

# IELTSFEVER GENERAL READING TEST 38

## Questions 1-5 (T/F/NG)

Look at the information about Camberwell College's swimming pools. Then answer the questions below.

### Camberwell College Swimming Pools

Camberwell College has one 50m (Olympic sized) pool with a constant depth of 2m throughout, and one 25m pool with a 1m shallow end and a 4m deep end. Both pools may be used by the general public at certain times.

#### 50m Pool

The pool is often used for classes, but the general public may use two lanes for lane swimming at the following times.

Monday: 0630 -1130 and 1900 - 2100

Tuesday: 0630 -1130 and 1800 - 2100

Wednesday: 0630 -1330 and 1730 - 2130

Thursday: 0630 -1330

Friday: 0630 -1330

Weekends: 0900 - 1700

Children under the age of 14 must be accompanied by an adult.

Please note that during College holidays, these times will vary. Contact the swimming pool on 04837 393560 for up-to-date information.

#### 25m Pool

The 25 metre pool is available for recreational (non-lane) swimming from 0700-0900 and 1230-1330 on weekdays, and 1000 – 1600 on Saturdays.

Children aged 12 and under must be accompanied.

We regret that the 25m pool will be closed for refurbishment between 21st July and 18th August. The men's changing rooms will be closed for the week beginning 18th August, and the women's changing

rooms will be closed the following week. Alternative changing facilities will be made available. We apologise for any disruption this may cause.

**For questions 1-5 select:**

**True if the statement is true.**

**False if the statement is false.**

**Not Given if the information is not given in the passage.**

- 1 . The general public can only use the 50m pool for lane swimming.
- 2 . The general public cannot use the 50m pool on Sundays.
- 3 . Men will be able to use the 25m pool on the 18th August.
- 4 . The whole of the 25m pool is available to the public during recreational swimming hours.
- 5 . The 50m pool is open during college holidays.

**Questions 6-13 (MATCHING FEATURES)**

**Look at the information about swimming classes. Then answer the questions below.**

## **Camberwell College Swimming Classes**

It's an essential life skill, it can make you fit and it provides fun for all the family. Camberwell College's offers swimming classes whatever for your needs, whether you want to swim competitively, you are trying to stay healthy or you want to learn.

We offer separate classes for adults and children, following the National Plan for Teaching Swimming (NPTS). We will guide you from your first splash and help you develop your confidence in the water.

### **Swim-A-Long**

This class is suitable for parents with children aged up to the age of 1.5 years. This class allows very young children to gain confidence in the water, by way of songs and music.

### **Tadpole to Frog Classes**

This series of classes is suitable for children aged 1.5 upwards. There are six levels in the series. The first level is suitable for non-swimmers and teaches basic techniques and safety, using aids and floats. By the time students reach the sixth level, they will be able to swim independently and will be eligible to join the Swim Star classes.

**Swim Star**

An opportunity for able swimmers to earn the Bronze, Silver and Gold swimming awards. These classes teach children the ability to swim for prolonged periods of time, and teach skills such as diving, turning and different strokes. Children who successfully complete the Swim Star programme will be invited to join the Youth Squad and learn competitive swimming techniques.

**Swim School**

The swim school offers classes for adults. There are three levels, beginner, intermediate and advanced. The beginner's class is suitable for people who are new to swimming; the intermediate level is designed for swimmers who want to brush up on their swimming style, and the advanced level offers in-depth advice on stamina, breathing and technique.

**Aqua Health**

We offer a range of levels of fitness classes for able swimmers who wish to keep fit, socialise and have fun to music. Aqua-Light offers gentle exercise and is suitable for the elderly. Aqua-Pump is a high energy class which builds your strength and tones your body.

**Questions 6-13**

Select a suitable swimming class from the list for the people below.

- A . AQUA-PUMP
- B . AQUA-LIGHT
- C . ADVANCED SWIM SCHOOL
- D . INTERMEDIATE SWIM SCHOOL
- E . BEGINNER SWIM SCHOOL
- F . YOUTH SQUAD
- G . SWIM STAR
- H . TADPOLE TO FROG
- I . SWIM-A-LONG
- J . NO CLASSES AVAILABLE

6 . A 5 year-old who is unable to swim.

7 . A mother who wants to introduce her baby to the water.

8 . A middle-aged person who can swim quite well but wants to improve his techniques.

9 . A teenager who is interested in swimming in competitions.

10 . An old man who wants to keep fit and meet people.

11 . A child who wants to be able to swim longer distances.

12 . A strong adult swimmer who wishes to learn complex skills.

13 . A woman who wants to learn to swim by using music.

### Questions 14-21 (SHORT ANS)

**Read the Information about Gateway Academy's Pre-Sessional Courses. Then complete the sentences below.**

## Gateway Academy Pre-Sessional Courses

Our pre-sessional courses are ideal for students who have a conditional place at a British university, but who need to achieve a certain level of English in order to be accepted. The course aims to provide students with the English language and study skills that they need in order to be successful at university or another academic establishment. It is important to note that completion of the course does not guarantee students entrance into a university. It is necessary for students to show during the course that they have understood the information and skills that they have been taught, and can incorporate it into their work.

Pre-sessional students at Gateway Academy will benefit from:

- Small class sizes (no more than 10 students per class)
- Twenty three hours of tuition per week
- Individual support and tutorials
- Regular guest lecturers
- The use of the Academy's study and recreational facilities, including the Language Library, the computer suite, and the academy's sports facilities.
- A varied social programme including evening entertainments and weekend excursions to popular tourist attractions and cities such as Stonehenge, Oxford and Stratford-on-Avon.

The course offers a holistic approach to learning, and covers reading, writing, speaking and listening skills. During the course, students will receive instruction on important techniques such as summary-writing, analysing essay titles, organising writing, note-taking in lectures, giving seminars and making

presentations. Students will gain experience in working both individually and in groups. As part of the course, all students will work towards a 5000 word project in their own field of study. Students will receive guidance from their tutors on how best to conduct research and write it up effectively. Students will also work towards a presentation on the same subject.

There is no final examination. Students are assessed continuously, taking into account their attendance, successful completion of assignments and participation in class. Students will be given a full report on their progress at the end of the course. Students need to be aware that the course involves a great deal of coursework, which will require students to manage their time effectively.

Gateway Academy offers three pre-sessional courses. A five-week course beginning in August is available for advanced level students; a ten-week course beginning in July is available for upper-intermediate students. Intermediate level students should take our twenty week course beginning in May. Intermediate level students get a two-week break in July.

**For questions 14-21 Complete the sentences below.**

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

- 14 . The Pre-Sessional course is suitable for students whose place at British university is \_\_\_\_\_ .
- 15 . During the course, students needs to show that they can understand and \_\_\_\_\_ new skills.
- 16 . Students will be able to use many of the Academy's \_\_\_\_\_ while they are studying.
- 17 . Students will have the opportunity to visit \_\_\_\_\_ on Saturdays and Sundays.
- 18 . Students will work both alone and \_\_\_\_\_ .
- 19 . Students will have to research and write up a \_\_\_\_\_ related to their subject area.
- 20 . In order to successfully complete their assignments, students will have to \_\_\_\_\_ well.
- 21 . \_\_\_\_\_ students should start their course in July.

**Questions 22-27 (Matching headings)**

**Choose the correct title for the courses from the list of titles below.**

- i . Statistics for Life and Study
- ii . Writing for Masters Students
- iii . Tips for Extended Research
- iv . Statistics for Science and Research
- v . Advanced Grammar for International Students
- vi . Essays – from Planning to Production
- vii . Common errors in English Writing
- viii . Improve your Referencing Techniques

## **Gateway Academy In-Sessional Courses**

If you are currently studying for an undergraduate or post-graduate degree, you may wish to take one of our in-sessional courses, which run during the academic year. You may take up to three hours of classes per semester. Please choose your courses from the list below, complete an application form and hand it in at the Gateway Office.

### **Writing up experiments**

This course is particularly suitable for science students, particularly those in engineering. It outlines the conventions of lab reports, including how they need to be structured and what content is required. This class is suitable for both native and non-native speakers.

22 .

Particularly useful for science students, but of interest to all, this course is an introduction to statistics. It shows how numbers can be manipulated to suggest different results, and how public opinion can be altered by clever statistical methods. It will provide an introduction into useful statistical methods, but is unsuitable for students who requiring advanced statistical skills for a thesis or dissertation.

23 .

This course teaches advanced mathematical and statistical skills, and is suitable for students working on projects which involve a great deal of quantitative data. The course outlines how to gather data, how to draw conclusions from it, and how best to present it diagrammatically.

24 .

This course concentrates on the skills needed to write academic essays. Students will learn how to develop essay titles, structure essays correctly, avoid plagiarism and reference their work. There will also be the opportunity to work on other elements of writing, including grammar and punctuation. The course is most suitable for non-native speaker and native speakers at undergraduate level.

25 .

A course especially designed for PhD students working on a long term project. As well as looking at conventions of PhD theses and improving research and study skills, the course also serves as a social group where PhD students, who often work alone, can share their experiences and offer each other encouragement and advice.

26 .

A course to iron out those typical mistakes in English essay writing. Common grammar mistakes, spelling errors and that dreaded apostrophe will be covered in detail. The course is designed for native speakers who lack confidence in writing, particularly those who have been away from academic environments for some time.

27 .

This course is suitable for non-native students at undergraduate or post-graduate level who wish to focus on grammar and language. Students will look at which tenses are used in which situations, look at passive structures and relative clauses. Suitable 'chunks' of language for academic situations will also be presented. Students will also have the chance to focus on individual grammar needs. Unsuitable for native speakers of English.

**Questions 28-40 (MATCHING FEATURES)**

Read the passage. Then answer the questions below.

## The Shock of the Truth

**A** Throughout history, there have been instances in which people have been unwilling to accept new theories, despite startling evidence. This was certainly the case when Copernicus published his theory - that the earth was not the centre of the universe.

**B** Until the early 16th century, western thinkers believed the theory put forward by Ptolemy, an Egyptian living in Alexandria in about 150 A.D. His theory, which was formulated by gathering and organizing the thoughts of the earlier thinkers, proposed that the universe was a closed space bounded by a spherical envelope beyond which there was nothing. The earth, according to Ptolemy, was a fixed and immobile mass, located at the centre of the universe. The sun and the stars, revolved around it.

**C** The theory appealed to human nature. Someone making casual observations as they looked into the sky might come to a similar conclusion. It also fed the human ego. Humans could believe that they were at the centre of God's universe, and the sun and stars were created for their benefit.

**D** Ptolemy's theory, was of course, incorrect, but at the time nobody contested it. European astronomers were more inclined to save face. Instead of proposing new ideas, they attempted to patch up and refine Ptolemy's flawed model. Students were taught using a book called The Sphere which had been written two hundred years previously. In short, astronomy failed to advance.

**E** In 1530, however, Mikolaj Kopernik, more commonly known as Copernicus, made an assertion which shook the world. He proposed that the earth turned on its axis once per day, and travelled around the sun once per year. Even when he made his discovery, he was reluctant to make it public, knowing how much his shocking revelations would disturb the church. However, George Rheticus, a German mathematics professor who had become Copernicus's student, convinced Copernicus to publish his ideas, even though Copernicus, a perfectionist, was never satisfied that his observations were complete.

**F** Copernicus's ideas went against all the political and religious beliefs of the time. Humans, it was believed, were made in God's image, and were superior to all creatures. The natural world had been created for humans to exploit. Copernicus's theories contradicted the ideas of all the powerful churchmen of the time. Even the famous playwright William Shakespeare feared the new theory,



pronouncing that it would destroy social order and bring chaos to the world. However, Copernicus never had to suffer at the hands of those who disagreed with his theories. He died just after the work was published in 1543.

**G** However, the scientists who followed in Copernicus's footsteps bore the brunt of the church's anger. Two other Italian scientists of the time, Galileo and Bruno, agreed wholeheartedly with the Copernican theory. Bruno even dared to say that space was endless and contained many other suns, each with its own planets. For this, Bruno was sentenced to death by burning in 1600. Galileo, famous for his construction of the telescope, was forced to deny his belief in the Copernican theories. He escaped capital punishment, but was imprisoned for the rest of his life.

**H** In time however, Copernicus's work became more accepted. Subsequent scientists and mathematicians such as Brahe, Kepler and Newton took Copernicus's work as a starting point and used it to glean further truths about the laws of celestial mechanics.

**I** The most important aspect of Copernicus' work is that it forever changed the place of man in the cosmos. With Copernicus' work, man could no longer take that premier position which the theologians had immodestly assigned him. This was the first, but certainly not the last time in which man would have to accept his position as a mere part of the universe, not at the centre of it.

### Questions 28 - 34

**The text has nine paragraphs, A-I. Which paragraph contains the following information?**

- 28 . the public's reaction to the new theory
- 29 . an ancient belief about the position of the earth
- 30 . Copernicus's legacy to the future of science
- 31 . How academics built on Copernican ideas
- 32 . An idea which is attractive to humans
- 33 . Out-dated teaching and defective research
- 34 . Scientists suffer for their beliefs

**Questions 35 - 40**

**Look at the following statements and the list of people below.**

**Match each statement with the correct person.**

- A .Ptolemy
- B . George Rheticus
- C . William Shakespeare
- D . Galileo
- E . Bruno
- F . Newton

- 35 . He, among others, used Copernicus's theories to advance scientific knowledge.
- 36 . He proposed an inaccurate theory based on the work of early philosophers.
- 37 . His attitude to the new theory was similar to that of the Church.
- 38 . He was killed because of his belief in the new theory.
- 39 . He was responsible for Copernicus's ideas being made public.
- 40 . He had to go to jail because he believed in the new theory.