



IELTS

Reading

Test 1

Time 60 minutes

Answer all the questions.

INFORMATION FOR CANDIDATES

There are three Reading Passages.

Each question carries one mark.





Dover Castle

Dover Castle has overlooked the port of Dover in Kent for hundreds of years. It stands as an icon of the nation and a narrator of the UK's military history, and is perhaps the finest existing example - in the UK at least - of the architectural techniques of the time. Its history spans well over a thousand years, from the Iron Age to the present day. Even long before the earliest foundations of the fortification we see today were laid down, the location was assessed to be a point of great strategic importance, commanding a high vantage point and overlooking the Channel Crossing at its narrowest point, across which continental enemies may have approached. The most significant early transformation of Dover Castle came during the reign of Henry II. Between 1180 and 1185, the King built the Great Tower - or keep - an imposing structure designed to serve both as a military stronghold and a royal palace. Ever-present in the mind of both the king and his people was the threat of invasion from France and the construction of this mighty redoubt was a clear response to this threat, while at the same time serving as a bold statement of royal power. This part of the castle, including the inner bailey and curtain wall, was completed around 1188 and – repairs and upgrades notwithstanding – it stands now much as it did in the 12th century.

As one walks through the main entrance, the keep building looms large over the entire area, every bit as foreboding and as mighty as it seems from the town below. Access to the main keep is through a large entrance which greets the visitor immediately upon entering the inner bailey area. Strong winds are known to buffet these walls, only adding to the sense of dogged defence that hangs in the air. A number of buildings line the walls, which over the years have served as storerooms, munitions dumps and even residential quarters. Most notable of these is Arthur's Hall, which was built in the late 1230s, although building fabric evidence, in the south-east wall opposite, indicates that the remains of an earlier phase are incorporated within it. Although the form of this earlier building is unclear, the floor in the north-east corner of the hall is interrupted as if to accommodate stairs up to the ramparts of the Inner Bailey. Arthur's Hall retains service doors at its lower end and scar evidence in the side wall where the doorway into the cross passage survives. The older building opposite now serves as a retail point for visitors but for most of its existence served as an accommodation block for enlisted men, along with several other buildings throughout the inner bailey and wider castle. Press on further, beyond the shadow of the keep and

to the far wall, and the visitor is greeted by the ominous structure of the King's Barbican, which long ago served as the western entry point to the inner bailey. It is thought that this served as the main entry point to the fortification for the local townspeople who – in times of peace at least – would come and go, delivering goods and services.

A notable moment in the history of the castle was the siege of 1216, which took place during the First Barons' War (1215-1217). The war came about when a group of major landowners led by Robert Fitzwater, rebelled against King John who they had come to detest as an incompetent tyrant. They sought assistance from Louis, son of the French King Phillippe II, who sailed to England and within scant months had taken control of roughly half of the English kingdom. After securing both London and Winchester in quick succession, Louis turned his attention to the great port of Dover.

Facing him at Dover was a loyal ally of King John, Hubert de Burgh, who had at his disposal a powerful force comprised of well over a hundred knights and numerous soldiers. But taking Dover was of the utmost importance to Louis. Given its proximity to the continent, Dover was essential for the effective governance of long-term communication and reinforcement, and the French prince was determined to capture it.

The siege began on the 19th July. Louis divided his forces, leaving a part in the town and setting up the rest in an encampment on a hill in front of the castle. He sent his fleet to sea in order that his forces could approach the castle from both sides as during this time the defences extended as far as the cliffs. Siege engines were constructed and bombardment of the north walls began in earnest. Louis sent miners to undermine the gate. One of the gate towers collapsed, opening up a breach through which a large number of his soldiers were able to gain access but were later repulsed. The breach was closed and the castle remained unconquered. After three fruitless months spent at the castle gates with supplies dwindling, Louis was forced to offer a truce. Soon afterwards, King John died, leaving the throne to his heir Henry III. Subsequent attempts by Louis to persuade the garrison at Dover to accept him as king in the young boy's place had been rebuffed and he withdrew to London, abandoning his forces to the uneasy truce and constant harassment of the Dover garrison.

The war ended with the Treaty of Lambeth of September 1217. It had lasted over two years and throughout that time, Dover Castle had remained defiant, surviving a second siege in May of 1217. While much of this success must be placed with the tenacity of local defenders and the ferocity of the guerrilla war waged constantly against Louis' forces, there can be no doubt that the castle itself played a pivotal role in breaking Louis' invasion and eventually driving him from England. Architecturally, much has changed. The vulnerable north gate that had been breached in the siege was brought down and converted into an underground forward-defence complex and new gates were built into the outer curtain wall on the western and eastern sides. Since those days, the castle has seen extensive rebuilding work, particularly during the Napoleonic wars, but also during the Second World War, when a complex tunnel system was installed to serve both as a hospital and a command centre.

In our modern era, with castles and sieges very much features of our history, Dover Castle endures as a valued representation of ages long passed, bringing to life the ghosts of bygone centuries, and will continue to do so for generations to come.

Questions 1 – 3

Complete the sentences below.

For questions 1 – 3, choose no more than THREE WORDS from the passage for each answer:

1. The location of Dover Castle has always been of strategic value due to its and its proximity to the narrowest crossing point between England and the European continent.
2. The keep was designed to serve both as a and as a defensive strong point.
3. The construction served both as a display of royal power and as a response to the from France.

Questions 4-7

For questions 4-7, write the corresponding letter next to each feature.



4. Gift shop
5. Arthur's Hall
6. Keep Entrance
7. King's Barbican

Questions 8 -12

Do the following questions agree with the information given in Reading Passage 1?

For questions **8 -12**, write in the gap one of the following:

TRUE if the statement agrees with the information

FALSE if the statement disagrees with the information

NOT GIVEN if there is no information on this

- 8** The First Barons' War came about when King John declared war on a group of powerful landowners.
- 9** Capturing Dover was essential to the continued supply of Louis' forces.
- 10** Louis' fleet attacked the southern walls of the castle
- 11** Louis offered a truce in an attempt to procure the English throne.
- 12** The North Gate was repaired after the siege.

Question 13

Choose the correct letter A, B, C or D

The purpose of this passage is to

- A** Summarize the history of Dover Castle.
- B** Give an overview of the castle's architecture.
- C** Highlight the historical importance of Dover Castle.
- D** Outline the castle's role in a pivotal historical event.

Reading passage 2



Arch-Visionaries

- A Ask any science fiction buff to name three of their favourite movies and they are very likely to invoke one of a very small group of famous names. Indeed, some of these names have become synonymous with science fiction itself. Think of Phillip K Dick, for example, and anyone who knows their *Replicant* from their *Xenomorph* will be able to list off several of his most famous creations.
- B Dick first found success with his novel “The Man in the High Castle”, which was - perhaps ironically - adapted for television relatively recently, some time after many of his subsequent works. In a trope common to many of Dick’s tales, the novel tells the story of a beleaguered individual facing off against an implacable, authoritarian enemy in a parallel world where the Third Reich won the Second World War.
- C Dick was a troubled character, married five times, who claimed to have had a number of paranormal experiences. It is perhaps this unsettled side to his personality that comes through so pointedly in much of his writing. Characters endure in paranoid dystopias, pitted against seemingly insurmountable adversities from drug addiction to alternate realities to brutal dictatorships.
- D Perhaps it is the very complexities of themes that sets science fiction apart from other genres. Frank Herbert’s *Dune*, the bestselling science fiction novel of all time, carries the reader thousands of years into the future and explores a dizzying array of themes from the relationship between religion and power to the destruction of the natural environment.

- E Herbert was a writer who seemed more at home with questions than answers, averse to providing formulaic explanations to the many ideas he put forward in his work. He was more concerned with what has now become known as “literary world building”. Indeed, Arthur C Clarke, another giant of the genre, was quoted as referring to Dune as “The Lord of the Rings” of science fiction, alluding to the exceptional depth and vividness of the universe he had created.
- F Clarke himself was famous for his many fascinating and detailed predictions for the future, and for being a committed advocate for the exploration of space. Perhaps his most famous work outside of the science fiction community was as collaborator on the script for 2001: A Space Odyssey. While working on the script, he also produced a novelisation of the film, which was praised for its accurate depiction of space travel, groundbreaking special effects and ambiguous imagery.
- G No round up of science fiction greats would be complete without mentioning Isaac Asimov. So great is his legacy, Asimov has several literary awards, a Martian crater and a robot named after him, among many other fine accolades. Famous among his works is the seminal Foundation saga, which together with his Galactic Empire and Robot series, form a point of reference in science fiction history to this very day.
- H Asimov was an exceptionally prolific writer, whose works span almost the entire range of literary styles and myriad themes. A man of exceptional intellect – he is credited with coining the word ‘robotics’ – his work is often cited as a keystone of ‘hard sci-fi’, a term that describes fictional work that is particularly concerned with scientific accuracy and logic.
- I A pioneer of hard science fiction, Robert A Heinlein was among the first writers to value scientific accuracy in his work. Heinlein is noted for posing complex moral questions with his plots, especially those which contradict established social mores. He too coined terms which have found their place in established lexicon, such as ‘speculative fiction’, ‘pay it forward’ and ‘space marine’, the latter being subject of a legal dispute when the tabletop giant Games Workshop claimed it as their own intellectual property.
- J All of these writers, while certainly revered in their own time, have also gained further latter-day popularity thanks to the television and film adaptations of their works. How much does modern cinema owe to Blade Runner, inspired by Dick’s novel “Do Androids Dream of Electric Sheep?” or the several screen renderings of Herbert’s Dune saga? What is more, how much of our wider culture can be attributed to the visions of these great men, as emerging technologies threaten to promote their ideas from the status of science fiction to science fact?

Questions 14 – 18

Look at the following statements (14-18) and the list of writers below.

Match each statement with the correct writer. A, B, C, D or E

- 14 The writer explored multiple genres.
- 15 The writer often wrote about unequal conflicts.
- 16 The writer created a universe of immense detail.
- 17 The writer often questioned our values with his plot lines.
- 18 The writer was an enthusiastic advocate of space travel.

A Phillip K Dick
B Frank Herbert
C Arthur C Clarke
D Isaac Asimov
E Robert A Heinlein

Questions 19 – 22

Which paragraph contains the following information?

- 19 A definition for the term “hard science fiction”.
- 20 A work that took form in two different mediums.
- 21 A complimentary comparison with another writer’s work.
- 22 A reference to alternate history.

Questions 23 – 26

Complete each sentence with the correct ending A - G below.

- 23** Modern-day technological advances
- 24** Two of the writers mentioned
- 25** The Foundation saga books
- 26** Traumatic personal experiences

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| <p>A form part of a wider series.</p> <p>B mean that these writers' ideas are more and more relevant.</p> <p>C make several established sci-fi concepts particularly compelling.</p> <p>D contributed greatly to established English vocabulary.</p> <p>E had great influence on the work of one writer.</p> <p>F have predicted the future very accurately.</p> <p>G are central to the works of other writers.</p> |
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Reading Passage 3

You should spend about 20 minutes on questions 27 – 40 which are based on Reading Passage Three.

Questions 27 – 32

Reading Passage 3 has seven paragraphs A – G

Choose the correct headings for Paragraphs B – G from the list of headings below.

Write the correct number i – x next on the line

27 Paragraph B 28 Paragraph C 29 Paragraph D

30 Paragraph E 31 Paragraph F 32 Paragraph G

- i Strategies for the Modern Learner
- ii Different Shades of Thinking
- iii ~~A Skill Common to All~~
- iv Wings for the Flyers. Fins for the Swimmers.
- v A Gift to the Elder generation
- vi The Sun Sets on the Youthful Adaptability
- vii The Blossoming of the Young Mind

The Language Barrier

How do you really learn a language?

- A Extremely rare exceptions notwithstanding, every human being on Earth has proficient competence in at least one spoken language. The ability to communicate verbally and understand aurally is an immensely complex skill and yet despite this, it seems to come naturally to us all. So, why is the acquisition of a second (or third) language as an adult such a challenging prospect?

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- B Well, as most people are aware, the short answer lies in the way our brains develop. After the age of about three, a child's brain has matured sufficiently to acquire language, and this it does at a dizzying rate. There is an explosion in the neural networks necessary for language acquisition and in a world of limitless verbal exchanges, a child's learning gathers pace exponentially.

- C There is a theory that our ability to form language was in fact not taught to children by their parents, but the other way round: that early humans formed rudimentary spoken language by aping their own offspring and that this formed the basis of the infinitely complex languages that exist around the world today. True or not, there is no denying that a young child's awesome ability to learn languages is something of a phenomenon.

- D This skill diminishes rapidly as an individual reaches adulthood. By the age of 17 or 18, the natural ability to remember vocabulary and form grammatical structures disappears and learning a language becomes markedly more difficult. This is thought to be due mainly to neuroplasticity, which is the ability of neural networks in the brain to reorganize. It was once thought that this only manifested in children but modern research has found that many aspects of the brain can be altered even through adulthood, albeit at a far lesser rate.

- E So, given these changes, how should teaching of languages – and indeed other skills – adapt in response? One idea that has inspired much debate and interest over the years is the theory of multiple intelligence. Introduced by Howard Gardner in his 1983 book “Frames of Mind”, the theory is based around the idea that people have many different ways of learning and understanding. Adapting teaching to take advantage of these differences, says Gardner, is essential if we hope to improve our chances of success. This would seem to be particularly true in the case of adults, whose minds have by now developed to maturity and have established their own preferred ways of dealing with the world and its problems.

- F Looking at the way we personally remember images, numbers, words or sounds, may provide clues to how best we can acquire and retain language. While our ability to understand the logic of grammar may be limited, for example, our capacity to remember a high volume of vocabulary through the use of imagery may be much stronger; we should lean towards our strengths, therefore, and not feel constrained by our weaknesses. To quote Albert Einstein: “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- G With that in mind, we should look to the myriad tools now available to us, many of which are designed with this philosophy in mind. We no longer believe that age is a barrier to language acquisition and instead are far more open to adapting our teaching and our learning to the specific strengths and weaknesses of a student. Are the materials we use of interest to the learner? Are they motivating? Does the student see our goals as relevant to his or her own? All of these questions and many more should be considered for the modern language. What was once a question of understanding one's limits, is now more a matter of realising one's true potential.



Questions 33 – 36

Complete the summary below

Choose no more than TWO WORDS from the passage for each answer

Different Approaches to Learning

Learning our native tongue tends to 33 _____ to all of us, and yet learning a second language, particularly in adulthood, can be difficult. Indeed, it has been proposed that 34 _____ first produced language when parents began to imitate their children. It is thought that a child's awesome ability to learn language is due to the heightened 35 _____ of the younger mind, which is the ability of neural networks in the brain to adapt and change. As a child becomes an adult, approaches to teaching must adapt accordingly. The theory of 36 _____, an idea put forward in a 1983 book by Frank Gardner, proposes that we adapt our teaching to the different ways individual students remember information. This hopes to take advantage of a student's strengths while not being constrained by his or her perceived limitations.

Questions 37-40

Answer the following questions giving the best answer from the options A – D

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Younger children learn languages with ease due to

- A the special ability of their brains to adapt to the learning process.
- B their innate ability to memorise their parents' utterances.
- C their ease with listening and imitation.
- D their reliance on their parents.

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Students who learn languages in adulthood

- A can acquire a child's ability to learn through practice.
- B are incapable of learning a language naturally.
- C may in some cases exhibit a child's capability to learn.
- D should seek to imitate the way children learn.

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Success in learning may be achieved through

- A taking advantage of an individual's areas of interest
- B looking at how an individual remembers a wide range of elements.
- C separating students into different groups depending on ability.
- D designing a course around the talents of a group or individual.

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The article puts forward the idea that

- A learning is not a linear process.
- B teaching of children is very different to the teaching of adults.
- C some teaching methods are more effective than others.
- D teachers should take advantage of a student's natural strengths.