

IELTS Academic Reading Sample 45 - Votes for Women

You should spend about 20 minutes on Questions 14-27 which are based on Reading Passage 45 below.

VOTES FOR WOMEN

*The suffragette movement, which campaigned for votes for women in the early twentieth century, is most commonly associated with the Pankhurst family and militant acts of varying degrees of violence. The Museum of London has drawn on its archive collection to convey a fresh picture with its exhibition. **The Purple, White and Green: Suffragettes in London 1906 – 14***

The name is a reference to the colour scheme that the Women's Social and Political Union (WSPU) created to give the movement a uniform, nationwide image. By doing so, it became one of the first groups to project a corporate identity, and it is this advanced marketing strategy, along with the other organisational and commercial achievements of the WSPU, to which the exhibition is devoted.



Formed in 1903 by the political campaigner Mrs Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and growing numbers of their British counterparts wanted the same opportunity.

With their slogan 'Deeds not words', and the introduction of the colour scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked. Membership grew rapidly as women deserted the many other, less directed, groups and joined it. By 1906 the WSPU headquarters, called the Women's Press Shop, had been established in Charing Cross Road and in spite of limited communications (no radio or television, and minimal use of the telephone) the message had spread around the country, with members and branch officers stretching to as far away as Scotland.

The newspapers produced by the WSPU, first Votes for Women and later The Suffragette, played a vital role in this communication. Both were sold throughout the country and proved an invaluable way of informing members of meetings, marches, fund-raising events and the latest news and views on the movement.

Equally importantly for a rising political group, the newspaper returned a profit. This was partly because advertising space was bought in the paper by large department stores such as Selfridges, and jewellers such as Mappin & Webb. These two, together with other like-minded commercial enterprises sympathetic to the cause, had quickly identified a direct way to reach a huge market of women, many with money to spend.

The creation of the colour scheme provided another money-making opportunity which the WSPU was quick to exploit. The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colours. In 1906 such merchandising of a corporate identity was a new marketing concept.

But the paper and merchandising activities alone did not provide sufficient funds for the WSPU to meet organisational costs, so numerous other fund-raising activities combined to fill the coffers of the 'war chest'. The most notable of these was the Woman's Exhibition, which took place in 1909 in a Knightsbridge ice-skating rink, and in 10 days raised the equivalent of £250,000 today.

The Museum of London's exhibition is largely visual, with a huge number of items on show. Against a quiet background hum of street sounds, copies of The Suffragette, campaign banners and photographs are all on display, together with one of Mrs Pankhurst's shoes and a number of purple, white and green trinkets.

Photographs depict vivid scenes of a suffragette's life: WSPU members on a self-proclaimed 'monster' march, wearing their official uniforms of a white frock decorated with purple, white and green accessories; women selling The Suffragette at street corners, or chalking up pavements with details of a forthcoming meeting.

Windows display postcards and greeting cards designed by women artists for the movement, and the quality of the artwork indicates the wealth of resources the WSPU could call on from its talented members.

Visitors can watch a short film made up of old newsreels and cinema material which clearly reveals the political mood of the day towards the suffragettes. The programme begins with a short film devised by the 'antis' - those opposed to women having the vote - depicting a suffragette as a fierce harridan bullying her poor, abused husband. Original newsreel footage shows the suffragette Emily Wilding Davison throwing herself under King George V's horse at a famous race.

Although the exhibition officially charts the years 1906 to 1914, graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show what was achieved. It demonstrates how advanced the suffragettes were in their thinking, in the marketing of their campaign, and in their work as shrewd and skilful image-builders. It also conveys a sense of the energy and ability the suffragettes brought to their fight for freedom and equality. And it illustrates the intelligence employed by women who were at that time deemed by several politicians to have 'brains too small to know how to vote'.

Questions 14 and 15

Choose the appropriate letters **A-D** and write them in boxes **14** and **15** on your answer sheet.

14 What is the main aspect of the suffragette movement's work to which the exhibition at the Museum of London is devoted?

- A the role of the Pankhurst family in the suffrage movement
- B the violence of the movement's political campaign
- C the success of the movement's corporate image
- D the movement's co-operation with suffrage groups overseas

15 Why was the WSPU more successful than other suffrage groups?

- A Its leaders were much better educated.
- B It received funding from movements abroad.
- C It had access to new technology.
- D It had a clear purpose and direction.

Question 16

Choose **TWO** letters **A-E** and write them in boxes **16** on your answer sheet.

In which **TWO** of the following years were laws passed allowing British women to vote?

- A 1906
- B 1909
- C 1914

D 1918

E 1928

Questions 17-19

Complete the notes below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage for each answer.

write the answers in boxes **17-19** on your answer sheet.

Three ways in which the WSPU raised money:

- the newspapers: mainly through selling**17**.....
- merchandising activities: selling a large variety of goods produced in their**18**.....
- additional fund-raising activities: for example,**19**.....

Questions 20-26

Do the following statements reflect the situation as described by the writer in Reading Passage?

Write:

YES if the statement reflects the situation as described by the writer

NO if the statement contradicts the writer

NOT GIVEN if it is impossible to know what the situation is from the passage

20 In 1903 women in Australia were still not allowed to vote.

21 The main organs of communication for the WSPU were its two newspapers.

22 The work of the WSPU was mainly confined to London and the south.

23 The WSPU's newspapers were mainly devoted to society news and gossip.

24 The Woman's Exhibition in 1909 met with great opposition from Parliament.

25 The Museum of London exhibition includes some of the goods sold by the movement.

26 The opponents of the suffragettes made films opposing the movement.

Question 27

Choose the appropriate letter **A-D** write it in boxes **27** on your answer sheet.

The writer of the article finds the exhibition to be

A misleading.

B exceptional.

C disappointing.

D informative.

Answer:

14 C

15 D

16 D and E

17 (selling) advertising (space)

18 colour scheme // (three) colours // purple, white (and) green

19 (the) Woman's Exhibition

20 NO

21 YES

22 NO

23 NO

24 NOT GIVEN

25 YES

26 YES

27 D

IELTS Academic Reading Sample 46 - 100 Years of the Western Workplace

100 Years of the Western Workplace

A Conditions in the working environment of Western countries changed significantly over the 20th century.

Though not without some associated problems, these changes may be viewed generally as positive: child labour all but ceased, wages rose, the number of working hours in a week decreased, pension policies became standard, fringe benefits multiplied and concerns over health and safety issues were enforced.

B The collection of data relating to work conditions also became a far more exact science. In particular, there were important developments in methodology and data gathering. Additionally, there was a major expansion of the data collection effort – more people became involved in learning about the workplace; and, for the first time, results started to be published. This being the case, at the end of the century, not only were most workers better off than their early 20th century predecessors had been, but they were also in a position to understand how and why this was the case. By carefully analyzing the statistical data made available, specific changes in the workplace - not least regarding the concept of what "work" should involve - became clearly discernible.

C The most obvious changes to the workplace involved the size and composition of the countries' workforces. Registering only 24 million in 1900 (and including labourers of age ten and up) and 139 million (aged 16 and older), the size of America's workforce, for instance, increased by almost six fold – in line with its overall population growth. At the same time, the composition of the workforce shifted from industries dominated by primary production occupations, such as farmers and foresters, to those dominated by professional, technical and, in particular, service workers. At the beginning of the 20th century, 38% of all American workers were employed on farms, by the end of the same century, that figure had fallen to less than 3 %.

D In Europe, much the same process occurred. In the 1930's, in every European country, bar Britain and Belgium, more than 20 per cent of the population worked in agriculture. By the 1980's, however, the farming populations of all developed countries, excluding Eastern Europe, had dropped to ten per cent and often even lower. At the same time, capital intensive farming using highly mechanized techniques dramatically reduced the numbers needed to farm there.

E And therein lay the problem. While the workplace became a safer and more productive environment, a world away from the harsh working conditions of our forefathers, the switch from an agricultural to a modern working environment also created massive unemployment in many countries. Fundamental to this problem was the widespread move from the countryside to the city. Having lost their livelihoods, the world's peasant populations

amassed in ever larger numbers in already crowded communities, where rates of job growth failed to keep up with internal migration. As a result, thousands were left squatting in shanty towns on the periphery of cities, waiting for jobs that might never arrive. While this was (and is) particularly true of Third World countries, the same phenomenon could also be witnessed in several American, French, English and German cities in the late 20th century.

F From a different and more positive perspective, in the 20th century, women became visible and active members of all sectors of the Western workplace. In 1900, only 19% of European women of working age participated in the labour force; by 1999, this figure had risen to 60%. In 1900, only 1% of the country's lawyers and 6% of its physicians were female; by contrast, the figures were 29% and 24% in 1999. A recent survey of French teenagers, both male and female, revealed that over 50% of those polled thought that, in any job (bar those involving military service), women make better employees, as they are less likely to become riled under stress and less overtly competitive than men.

G The last and perhaps most significant change to the 20th century workplace involved the introduction of technology. The list of technological improvements in the workplace is endless: communication and measuring devices, computers of all shapes and sizes, x ray, lasers, neon lights, stainless steel, and so on and on. Such improvements led to a more productive, safer work environment. Moreover, the fact that medicine improved so dramatically led to an increase in the average lifespan among Western populations. In turn, workers of very different ages were able to work shoulder to shoulder, and continue in their jobs far longer.

H By the end of 20th century, the Western workplace had undergone remarkable changes. In general, both men and women worked fewer hours per day for more years under better conditions. Yet, the power of agriculture had waned as farmers and foresters moved to cities to earn greater salaries as annalists and accountants. For those who could not make this transition, however, life at the dawn of the new century seemed less appealing.

Questions 1-5

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

Write the answer on your answer sheet from 1-5.

Several changes took place in the working environment in the 20th century: **1**stopped almost completely in most countries, salaries increased while the number of working hours in a week decreased.

Because of the improvement in both the methodology and the carrying out of data collection, **2**.....at the end of the century were in a better position to understand how and why their lives had been made easier.

The most significant changes to the work environment in the West concerned its **3**

In 1999, **4**.....of European women of working age participated in the work force.

A particularly significant change to the 20th century workplace came via **5**which brought about a long list of innovations and improvements.

Questions 6-10

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

Write:

TRUE if the statement agrees with the writer

FALSE if the statement contradicts the writer

NOT GIVEN if there is no specific information about this in the passage

- 6.** No significant drawbacks accompanied changes in the work environment during the 20th century.
- 7.** America and Europe shared the same overall trends in terms of the development of the workplace over the last century.
- 8.** The appearance of shanty towns after farmers move into city areas occurred primarily in the Third World.
- 9.** In 1900, 19% of North American women of working age participated in the workforce.
- 10.** Improvements in medicine led to workers earning more over a longer period.

Questions 11-15

Below is a summary of the passage. Using information from the passage, complete the summary.

Choose **NO MORE THAN FOUR WORDS** from the passage to complete each space

The Western workplace changed dramatically in the course of the 20th century. Most of these changes should be viewed as positive; and, thanks to important developments in **11** more people than ever were able to appreciate the improvements made. The most obvious changes concerned the **12**of the workforce.

Another major trend was the gradual urbanization of countries, as farmers and other primary producers left their homes and went to the cities in search of work. Sadly, **13**grew up as many waited on the outskirts of cities throughout both developing and developed countries, waiting for work.

Another significant difference between the beginning and close of the 20th century was the number of **14**that chose to take jobs. Impressively, moreover, many of the professions they chose had previously been considered the preserve of men alone.

The last great change was the introduction of technology. Technological improvements in the field of **15**.....led to an increase in the average life span and, not surprisingly, also resulted in an older working population.

Answer:

1. child labour: *(paragraph A)*
2. workers: *(paragraph B)*
3. size and composition: *(paragraph C)*
4. 60%: *(paragraph F)*
5. technology: *(paragraph G)*
6. No
7. NOT GIVEN
8. YES
9. NO
10. NOT GIVEN
11. methodology and data gathering
12. size and composition
13. shanty towns
14. women/ females
15. medicine

IELTS Academic Reading Sample 47 - Lessons from the Titanic

Lessons from the Titanic

A From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travellers. With limited communication facilities, and shipping technology still in its infancy in the early nineteenth century, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

B The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey.

C RMS Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

D In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the Titanic's path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalised

across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

E Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour, can then be partly explained by his ignorance of what lay ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.

F There were around two and a half hours between the time the Titanic rammed into the iceberg and its final submersion. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.

G The Titanic had sixteen lifeboats and four collapsible boats which could carry just over half the number of people on board her maiden voyage and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on outdated British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962 people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later described the incident ... 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

H The belief that the Titanic was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very halfhearted response to their

early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realising the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.

I Procedures again were at fault, as an additional reason for the officers' reluctance to lower the lifeboats at full capacity was that they feared the lifeboats would buckle under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships nor were they included in crew training at this time.

J As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.

K After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol.

Questions 1-9

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes **1-8** on your answer sheet.

NB There are more words than spaces so you will not use them all. You may use any of the words more than once.

List of Words

passengers	happy	float	advanced
lifeboats	confident	dangers	ocean
worried	inadequate	enormous	excitement
fast	handbook	water	afloat
record	fast	procedures	orders
drown	size	sink	safety

The Finest Ship Ever Built

The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for(1)..... travel in terms of comfort and(2)..... The shipping industry had an excellent safety(3)..... on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer(4)....., luxury and new safety features. The Titanic's owners were ...(5)... that even if the Titanic were letting in(6)..... she would..... (7) ... indefinitely until help arrived. In hindsight we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were(8) and humans did not follow safe(9)whether because of arrogance or ignorance.

Questions 10-14

Choose the heading which best sums up the primary cause of the problem described in paragraphs D, E, G, H and I of the text.

Write the appropriate numbers (i – x) in the boxes (10-14) on your answer sheet.

List of Headings

- i Ignorance of the impending disaster
- ii Captain's orders ignored
- iii Captain's over-confidence
- iv Rough sea conditions
- v Faulty design
- vi Iceberg locations not plotted
- vii Low priority placed on safety
- viii Number of lifeboats adequate
- ix Inadequate training
- x Ice warnings ignored

10 Paragraph D

11 Paragraph E

12 Paragraph G

13 Paragraph H

14 Paragraph I

Answer:

1.ocean

2.safety

3.record

4.size

5.confident

6.water

7.float

8.inadequate

9.procedures

10. vi

11. iii

12. vii

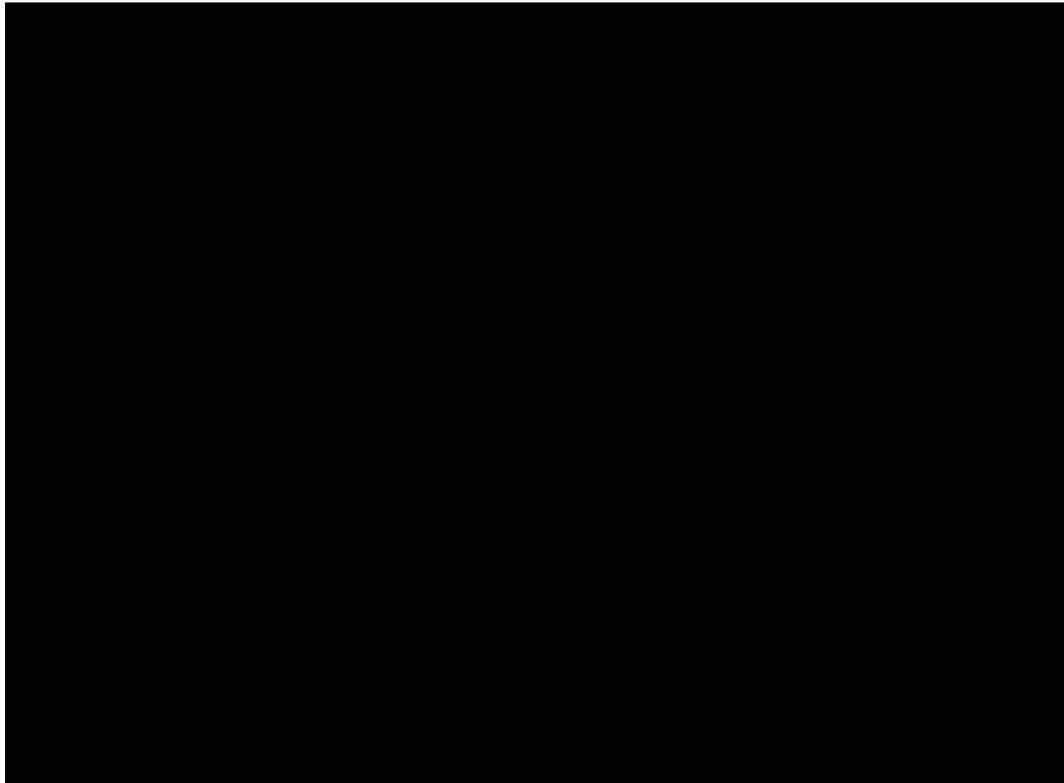
13. i

14. ix

IELTS Academic Reading Sample 48 - Why some women cross the finish line ahead of men

You should spend about 20 minutes on Questions 14-27 which are based on Reading Passage 48 below:

Why some women cross the finish line ahead of men



RECRUITMENT

The course is tougher but women are staying the distance, reports Andrew Crisp.

A Women who apply for jobs in middle or senior management have a higher success rate than men, according to an employment survey. But of course far fewer of them apply for these positions. The study, by recruitment consultants NB Selection, shows that while one in six men who appear on interview shortlists get jobs, the figure rises to one in four for women.

B The study concentrated on applications for management positions in the \$45,000 to \$110,000 salary range

and found that women are more successful than men in both the private and public sectors Dr Elisabeth Marx from London-based NB Selection described the findings as encouraging for women, in that they send a positive message to them to apply for interesting management positions. But she added, "We should not lose sight of the fact that significantly fewer women apply for senior positions in comparison with men."

C Reasons for higher success rates among women are difficult to isolate. One explanation suggested is that if a woman candidate manages to get on a shortlist, then she has probably already proved herself to be an exceptional candidate. Dr Marx said that when women apply for positions they tend to be better qualified than their male counterparts but are more selective and conservative in their job search. Women tend to research thoroughly before applying for positions or attending interviews. Men, on the other hand, seem to rely on their ability to sell themselves and to convince employers that any shortcomings they have will not prevent them from doing a good job.

D Managerial and executive progress made by women is confirmed by the annual survey of boards of directors carried out by Korn/Ferry/Carre/Orban International. This year the survey shows a doubling of the number of women serving as non-executive directors compared with the previous year. However, progress remains painfully slow and there were still only 18 posts filled by women out of a total of 354 non-executive positions surveyed. Hilary Sears, a partner with Korn/Ferry, said, "Women have raised the level of grades we are employed in but we have still not broken through barriers to the top."

E In Europe a recent feature of corporate life in the recession has been the de-layering of management structures. Sears said that this has halted progress for women in as much as de-layering has taken place either where women are working or in layers they aspire to. Sears also noted a positive trend from the recession, which has been the growing number of women who have started up on their own.

F In business as a whole, there are a number of factors encouraging the prospect of greater equality in the workforce. Demographic trends suggest that the number of women going into employment is steadily increasing. In addition a far greater number of women are now passing through higher education, making them better qualified to move into management positions.

G Organisations such as the European Women's Management Development Network provide a range of opportunities for women to enhance their skills and contacts. Through a series of both pan-European and national workshops and conferences the barriers to women in employment are being broken down. However, Ariane Berthoin Antal, director of the International Institute for Organisational Change of Archamps in France, said that there is only one way for women to even get on to shortlists -there are so many hurdles and barriers.' Antal agreed that there have been

some positive signs but said "Until there is a belief among employers, until they value the difference, nothing will change."

Questions 1-6

Reading Passage has 128 paragraphs (A-G). State which paragraph discusses each of the points below. Write the appropriate letter (A-G).

- 1 The drawbacks of current company restructuring patterns.
- 2 Associations that provide support for professional women.
- 3 The success rate of female job applicants for management positions.
- 4 Male and female approaches to job applications.
- 5 Reasons why more women are being employed in the business sector.
- 6 The improvement in female numbers on company management structures.

Questions 7 ± 10

The author makes reference to three consultants in the Reading Passage. Which of the list of points below do these consultants make? Write

M if the point is made by Dr Marx

S if the point is made by Hilary Sears

A if the point is made by Ariane Berthoin Antal

- 7 Selection procedures do not favour women.
- 8 The number of female-run businesses is increasing.
- 9 Male applicants exceed female applicants for top posts.
- 10 Women hold higher positions now than they used to.

Questions 11 - 14

Using **NO MORE THAN THREE WORDS** answer the following questions.

- 11 What change has there been in the number of women in top management positions detailed in the annual survey?
- 12 What aspect of company structuring has disadvantaged women?
- 13 What information tells us that more women are working nowadays?
- 14 Which group of people should change their attitude to recruitment?

Answer:

1 E

2 G

3 A

4 C

5 F

6 D

7 A

8 S

9 M

10 S

11 (it has) double(d) / doubling

12 de-layering

13 demographic trends

14 employers