

IELTS SAMPLE

Reading • Passage 1

Question 1,2,3,... 13

Reading Passage 1 has nine paragraphs A–I.

Choose the most suitable headings for each paragraph from the list of headings given.

TIP

Make sure the heading you choose summarizes the meaning of the whole paragraph, not just a part of it.



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-mechanical, 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.

Reading Passage 1 has nine paragraphs A–I.

Choose the most suitable headings for each paragraph from the list of headings given.

1- 9



Island legends



Resources for exchange



Competition for fishing rights



The low cost of equipment



Agatti's favourable location



Rising income levels



The social nature of reef occupations



Resources for islanders' own use



High levels of expertise



Alternative sources of employment



Resources for earning money



Social rights and obligations

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.

Feedback

1 Paragraph A Agatti's favourable location

The paragraph describes the attractive geography of the region and also the 'stream of diverse benefits to the inhabitants'

2 Paragraph B Resources for islanders' own use

The first sentence explains that the 'reefs provide food and other products for consumption by the islanders themselves' and the paragraph continues with examples of this.

3 Paragraph C Resources for earning money

The paragraph begins by describing how the reef helps to generate income, for example, through occupation and then details the 'significant' contribution it makes to the poorer households.

4 Paragraph D Resources for exchange

'Bartering' introduces the idea of exchange. Exchanges between islands are mentioned and also the exchange of products for favours.

5 Paragraph E The low cost of equipment

Investment is described as 'minimal', with 'simple, locally available tools and equipment'. This even includes the boats which have 'low running costs'.

6 Paragraph F High levels of expertise

The expertise displayed by the islanders includes an 'intimate knowledge of the reefs ... knowledge of numerous types of fish and where they can be found according to the tide or lunar cycle'.

7 Paragraph G Island legends

The paragraph describes the folklore and traditions upheld by the islanders, such as *Odams* and the sea ghost *baluvam*.

8 Paragraph H Social rights and obligations

The entitlement of the islanders is explained in this paragraph along with the 'code of conduct or etiquette ... and common respect' that is followed.

9 Paragraph I The social nature of reef occupations

Groups of people, such as the 25–30 men of the *Bala fadal* and the 6–10 women that preparing for cowrie collection, show the social aspect of reef work.

10 C

29% of poor households rely on the reef for 50% of their household income, not for all their income.

11 D

The text states that *Kat moodsal* can be carried out without a boat.

12 C

This characteristic is not mentioned in the text.

13 C

The text states that there is a 'code of conduct or etiquette for exploiting the reef, and common respect for this is an effective way of avoiding conflict or disputes', which suggests that disputes are not frequent.

Listening • Section 3

Question 1,2,3 ... 10

Answer the questions below, choosing the correct answers from the list provided.

Which company website has the following features?

Hills Cycles website

Wheels Unlimited website

both websites

1

bicycle catalogue

2

price list

3

bicycle accessories

4

company history

5

online ordering

6

moving graphics

7

According to the tutor, the basic criterion for evaluating the websites should relate to

☐

A appearance.

☐

B ease of use.

☐

C target customers.

8

On the subject of timing, the tutor says

☐

A the students' plan is appropriate.

☐

B the students' presentation will be too long.



C the students can extend the presentation if necessary.

9

Sarah and Jack will share the work by



A speaking in short turns.



B doing half the presentation each.



C managing different aspects.

10

The tutor advises Sarah and Jack not to



A talk too much.



B show complicated lists.



C use a lot of visuals.

feedback

1 both websites

Both companies show their catalogue ...

2 both websites

... they're [prices] there too, although they list them in different ways – Hills Cycles have got them next to the pictures and Wheels Unlimited show them on a separate page.

3 Wheels Unlimited website

... Wheels Unlimited advertises lots of other products connected with bikes – like helmets, and clothing, and tools.

4 Hills Cycles website

... it's [Hills Cycles] got a little photo of the original shop, and a paragraph about the history of the company – it's family owned.

5 Wheels Unlimited website

Hills Cycles doesn't have any facility for online ordering ... But with Wheels Unlimited, you can order online or in the conventional ways.

6 Hills Cycles website

Wheels Unlimited hasn't got any moving graphics ... Hills Cycles has got an animated cartoon at the top of the home page.

7 C

... look at attractiveness and user-friendliness in relation to the people the website is aiming at. So, I'd deal with that criterion first ...

8 A

we've decided to spend four minutes comparing the two sites, then three minutes evaluating them, and leave three minutes for questions ... it sounds about right to me [tutor].

9 C

So Sarah's going to do all the talking, and I'm going to manage the visuals.

10 C

Only one thing I would say: make sure that you keep your visuals simple. I mean, if you're showing a list of key features, for example, you should make it as brief as possible.

Audio script

1/

Tutor Hello you two, have a seat ... OK. So, you're going to tell me about the presentation you're preparing for next week's marketing seminar, right?

Jack That's right. We've drafted this plan for you to look at.

Tutor OK, thanks. Perhaps you could just talk me through it, could you? Sarah, do you want to begin?

Sarah Yes. Well, we're going to compare the websites of two bicycle companies ...

Tutor Right ... And they're called Hills Cycles and Wheels Unlimited?

Sarah Yes. And first of all, we've compared the content of each site, and the presentation. Then we've done an evaluation of each one.

Tutor OK ... And did you find much difference between the two websites? Jack?

Jack Quite a bit, yes. Wheels Unlimited has a lot more pages, for a start ... Both companies show their catalogue – I mean pictures of different models of bike, with specifications.

Tutor And prices?

Jack Yes, they're there too, although they list them in different ways – Hills Cycles have got them next to the pictures and Wheels Unlimited show them on a separate page.

Sarah But Wheels Unlimited advertises lots of other products connected with bikes – like helmets, and clothing, and tools.

Jack Yes, all kinds of things.

Tutor And Hills Cycles?

Sarah No. They only show the bikes themselves.

Tutor OK. Well ... is there anything on the Hills Cycles website that Wheels Unlimited doesn't have?

Jack Not really.

Sarah Yes there is – it's got a little photo of the original shop, and a paragraph about the history of the company – it's family owned.

Jack Oh yes, I forgot about that.

Tutor Right ... That's the content then. And you compared the functions of the two websites, did you?

Jack Yes. Hills Cycles doesn't have any facility for online ordering. You have to ring up to order something, that's the only way you can do it.

Sarah Well no, you can send off for a paper catalogue with an order form.

Jack Oh yes, I suppose so. But with Wheels Unlimited, you can order online or in the conventional ways.

Sarah That's right.

Tutor Fine. OK. And what about the presentation? Did you find any particular differences there? Or similarities? What about visuals?

Jack As I said, both the sites have got pictures, and they're both quite attractive, but Wheels Unlimited hasn't got any moving graphics.

Sarah Yes. Hills Cycles has got an animated cartoon at the top of the home page.

Tutor Right. Well, it looks as if you've got plenty to talk about.

Sarah There are other things too, but those are the main things we noticed.

Tutor OK, well you'd better stick to the most obvious differences, because you've only got ten minutes for the whole presentation, haven't you? And you said you're going to evaluate each site as well, didn't you? How are you going to do that? I mean what criteria will you use?

2/

Sarah We thought we'd use three criteria how attractive each website is, how user-friendly it is, and how closely it targets its potential customers. Do you think that's OK?

Tutor Sounds fine. But I'd look at the criteria in a different order if I were you. Because really you've got to look at attractiveness and user-friendliness in relation to the people the website is aiming at. So, I'd deal with that criterion first if I were you.

Sarah Right.

Tutor What about the timing? Have you thought of that? Ten minutes is very short you know.

Jack Yes. We tried it out.

Sarah Several times!

Jack And we've decided to spend four minutes comparing the two sites, then three minutes evaluating them, and leave three minutes for questions. That's not really enough, but ...

Tutor Well, it sounds about right to me. You've got ten minutes altogether and you have got to stick to that limit. It's good practice, and at least the audience won't have time to get bored! What visuals are you going to use?

Jack We're going to use PowerPoint and a flip chart as well.

Sarah So we can show two things at once. For example, we're going to start by showing the home pages of each website, and we're going to put up a list of key features on the flip chart at the same time.

Tutor OK. And it's a joint presentation, so have you decided how you're going to share the work?

Jack Yes. First we thought we'd keep taking it in turns to speak – Sarah would say a bit, then I'd take over, and so on. Then we thought we'd just divide it into two equal parts and do one part each. But it was all too complicated. So Sarah's going to do all the talking, and I'm going to manage the visuals. And hope we can coordinate properly!

Sarah It's the only way we can fit everything in.

Tutor Well, good. You've obviously worked hard and you've been very careful with the details. Only one thing I would say: make sure that you keep your visuals simple. I mean, if you're showing a list of key features, for example, you should make it as brief as possible. Just use bullet points and simple phrases, even single words. Your audience won't have much reading time. It's a classic mistake with seminar presentations to present so much information that the audience can't process it quickly enough, and they stop listening to what you're saying. OK?

Jack Yes. Right. OK.

Tutor And now let's talk about ...