave painting
- (C) An increase in human skill in the handling of tools
- (D) The prevalence of right-handedness

Passage 4

The first navigational lights in the New World were probably lanterns hung at harbor entrances. The first lighthouse was put up by the Massachusetts Bay Colony In 1766 on Little Brewster Island at the entrance to Boston Harbor. Paid for and maintained by light dues levied on ships, the original beacon was blown up in 1776. By then there were only a dozen or so true lighthouses in the colonies. Little over a century later, there were 700 lighthouses.

The first eight erected on the West Coast in the 1850's featured the same basic New England design: a Cape Cod dwelling with the tower rising from the center or standing close by. In New England and elsewhere, though, lighthouses reflected a variety of architectural styles. Since most stations in the Northeast were built on rocky eminences, enormous towers were not the rule. Some were made of stone and brick, others of wood or metal. Some stood on pilings or stilts: some were fastened to rock with iron rods. Farther south, from Maryland through the Florida Keys, the coast was low and sandy. It was often necessary to build tall towers there – massive structures like the majestic Cape Hatteras, North Carolina lighthouse, which was lit in 1870. At 190 feet, it is the tallest brick lighthouse in the country.

Notwithstanding differences in appearance and construction, most American lighthouses shared several features: a light, living quarters and sometimes a bell (or, later, a foghorn). **They** also had something else in common: a keeper and, usually, the keeper's family. The keeper's essential task was trimming the lantern 'Nick in order to maintain a steady bright flame. The earliest keepers came from every walk of life—they were seamen. Farmers, mechanics, rough mill hands—and appointments were often handed out by local customs commissioners as political plums. After the administration of lighthouses was taken over in 1852 by the United States Lighthouse 803rd, an agency of the Treasury Department, the keeper corps gradually became highly professional.

Questions:

1. What is the best title for the passage?

- (A) The Lighthouse on Little Brewster Island
- (B) The Life of a Lighthouse Keeper
- (C) Early Lighthouses in the United States
- (D) The Modern Profession of Lighthouse Keeping

2. Why does the author mention the Massachusetts Bay Colony?

- (A) It was the headquarters of the United States Lighthouse Board.
- (B) Many of the tallest lighthouses were built there.
- (C) The first lantern wicks were developed there.
- (D) The first lighthouse in North America was built there.

3. It can be inferred from the passage that light-houses in the Northeast did not need high towers because

- (A) Sthere had high masts
- (B) Coastal waters were safe
- (C) The coast was straight and unobstructed
- (D) The lighthouse were built on high places

4. According to the passage, where can the tallest brick lighthouse in the United States be found?

- (A) Little Brewster Island
- (B) The Florida Keys
- (C) Cape Hatteras
- (D) Cape Cod

5. In line 19, to which of the following does the word "They" refer?

- (A) Lighthouses
- (B) Differences
- (C) Quarters
- (D) Features

6. It can be inferred from the passage that the Treasury Department, after assuming control of the lighthouses, improved which of the following?

- (A) The training of the lighthouse keepers
- (B) The sturdiness of the lighthouses
- (C) The visibility of the lights
- (D) The locations of the lighthouses

Passage 5

Homing pigeons are placed in a training program from about the time they are twenty-eight days of age. They are taught to enter the loft through a trap and to exercise above and around the loft, and gradually they are taken away for short distances in wicker baskets and released. They are then expected to find their way home in the shortest possible time.

In their training flights or in actual races, the birds are taken to prearranged distant points and released to find their way back to their own lofts. Once the birds are liberated, their owners, who are standing by at the home lofts, **anxiously watch the sky** for the return of their entries. Since time is of the essence, the speed with which the birds can be induced to enter the loft trap may make the difference between gaining a win or a second place.

The head of a homing pigeon is comparatively small, but its brain is one quarter larger than that of the ordinary pigeon. The homing pigeon is very intelligent and will persevere to the point of stubbornness some have been known to fly a hundred miles off course to avoid a storm.

Some homing pigeon experts claim that this bird is gifted with a form of built-in radar that helps **it** find its own loft after hours of flight, for hidden under the head feathers are two very sensitive ears, while the sharp, prominent eyes can see great distances in daytime. Why do homing pigeons fly home? They are not unique in this inherent skill: it is found in most migratory birds, in bees, ants, toads, and even turtles, which have been known to travel hundreds of miles to return to their homes. But in the animal world, the homing pigeon alone can be trusted with its freedom and trained to carry out the missions that people demand.

Questions:

1. What is the purpose of the passage?

- (A) To convince the reader to buy a homing pigeon
- (B) To inform the reader about homing pigeons and their training
- (C) To protect homing pigeons against the threat of extinction
- (D) To encourage the owners of homing pigeons to set the birds free

2. According to the passage, what happens to homing pigeons when they are about a month old?

- (A) They are kept in a trap.
- (B) They enter their first race.
- (C) They begin a training program.
- (D) They get their wings clipped and marked.

3. In line 8, when the author states that the owners "anxiously watch the sky" there is the implication that the owners

- (A) want their pigeon to win the race
- (B) are sending radar signals to their pigeons
- (C) do not know whether the race began on time
- (D) do not trust the rules set down by the judges

4. According to the passage, what is the difference between a homing pigeon and an ordinary one?

- (A) The span of the wings
- (B) The shape of the eyes
- (C) The texture of the feathers
- (D) The size of the brain

5. The author mentions all of the following as tributes that enable a homing pigeon to return home EXCEPT

- (A) Instinct
- (B) Air sacs
- (C) Sensitive ears
- (D) Good eyes

6. In line 17, the pronoun "it" refers to which of the following?

- (A) Radar
- (B) Bird
- (C) Loft
- (D) Form

7. Why does the author mention bees, ants, toads, and turtles in the last paragraph?

- (A) To describe some unusual kinds of pets
- (B) To measure distances traveled by various animals
- (C) To compare their home-finding abilities with those of homing pigeons
- (D) To interest the reader in learning about other animals

Passage 6

Central Park, emerging from a period of abuse and neglect, remains one of the most popular attractions in New York City, with half a million out-of-towners among the more than 3 million people who visit the park yearly. About 15 million individual visits are made each year.

Summer is the season for softball, concerts, and Shakespeare; fall is stunning; winter is wonderful for sledding, skating, and skiing; and springtime is the loveliest of all. It was all planned that way.

About 130 years ago Frederic Law Olmsted and his collaborator Calvert Vaux submitted their landscaping plan for a **rectangular parcel** two miles north of the town's center. The barren swampy tract, home for squatters and a bone-boiling works that made glue, was reported as 'a pestilential spot where miasmatic odors taint every breath of air.' It took 16 years for workers with pickaxes and shovels to move 5 million cubic feet of earth and rock, and to plant half a million trees and shrubs, making a tribute to nature—a romantic nineteenth-century perception of nature.

What exists today is essentially Olmsted and Vaux's plan, with more trees, buildings, and asphalt. Landscape architects still speak reverently of Olmsted's genius and foresight, and the sensitive visitor can see the effects he sought.

Questions:

1. With what subject is the passage mainly concerned?

- (A) The lives of Olmsted and Vaux
- (B) New York City's tourist industry
- (C) Examples of nineteenth-century art in New York City
- (D) The development of Central Park

2. According to the passage, which is the prettiest time of year in Central Park?

- (A) Winter
- (B) Spring
- (C) Summer
- (D) Fall

3. It can be inferred that the 'rectangular parcel' mentioned in line 9 is

- (A) The site of Central Park
- (B) A gift presented to New York
- (C) A skyscraper in New York
- (D) The proposed design for Central Park

4. According to the passage, before Olmsted and Vaux began their work, the area now occupied by Central Park was

- (A) A romantic place
- (B) An infertile, marshy space
- (C) A green and hilly park
- (D) A baseball field

5. It can be inferred from the passage that today's landscape architects praise Olmsted for his

- (A) Enthusiasm for sport
- (B) Skill at designing factories
- (C) Concern for New York's homeless people
- (D) Foresight in anticipating New York's urbanization