

# IELTS Academic Reading Sample 149 - Secrets of The Forests

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## READING PASSAGE 27

You should spend about 20 minutes on Questions 13-25 which are based on Reading Passage 149 on the following pages.

## SECRETS OF THE FORESTS

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**A** In 1942 Allan R Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians. The Siriono, Holmberg later wrote, led a "strikingly backward" existence. Their villages were little more than clusters of thatched huts. Life itself was a perpetual and punishing search for food: some families grew manioc and other starchy crops in small garden plots cleared from the forest, while other members of the tribe scoured the country for small game and promising fish holes. When local resources became depleted, the tribe moved on. As for technology, Holmberg noted, the Siriono "may be classified among the most handicapped peoples of the world". Other than bows, arrows and crude digging sticks, the only tools the Siriono seemed to possess were "two machetes worn to the size of pocket-knives".

**B** Although the lives of the Siriono have changed in the intervening decades, the image of them as Stone Age relics has endured. Indeed, in many respects the Siriono epitomize the popular conception of life in Amazonia. To casual observers, as well as to influential natural scientists and regional planners, the luxuriant forests of Amazonia seem ageless, unconquerable, a habitat totally hostile to human civilization. The apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not - and cannot - sustain a more complex society. Archaeological traces of far more elaborate cultures have been dismissed as the ruins of invaders from outside the region, abandoned to decay in the uncompromising tropical environment.

**C** The popular conception of Amazonia and its native residents would be enormously consequential if it were true. But the human history of Amazonia in the past 11,000 years betrays that view as myth. Evidence gathered in recent years from anthropology and archaeology indicates that the region has supported a series of indigenous cultures for eleven thousand years; an extensive network of complex societies - some with populations perhaps as large as 100,000 - thrived there for more than 1,000 years before the arrival of Europeans. (Indeed, some contemporary tribes, including the Siriono, still live among the earthworks of earlier cultures.) Far from being evolutionarily retarded, prehistoric Amazonian people developed technologies and cultures that were advanced for their time. If the lives of Indians today seem "primitive", the appearance is not the result of some environmental adaptation or ecological barrier; rather it is a comparatively recent adaptation to centuries of economic and political pressure. Investigators who argue otherwise have unwittingly projected the present onto the past.

**D** The evidence for a revised view of Amazonia will take many people by surprise. Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence. But as the University of Florida ecologist, Peter Feinsinger, has noted, an approach that leaves people out of the equation is no longer tenable. The archaeological evidence shows that the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.

**E** The realization comes none too soon. In June 1992 political and environmental leaders from across the world met in Rio de Janeiro to discuss how developing countries can advance their economies without destroying their natural resources. The challenge is especially difficult in Amazonia. Because the tropical forest has been depicted as ecologically unfit for large-scale human occupation, some environmentalists have opposed development of any kind. Ironically, one major casualty of that extreme position has been the environment itself. While policy makers struggle to define and implement appropriate legislation, development of the most destructive kind has continued apace over vast areas.

**F** The other major casualty of the "naturalism" of environmental scientists has been the indigenous Amazonians, whose habits of hunting, fishing, and slash-and-burn cultivation often have been represented as harmful to the habitat. In the clash between environmentalists and developers, the Indians, whose presence is in fact crucial to the survival of the forest, have suffered the most. The new understanding of the pre-history of Amazonia, however, points toward a middle ground. Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before. The long-buried past, it seems, offers hope for the future.

**Questions 13-15**

Reading Passage 27 has six sections **A-F**.

Choose the most suitable headings for sections A, B and D from the list of headings below.

Write the appropriate numbers i-vii in boxes 13-15 on your answer sheet.

**List of Headings**

- i Amazonia as unable to sustain complex societies
- ii The role of recent technology in ecological research in Amazonia
- iii The hostility of the indigenous population to North American influences
- iv Recent evidence
- v Early research among the Indian Amazons
- vi The influence of prehistoric inhabitants on Amazonian natural history
- vii The great difficulty of changing local attitudes and practices

**13** Section **A**

**14** Section **B**

**Example**

**Answer**

**15 Section D****Questions 16-21**

Do the following statements agree with the views of the writer in Reading Passage 27? In boxes 16<sup>2</sup>–21 on your answer sheet write :

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

**Example****Answer**

The prehistoric inhabitants of Amazonia were relatively backward in technological terms.

NO

**16** The reason for the simplicity of the Indian way of life is that Amazonia has always been unable to support a more complex society.

**17** There is a crucial popular misconception about the human history of Amazonia.

**18** There are lessons to be learned from similar ecosystems in other parts of the world.

**19** Most ecologists were aware that the areas of Amazonia they were working in had been shaped by human settlement.

**20** The indigenous Amazonian Indians are necessary to the well-being of the forest.

**21** It would be possible for certain parts of Amazonia to support a higher population.

**Questions 22-25**

Choose the appropriate letters A-D and write them in boxes 22-25 on your answer sheet.

**22** In 1942 the US anthropology student concluded that the Siriono

A were unusually aggressive and cruel.

B had had their way of life destroyed by invaders.

C were an extremely primitive society.

D had only recently made permanent settlements.

**23** The author believes recent discoveries of the remains of complex societies in Amazonia

A are evidence of early indigenous communities.

B are the remains of settlements by invaders.

C are the ruins of communities established since the European invasions.

D show the region has only relatively recently been covered by forest.

**24** The assumption that the tropical ecosystem of Amazonia has been created solely by natural forces

A has often been questioned by ecologists in the past.

B has been shown to be incorrect by recent research.

C was made by Peter Feinsinger and other ecologists.

D has led to some fruitful discoveries.

25 The application of our new insights into the Amazonian past would

A warn us against allowing any development at all.

B cause further suffering to the Indian communities.

C change present policies on development in the region.

' UHGXFH WKH DPRXQW RI KXQWLQJ ILVKLQJ DQG μVODVK-and-EXUQ¶

**Answer:**

13. v

14. i

15. vi

16. NO

17. YES

18. NOT GIVEN

19. NO

20. YES

21. YES

22. C

23. A

24. B

25. C

# IELTS Academic Reading Sample 150 - The Department Of Ethnography

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## IELTS ACADEMIC READING PASSAGE 26

You should spend about 20 minutes on Questions 1—12 which are based on Reading Passage 150 below.

## THE DEPARTMENT OF ETHNOGRAPHY

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The Department of Ethnography was created as a separate department within the British Museum in 1946, after 140 years of gradual development from the original Department of Antiquities. It is concerned with the people of Africa, the Americas, Asia, the Pacific and parts of Europe. While this includes complex kingdoms, as in Africa, and ancient empires, such as those of the Americas, the primary focus of attention in the twentieth century has been on small-scale societies. Through its collections, the Department's specific interest is to document how objects are created and used, and to understand their importance and significance to those who produce them. Such objects can include both the extraordinary and the mundane, the beautiful and the banal.



The collections of the Department of Ethnography include approximately 300,000 artifacts, of which about half are the product of the present century. The Department has a vital role to play in providing information on non-Western cultures to visitors and scholars. To this end, the collecting emphasis has often been less on individual objects than on groups of material which allow the display of a broad range of a society's cultural expressions. Much of the more recent collecting was carried out in the field, sometimes by Museum staff working on general anthropological projects in collaboration with a wide variety of national governments and other institutions. The material collected includes great technical series - for instance, of textiles from Bolivia, Guatemala, Indonesia and areas of West Africa - or of artifact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the Andes, kayaks from the Arctic, and dug-out canoes from several countries. The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture representative of one people. This might cover the necessities of life of an African herdsman or an Arabian farmer, ritual objects, or even on occasion airport art. Again, a series of acquisitions might represent a decade's fieldwork

documenting social experience as expressed in the varieties of clothing and jewellery styles, tents and camel trappings from various Middle Eastern countries, or in the developing preferences in personal adornment and dress from Papua New Guinea. Particularly interesting are a series of collections which continue to document the evolution of ceremony and of material forms for which the Department already possesses early (if not the earliest) collections formed after the first contact with Europeans.

The importance of these acquisitions extends beyond the objects themselves. They come to the Museum with documentation of the social context, ideally including photographic records. Such acquisitions have multiple purposes. Most significantly they document for future change. Most people think of the cultures represented in the collection in terms of the absence of advanced technology. In fact, traditional practices draw on a continuing wealth of technological ingenuity. Limited resources and ecological constraints are often overcome by personal skills that would be regarded as exceptional in the West. Of growing interest is the way in which much of what we might see as disposable is, elsewhere, recycled and reused.

With the Independence of much of Asia and Africa after 1945, it was assumed that economic progress would rapidly lead to the disappearance or assimilation of many small-scale societies. Therefore, it was felt that the Museum should acquire materials representing people whose art or material culture, ritual or political structures were on the point of irrevocable change. This attitude altered with the realisation that marginal communities can survive and adapt. In spite of partial integration into a notoriously fickle world economy. Since the seventeenth century, with the advent of trading companies exporting manufactured textiles to North America and Asia, the importation of cheap goods has often contributed to the destruction of local skills and indigenous markets. On the one hand modern imported goods may be used in an everyday setting, while on the other hand other traditional objects may still be required for ritually significant events. Within this context trade and exchange attitudes are inverted. What are utilitarian objects to a Westerner may be prized objects in other cultures - when transformed by local ingenuity - principally for aesthetic value. In the same way, the West imports goods from other peoples and in certain circumstances categorise them as 'art'.

Collections act as an ever-expanding database, not merely for scholars and anthropologists, but for people involved in a whole range of educational and artistic purposes. These include schools and universities as well as colleges of art and design. The provision of information about non-Western aesthetics and techniques, not just for designers and artists but for all visitors, is a growing responsibility for a Department whose own context is an increasingly multicultural European society.

### **Questions 1-6**

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

In boxes 1-6 on your answer sheet write

- TRUE** if the statement is true according to the passage  
**FALSE** if the statement is false according to the passage  
**NOT GIVEN** if the information is not given in the passage

**Example**

**Answer**

The Department of Ethnography replaced the Department of Antiquities at the British Museum.

FALSE

- 1 The twentieth-century collections come mainly from mainstream societies such as the US and Europe.
- 2 The Department of Ethnography focuses mainly on modern societies.
- 3 The Department concentrates on collecting single unrelated objects of great value.
- 4 The textile collection of the Department of Ethnography is the largest in the world.
- 5 Traditional societies are highly inventive in terms of technology.
- 6 Many small-scale societies have survived and adapted in spite of predictions to the contrary.

**Questions 7-12**

Some of the exhibits at the Department of Ethnography are listed below (Questions 7-12). The writer gives these exhibits as examples of different collection types. Match each exhibit with the collection type with which it is associated in Reading Passage 1. Write the appropriate letters in boxes 7-12 on your answer sheet. **NB** You may use any collection type more than once.

**Example**

**Answer**

Boats

AT

**Collection Type**

**AT** Artifact Types

**EC** Evolution of Ceremony

**FA** Field Assemblages

**SE** Social Experience

**TS** Technical Series

7 Bolivian textiles

8 Indian coracles

9 airport art

10 Arctic kayaks

11 necessities of life of an Arabian farmer

12 tents from the Middle East

**Answer:**

1 FALSE

2 FALSE

3 FALSE

4 NOT GIVEN

5 TRUE

6 TRUE

7 TS

8 AT

9 FA

10 AT

11 FA

12 SE

# IELTS Academic Reading Sample 151 - Tracking Hurricanes

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## READING PASSAGE 25

You should spend about **20** minutes on Questions **1-15** which are based on Reading Passage 151 below.

## TRACKING HURRICANES

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North American meteorologists from the National Oceanic and Atmospheric Administration (NOAA)'s Hurricane Research Division have recently improved the success rate in their forecasting of where hurricanes are likely to hit land by an estimated 15 to 30%. This increase in accuracy is due to the use of instruments called GPS-dropwindsondes, which can probe the atmosphere surrounding a hurricane while it is still out at sea. The atmospheric characteristics of hurricanes over land are well understood because investigation is possible with weather balloons containing sophisticated meteorological instruments. When hurricanes are out of reach of balloons, gathering information is decidedly more difficult. Little is known of the weather conditions that guide hurricanes towards land.

An accurate estimation of where a hurricane will strike is essential in order to reduce loss of life and property. Hurricane Andrew, the most costly hurricane in U.S. history, killed 15 people and caused damage of \$35 billion, in today's dollars, in 1992. However, the unnamed : Category 4 2 hurricane which struck southeast Florida in 1926 and killed 243 people would have caused an estimated \$77 billion if it had struck today. The reason for this is the explosion in population growth and development along the south-east coast of the U.S. during the last half century.

Hurricanes occur in cycles every few decades, the last intense period in the U.S. being from 1940 to 1969. 'Camille', a Category 5 hurricane of such catastrophic force that it caused over a billion and a half dollars worth of damage at the time and killed 256 people, struck the coast of the Gulf of Mexico in 1969 with winds over 320 km/h. Yet, for the last quarter century, hurricane activity has been relatively mild. Scientists do not know the precise reason for the cycles of hurricane activity, but they could be caused by a phenomenon called the 'Atlantic Conveyor'. This is the name given to the gigantic current of water that flows cold from the top of the globe slowly along the Atlantic ocean floor to Antarctica and resurfaces decades later before flowing back north, absorbing heat as it crosses the equator. Since hurricanes derive their energy from the heat of warm water, it is thought that an increase in the speed of the 'Conveyor', as it pulls warm water to the north, is an indicator of intensifying hurricane activity.

The use of GPS-dropwindsondes began in 1997. Small sensing devices dropped from planes at very high altitudes and over a wide area, they are far more revealing than previously used sensors. Because they weigh only 0.4 kilograms, they are able to stay aloft for longer periods and broadcast more data to the ground. Each sonde carries its own global positioning satellite receiver. The GPS signals received are used to calculate the direction and speed of wind, and data on temperature, humidity, and barometric pressure at half second intervals all the way down to the ocean surface.

Dropwindsonde information is fed into a special meteorological computer in Maryland which generates a global computer model of wind patterns. Data analysts have discovered a greater variability in the winds at sea level than previously believed, but many forecasting problems are beyond a solution, at least for the time being. For instance, it is not yet known why hurricanes can suddenly change in intensity; current computer models often fail to predict whether a hurricane will reach land or else cannot pinpoint where a strike will take place.

One surprising result of a recent computer simulation was the destruction of a large part of downtown New York. Hurricane researchers believe that the city is more likely than Miami to suffer a direct hit in the near future. Also, certain geographical features of the coastline near New York make it conceivable that a wall of water called a storm surge pushed ashore by hurricane winds would cause a devastating flooding of Manhattan. A storm surge was responsible for the more than 8000 deaths caused by the hurricane that destroyed the city of Galveston in 1900.

<sup>1</sup> the custom of naming hurricanes began in the early 1950s

<sup>2</sup> hurricanes are categorised according to their wind speed from Category 1 (least intense) to Category 5 (most intense)

#### **Questions 1 - 4**

You are advised to spend about 5 minutes on Questions 1-4.

Refer to Reading Passage 25 "Tracking Hurricanes", and look at Questions **1 - 4** below.

Write your answers in boxes **1 - 4** on your Answer Sheet. The first one has been done for you as an example.

**Example:** What do the letters NOAA stand for?

Q1. Which instruments have recently increased the success rate of U.S. hurricane forecasts?

Q2. What reason is given for the lack of knowledge of hurricanes at sea?

Q3. Why was the hurricane which struck in 1926 not given a name?

Q4. What is the name of the strongest hurricane mentioned in the article?

You are advised to spend about 8 minutes on Questions 5-11.

Look at the table below. According to Reading Passage 1, to whom or what do the phrases on the right refer?

Write your answers in boxes **5 -11** on your Answer Sheet. The first one has been done for you as an example.

Note that you must give your answer **IN NO MORE THAN THREE WORDS**.

**WHO or WHAT ?**

Ex : ..... <i><b>Meteorologist</b></i> .....	have improved their forecasts for hurricanes.
Q5 .....	become stronger every few decades.
Q6 .....	energises all hurricanes.
Q7 .....	is a huge current of water flowing from north to south.
Q8 .....	could not stay in the air for a long time.
Q9 .....	know more about surface winds than they knew before.
Q10 .....	recently predicted a catastrophe for the city of New York.
Q11 .....	is a huge wave of water blown on land by a hurricane.

**Questions 12 -15**

You are advised to spend about 7 minutes on Questions 12-15.

Refer to Reading Passage 25, and decide which of the answers best completes the following sentences.

Write your answers in boxes 12 -15 on your Answer Sheet. The first one has been done for you as an example.

**Example:** The main point of the passage is to give information about:

- a) previous U.S. hurricanes
- b) future U.S. hurricanes
- c) forecasting hurricane activity
- d) why hurricanes change in intensity**

Q12. The intensity of U.S. hurricanes:

- a) has increased by 15 to 30% recently
- b) depends on the GPS-dropwindsondes
- c) was greater from 1940 to 1969 than at any previous time
- d) can be more accurately measured by satellite assistance

Q13. The Category 4 hurricane which hit Florida in 1926:

- a) was the most catastrophic to hit the U. S. this century
- b) caused \$77 billion worth of damage

- c) caused an explosion in population growth
- d) none of the above

Q14. Hurricane 'Camille':

- a) caused \$1.5 billion dollars damage in today's money
- b) was the worst U.S. storm this century in terms of life lost
- c) was named in the 1950s
- d) was not as intense as the hurricane of 1926

Q15. The writer of the passage probably believes that:

- a) accurate tracking of hurricanes might be possible in the future
- b) storm surges only occur within computer simulations
- c) computer predictions are unreliable
- d) the worst hurricanes occur in the U.S.

**Answer:**

1. GPS-dropwindsondes 2. (weather) balloons 3. (the custom of) naming hurricanes began in the (early) 1950s 4. Camille 5. Hurricanes 6. heat (of water) / warm water 7. (the) Atlantic Conveyor 8. previously used sensors 9. data analysts 10. (a) computer (simulation) / hurricane researchers 11. (a) storm surge 12. 13. d 14. b 15. a

# IELTS Academic Reading Sample 152 - Measuring Organizational Performance

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## READING PASSAGE 24

You should spend about 20 minutes on Questions 28-40 which are based on Reading Passage 152 below.

## MEASURING ORGANIZATIONAL PERFORMANCE

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There is clear-cut evidence that, for a period of at least one year, supervision which increases the direct pressure for productivity can achieve significant increases in production. However, such short-term increases are obtained only at a substantial and serious cost to the organisation.

To what extent can a manager make an impressive earnings record over a short period of one to three years by exploiting the company's investment in the human organisation in his plant or division? To what extent will the quality of his organisation suffer if he does so? The following is a description of an important study conducted by the Institute for Social Research designed to answer these questions.

The study covered 500 clerical employees in four parallel divisions. Each division was organised in exactly the same way, used the same technology, did exactly the same kind of work, and had employees of comparable aptitudes.

Productivity in all four of the divisions depended on the number of clerks involved. The work entailed the processing of accounts and generating of invoices. Although the volume of work was considerable, the nature of the business was such that it could only be processed as it came along. Consequently, the only way in which productivity could be increased was to change the size of the workgroup.

The four divisions were assigned to two experimental programmes on a random basis. Each programme was assigned at random a division that had been historically high in productivity and a division that had been below average in productivity. No attempt was made to place a division in the programme that would best fit its habitual methods of supervision used by the manager, assistant managers, supervisors and assistant supervisors.

The experiment at the clerical level lasted for one year. Beforehand, several months were devoted to planning, and there was also a training period of approximately six months. Productivity was measured continuously and computed weekly throughout the year. The attitudes of employees and supervisory staff towards their work were measured just before and after the period.

Turning now to the heart of the study, in two divisions an attempt was made to change the supervision so that the decision levels were pushed down and detailed supervision of the workers reduced. More general supervision of the clerks and their supervisors was introduced. In addition, the managers, assistant managers, supervisors and assistant supervisors of these two divisions were trained in group methods of leadership, which they endeavoured to use as much as their skill would permit during the experimental year. For easy reference, the experimental changes in these two divisions will be labelled the 'participative programme'

## **Result of the Experiment**

In the other two divisions, by contrast, the programme called for modifying the supervision so as to increase the closeness of supervision and move the decision levels upwards. This will be labelled the 'hierarchically controlled programme'. These changes were accomplished by a further extension of the scientific management approach. For example, one of the major changes made was to have the jobs timed and to have standard times computed. This showed that these divisions were overstaffed by about 30%. The general manager then ordered the managers of these two divisions to cut staff by 25%. This was done by transfers without replacing the persons who left; no one was to be dismissed.

### **Changes in Productivity**

Figure 1 shows the changes in salary costs per unit of work, which reflect the change in productivity that occurred in the divisions. As will be observed, the hierarchically controlled programmes increased productivity by about 25%. This was a result of the direct orders from the general manager to reduce staff by that amount. Direct pressure produced a substantial increase in production.

A significant increase in productivity of 20% was also achieved in the participative programme, but this was not as great an increase as in the hierarchically controlled programme. To bring about this improvement, the clerks themselves participated in the decision to reduce the size of the work group. (They were aware of course that productivity increases were sought by management in conducting these experiments.) Obviously, deciding to reduce the size of a work group by eliminating some of its members is probably one of the most difficult decisions for a work group to make. Yet the clerks made it. In fact, one division in the participative programme increased its productivity by about the same amount as each of the two divisions in the hierarchically controlled programme. The other participative division, which historically had been the poorest of all the divisions, did not do so well and increased productivity by only 15%.

### **Changes in Attitude**

Although both programmes had similar effects on productivity, they had significantly different results in other

respects. The productivity increases in the hierarchically controlled programme were accompanied by shifts in an adverse direction in such factors as loyalty, attitudes, interest, and involvement in the work. But just the opposite was true in the participative programme.

For example, Figure 2 shows that when more general supervision and increased participation were provided, the employees' feeling of responsibility to see that the work got done increased. Again, when the supervisor was away, they kept on working. In the hierarchically controlled programme, however, the feeling of responsibility decreased, and when the supervisor was absent, work tended to stop.

As Figure 3 shows, the employees in the participative programme at the end of the year felt that their manager and assistant manager were 'closer to them' than at the beginning of the year. The opposite was true in the hierarchical programme. Moreover, as Figure 4 shows, employees in the participative programme felt that their supervisors were more likely to 'pull' for them, or for the company and them, and not be solely interested in the company, while in the hierarchically controlled programme, the opposite trend occurred.

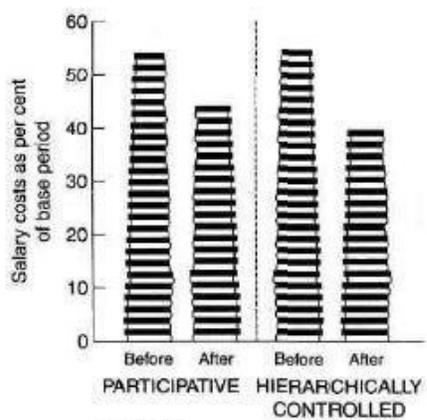


FIGURE 1

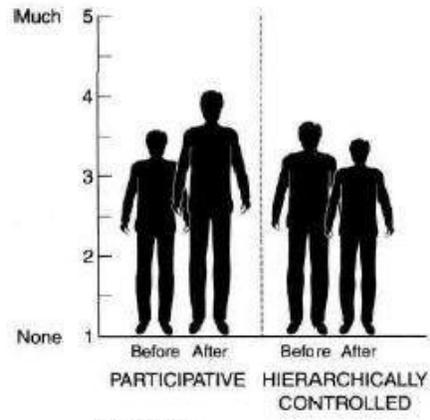


FIGURE 2

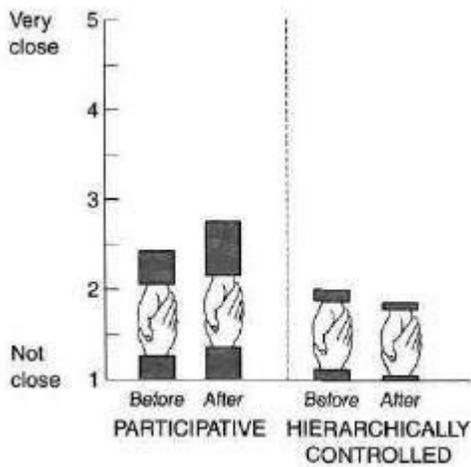


FIGURE 3

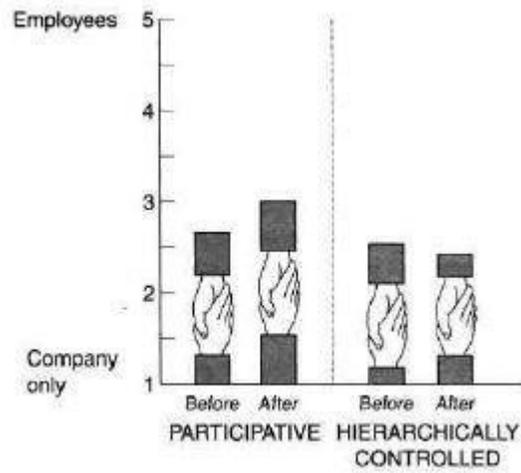


FIGURE 4

Choose the appropriate letters **A-D** and write them in boxes **28-30** on your answer sheet.

28 The experiment was designed to ...

- A. establish whether increased productivity should be sought at any cost.
- B. show that four divisions could use the same technology.
- C. perfect a system for processing accounts.
- D. exploit the human organisation of a company in order to increase profits.

29 The four divisions ...

- A. each employed a staff of 500 clerks.
- B. each had equal levels of productivity.
- C. had identical patterns of organisation.
- D. were randomly chosen for the experiment.

30 Before the experiment ...

- A. the four divisions were carefully selected to suit a specific programme.
- B. each division was told to reduce its level of productivity.
- C. the staff involved spent a number of months preparing for the study.
- D. the employees were questioned about their feelings towards the study.

**Questions 31-36**

Complete the summary below. Choose ONE word from Reading Passage 24 for each answer.

Write your answers in boxes 31-36 on your answer sheet.

This experiment involved an organisation comprising four divisions, which were divided into two programmes: the hierarchically controlled programme and the participative programme. For a period of one year a different method of ..... **31** ..... was used in each programme. Throughout this time ..... **32** ..... was calculated on a weekly basis. During the course of the experiment the following changes were made in an attempt to improve performance.

**In the participative programme:**

- supervision of all workers was ..... **33** .....
- supervisory staff were given training in ..... **34** .....

**In the hierarchically controlled programme:**

- supervision of all workers was increased.
- work groups were found to be ..... **35** ..... by 30%.
- the work force was ..... **36** ..... by 25%.

**Questions 37-40**

Look at Figures **1, 2, 3** and **4** in Reading Passage 24.

Choose the most appropriate label, **A—I**, for each Figure from the box below.

Write your answers in boxes **37-40** on your answer sheet.

- A.** Employees' interest in the company
- B.** Cost increases for the company
- C.** Changes in productivity
- D.** Employees' feelings of responsibility towards completion of work
- E.** Changes in productivity when supervisor was absent
- F.** Employees' opinion as to extent of personal support from management
- G.** Employees feel closer to their supervisors
- H.** Employees' feelings towards increased supervision
- I.** Supervisors' opinion as to closeness of work group

- 37. Fig 1.....
- 38. Fig 2.....
- 39. Fig 3.....
- 40. Fig 4.....

**Answer:**

28. A

29. C

30. C

31. supervision / leadership / management

32. productivity

33. reduced / cut/ decreased

34. (group methods of) leadership

35. overstaffed

36. reduced / cut / decreased

37. C

38. D

39. G

40. F