

## Section 1

Networking as a concept has acquired what is in all truth an unjustified air of modernity. It is considered in the corporate world as an essential tool for the modern businessperson, as they trot round the globe drumming up business for themselves or a corporation. The concept is worn like a badge of distinction, and not just in the business world.

People can be divided basically into those who keep knowledge and their personal contacts to themselves, and those who are prepared to share what they know and indeed their friends with others. A person who is insecure, for example someone who finds it difficult to share information with others and who is unable to bring people, including friends, together does not make a good networker. The classic networker is someone who is strong enough within themselves to connect different people including close friends with each other. For example, a businessman or an academic may meet someone who is likely to be a valuable contact in the future, but at the moment that person may benefit from meeting another associate or friend.

It takes quite a secure person to bring these people together and allow a relationship to develop independently of himself. From the non-networker's point of view such a development may be intolerable, especially if it is happening outside their control. The unfortunate thing here is that the initiator of the contact, if he did but know it, would be the one to benefit most. And why?

Because all things being equal, people move within circles and that person has the potential of being sucked into ever-growing spheres of new contacts. It is said that, if you know eight people, you are in touch with everyone in the world. It does not take much common sense to realise the potential for any kind of venture as one is able to draw on the experience of more and more people.

Unfortunately, making new contacts, business or otherwise, while it brings success, does cause problems. It enlarges the individual's world. This is in truth not altogether a bad thing, but it puts more pressure on the networker through his having to maintain an ever larger circle of people. The most convenient way out is, perhaps, to cull old contacts, but this would be anathema to our networker as it would defeat the whole purpose of networking. Another problem is the reaction of friends and associates. Spreading oneself thinly gives one less time for others who were perhaps closer to one in the past. In the workplace, this can cause tension with jealous colleagues, and even with superiors who might be tempted to rein in a more successful inferior. Jealousy and envy can prove to be very detrimental if one is faced with a very insecure manager, as this person may seek to stifle someone's career or even block it completely.

The answer here is to let one's superiors share in the glory; to throw them a few crumbs of comfort. It is called leadership from the bottom. In the present business climate, companies and enterprises need to co-operate with each other in order to expand. As globalization grows apace, companies need to be able to span not just countries but continents. Whilst people may rail against this development it is for the moment here to stay. Without co-operation and contacts, specialist companies will not survive for long. Computer components, for example, need to be compatible with the various machines on the market and to achieve this, firms need to work in conjunction with others. No business or institution can afford to be an island in today's environment. In the not very distant past, it was possible for companies to go it alone, but it is now more difficult to do so.

The same applies in the academic world, where ideas have been jealously guarded. The opening-up of universities and colleges to the outside world in recent years has been of enormous benefit to industry and educational

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institutions. The stereotypical academic is one who moves in a rarefied atmosphere living a life of sometimes splendid isolation, a prisoner of their own genius. This sort of person does not fit easily into the mould of the modern networker. Yet even this insular world is changing. The ivory towers are being left ever more frequently as educational experts forge links with other bodies; sometimes to stunning effect as in Silicon Valley in America and around Cambridge in England, which now has one of the most concentrated clusters of high-tech companies in Europe.

It is the networkers, the wheeler-dealers, the movers and shakers, call them what you will, that carry the world along. The world of the Neanderthals was shaken between 35,000 and 40,000 BC; they were superseded by Homo Sapiens with the very 'networking' skills that separate us from other animals: understanding, thought abstraction and culture, which are inextricably linked to planning survival and productivity in humans. It is said the meek will inherit the earth. But will they?

### Questions 1-5

- YES** if the statement agrees with the writer's claims  
**NO** if the statement contradicts the writer's claims  
**NOT GIVEN** if there is impossible to say what the writer thinks about this

- 1 Networking is not a modern idea.
- 2 Networking is worn like a badge exclusively in the business world.
- 3 People fall into two basic categories.
- 4 A person who shares knowledge and friends makes a better networker than one who does not.
- 5 The classic networker is physically strong and generally in good health.

### Questions 6-10

Using **NO MORE THAN THREE WORDS** from the passage, complete the sentences below.

- 6 Making new acquaintances \_\_\_\_\_ but also has its disadvantages.
- 7 At work, problems can be caused if the manager is \_\_\_\_\_ .
- 8 A manager can suppress, or even totally \_\_\_\_\_ the career of an employee.
- 9 In business today, working together is necessary in order for \_\_\_\_\_ to grow.
- 10 Businesses that specialise will not last for long without \_\_\_\_\_ .

### Questions 11-15

Using **NO MORE THAN THREE WORDS** from the passage, complete the sentences below.

- 11 In which sphere of life have ideas been protected jealously?
- 12 Which type of individual does not easily become a modern networker?
- 13 Where is one of the greatest concentrations of high tech companies in Europe?
- 14 Who replaced the Neanderthals?
- 15 What, as well as understanding and thought abstraction, sets us apart from other animals?

## Section 2

### A Silent Force

**A** There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilisation it became in Europe during the Renaissance when it was seen as one of the attributes of the civilised individual.

**B** Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they have done for far too long; otherwise, they are in danger of falling even further behind economically.

**C** It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.

**D** Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large part of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

**E** There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young people is so powerful that it often kills any attempts to change attitudes to habits like reading.

**F** But the negative connotations apart, is modern Western society strongly opposing an uncontrollable spiral of decline? I think not.

**G** How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and low brow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

**H** But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed

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among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word. Catch them young and, perhaps, they just might then all become bookworms.

### Questions 16-22

Reading Passage 2 has eight paragraphs labelled **A-H**.

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

Note: There are more headings than paragraphs, so you will not use all of them.

*One of the headings has been done for you as an example. Any heading may be used **more than once**.*

#### List of Headings

- I** Reading not taken for granted
- II** Taking children to libraries
- III** Reading: the mark of civilisation
- IV** Reading in St Augustine's day
- V** A large pool of educated workers in India
- VI** Literacy rates in developed countries have declined because of people's attitude
- VII** Persuading people to read
- VIII** Literacy influences the economies of countries in today's world
- IX** Reading benefits the economy by billions of pounds
- X** The attitude to reading amongst the young
- XI** Reading becomes an economic force
- XII** The writer's attitude to the decline in reading

#### Example: Paragraph H Answer VII

- 16** Paragraph A
- 17** Paragraph B
- 18** Paragraph C
- 19** Paragraph D
- 20** Paragraph E
- 21** Paragraph F
- 22** Paragraph G

### Questions 23-27

Do the following statements agree with the information given in Reading Passage 2?

- |                  |   |
|------------------|---|
| <b>YES</b>       | if the statement agrees with the writer's claims                |
| <b>NO</b>        | if the statement contradicts the writer's claims                |
| <b>NOT GIVEN</b> | if there is impossible to say what the writer thinks about this |

**23** European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

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24 Reading is an economic force.

25 The literacy rate in less developed nations is considerably higher than in all European countries.

26 If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

27 People should be discouraged from reading comics and magazines.

## Section 3

### Variations on a theme: the sonnet form in English poetry

**A** The form of lyric poetry known as 'the sonnet', or 'little song', was introduced into the English poetic corpus by Sir Thomas Wyatt the Elder and his contemporary Henry Howard, Earl of Surrey, during the first half of the sixteenth century. It originated, however, in Italy three centuries earlier, with the earliest examples known being those of Giacomo de Lentino, 'The Notary' in the Sicilian court of the Emperor Frederick II, dating from the third decade of the thirteenth century. The Sicilian sonneteers are relatively obscure, but the form was taken up by the two most famous poets of the Italian Renaissance, Dante and Petrarch, and indeed the latter is regarded as the master of the form.

**B** The Petrarchan sonnet form, the first to be introduced into English poetry, is a complex poetic structure. It comprises fourteen lines written in a rhyming metrical pattern of iambic pentameter, that is to say each line is ten syllables long, divided into five 'feet' or pairs of syllables (hence 'pentameter'), with a stress pattern where the first syllable of each foot is unstressed and the second stressed (an iambic foot). This can be seen if we look at the first line of one of Wordsworth's sonnets, 'After-Thought':

*'I thought of thee my partner and my guide'.*

If we break down this line into its constituent syllabic parts, we can see the five feet and the stress pattern (in this example each stressed syllable is underlined), thus: 'I thought/ of thee/ my partner and/ my guide'.

**C** The rhyme scheme for the Petrarchan sonnet is equally as rigid. The poem is generally divided into two parts, the octave (eight lines) and the sestet (six lines), which is demonstrated through rhyme rather than an actual space between each section. The octave is usually rhymed *abbaabba* with the first, fourth, fifth and eighth lines rhyming with each other, and the second, third, sixth and seventh also rhyming. The sestet is more varied: it can follow the patterns *cdecde*, *cdccdc*, or *cdedce*. Perhaps the best interpretation of this division in the Petrarchan sonnet is by Charles Gayley, who wrote: "The octave bears the burden; a doubt, a problem, a reflection, a query, an historical statement, a cry of indignation or desire, a vision of the ideal. The sestet eases the load, resolves the problem or doubt, answers the query or doubt, solaces the yearning, realises the vision." Thus, we can see that the rhyme scheme demonstrates a twofold division in the poem, providing a structure for the development of themes and ideas.

**D** Early on, however, English poets began to vary and experiment with this structure. The first major development was made by Henry Howard, Earl of Surrey, altogether an indifferent poet, but was taken up and perfected by William Shakespeare, and is named after him. The Shakespearean sonnet also has fourteen lines in iambic pentameter, but rather than the division into octave and sestet, the poem is divided into four parts: three quatrains and a final rhyming couplet. Each quatrain has its own internal rhyme scheme, thus a typical Shakespearean sonnet would rhyme *abab cdcd efef gg*. Such a structure naturally allows greater flexibility for the author and it would be hard, if not impossible, to enumerate the different ways in which it has been employed, by Shakespeare and others. For example, an idea might be introduced in the first quatrain, complicated in the second,

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further complicated in the third, and resolved in the final couplet — indeed, the couplet is almost always used as a resolution to the poem, though often in a surprising way.

**E** These, then, are the two standard forms of the sonnet in English poetry, but it should be recognized that poets rarely follow rules precisely and a number of other sonnet types have been developed, playing with the structural elements. Edmund Spenser, for example, more famous for his verse epic 'The Faerie Queene', invented a variation on the Shakespearean form by interlocking the rhyme schemes between the quatrains, thus: *abab bcbc cdcd ee*, while in the twentieth century Rupert Brooke reversed his sonnet, beginning with the couplet. John Milton, the seventeenth-century poet, was unsatisfied with the fourteen-line format and wrote a number of 'Caudate' sonnets, or 'sonnets with the regular fourteen lines (on the Petrarchan model) with a 'coda' or 'tail' of a further six lines. A similar notion informs George Meredith's sonnet sequence 'Modern Love', where most sonnets in the cycle have sixteen lines.

**F** Perhaps the most radical of innovators, however, has been Gerard Manley Hopkins, who developed what he called the 'Curtal' sonnet. This form varies the length of the poem, reducing it in effect to eleven and a half lines, the rhyme scheme and the number of feet per line. Modulating the Petrarchan form, instead of two quatrains in the octave, he has two tercets rhyming *abc abc*, and in place of the sestet he has four and a half lines, with a rhyme scheme *dcbdc*. As if this is not enough, the tercets are no longer in iambic pentameter, but have six stresses instead of five, as does the final quatrain, with the exception of the last line, which has three. Many critics, however, are sceptical as to whether such a major variation can indeed be classified as a sonnet, but as verse forms and structures become freer, and poets less satisfied with convention, it is likely that even more experimental forms will out.

### Questions 28-32

Reading Passage 3 has six paragraphs labelled **A-F**.

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

Write the appropriate numbers (**i-xiii**) in boxes **28-32** on your answer sheet.

**Any heading may be used more than once.**

**Note:** There are more headings than paragraphs, so you will not use all of them.

List of Headings

**I** Octave develops sestet

**II** The Faerie Queene and Modern Love

**III** The origins of the sonnet

**IV** The Shakespearean sonnet form

**V** The structure of the Petrarchan sonnet form

**VI** A real sonnet?

**VII** Rhyme scheme provides structure developing themes and ideas

**VIII** Dissatisfaction with format

**IX** The Sicilian sonneteers

**X** Howard v. Shakespeare

**XI** Wordsworth's sonnet form

**XII** Future breaks with convention

**XIII** The sonnet form: variations and additions

**Example: Paragraph A      Heading III**

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28 Paragraph B

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

Questions 33-37

Using **NO MORE THAN THREE WORDS** from the passage, complete the sentences below.

33 Sir Thomas Wyatt the Elder and Henry Howard were \_\_\_\_\_ .

34 It was in the third decade of the thirteenth century that the \_\_\_\_\_ was introduced.

35 Among poets of the Italian Renaissance \_\_\_\_\_ was considered to be the better sonneteer.

36 The Petrarchan sonnet form consists of \_\_\_\_\_ .

37 In comparison with the octave, the rhyming scheme of the sestet is \_\_\_\_\_ .

Questions 38-40

Choose the correct letters **A-D** and write them in boxes 38-40 on your answer sheet.

38 According to Charles Gayley,

**A** the octave is longer than the sestet.

**B** the octave develops themes and ideas.

**C** the sestet provides answers and solutions.

**D** the sestet demonstrates a twofold division.

39 The Shakespearean sonnet is

**A** an indifferent development.

**B** more developed than the Petrarchan sonnet.

**C** more flexible than the Petrarchan sonnet.

**D** enumerated in different ways.

40 According to the passage, whose sonnet types are similar?

**A** Spenser and Brooke

**B** Brooke and Milton

**C** Hopkins and Spenser

**D** Milton and Meredith



## Answer Keys and Scores

### Section 1

1. **Yes.** Paragraph one, first sentence. “Unjustified air of modernity” means that it is unfairly thought of as something new. It is implied then that the concept of networking is old — just like the task states.
2. **No.** Last sentence of paragraph one. The opposite idea is clearly stated.
3. **Yes.** Second paragraph, first sentence. It is clearly said that all people can be divided into two types and their description is given.
4. **Yes.** Sentences two and three of second paragraph confirm the task statement.
5. **Not given.** Sentence three of paragraph two has the expression “strong within themselves”. This statement doesn’t mean physical strength, but rather a person’s mental and psychological capability. No information about physical qualities of a good networker is given in the text.
6. **Brings success.** Paragraph three, first sentence. “Causes problems” in the text is synonymised as “has disadvantages” in the task.
7. **(very) insecure/jealous/nervous.** Last sentence of paragraph three. The word “manager” isn’t paraphrased so it is quite easy to find, making it an excellent choice of keyword for this question.
8. **Block.** Same last sentence of third paragraph. Note that “stifle” isn’t the right word as it is the synonym of “suppress” from the task.
9. **Companies and enterprises.** Paragraph four, sentence two. “To expand” and “to grow” are synonymized. Business becomes a good keyword, making for easier navigation.
10. **Cooperation and contact.** Middle of paragraph four. “Specialist” or “specialise” is the keyword that helps here.
11. **(the) academic world.** The first sentence of paragraph five. “Jealously” remains unchanged while “guarded” is changed to “protected”.
12. **(the) stereotypical academic.** Paragraph five, sentences three and four. The natural propensity to isolation makes an academic poor networker.
13. **(around) Cambridge (in England).** Last sentence of paragraph five. “Which” refers to the word closest to it, so the answer is Cambridge and not Silicon Valley.
14. **Homo Sapiens.** Paragraph six, second sentence. “Supersede” is a scientific term that means “to replace something old-fashioned or less developed”. Keep in mind that both words should be capitalised.
15. **Culture.** Paragraph six, second sentence enumerates three basic distinctions — understanding, though abstraction and culture. Be careful to write only “Culture” as your answer as the other two are already mentioned in the task.

### Section 2

16. **III.** Last sentence of the paragraph gives an accurate summary of it. Title **IV** is wrong — the period discussed in the paragraph is before the St. Augustine’s.
17. **VIII.** The influence of literacy on economies is mentioned both in the beginning and at the end of this paragraph, being the main idea of the abstract. Title **V** doesn’t fit — India sure has a great amount of educated people and it is mentioned in the text but it is a minor detail rather than the main point of the paragraph.



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- 18.**XI**. Once again the last sentence accurately sums up the idea of whole paragraph. Title **VIII** would not fit as it has “countries” in plural, whereas this paragraph is solely about the UK. Title **XI** doesn’t fit — the phrase “billions of pounds” is mentioned, but only as a supportive argument to the general idea. Remember that titles should reflect the main topic of the paragraph.
- 19.**VI**. Most Western nations and the UK are considered to be “developed nations”. The negative attitude to reading is also mentioned as the key reason for declining literacy rate among population of these countries.
- 20.**X**. The focus of the paragraph is how the young part of population sees reading. Title **VI** would be wrong because there is no mentioning of declining levels of literacy. The main idea is that reading as an activity is frowned upon.
- 21.**XII**. The author expresses his opinion on the whole matter rather ironically. No other title fits this short paragraph.
- 22.**VII**. The author suggest a number of ways to change the current situation.
- 23.**Yes**. Paragraph B, last sentence. The European countries have spent too much time “resting on their laurels” or enjoying the past achievements. India is an example of said “other country” that managed to overtake developed nations in the literacy department.
- 24.**Yes**. Last sentence of paragraph C clearly states the same. Reading is indeed an economic force
- 25.**Not given**. Last sentence of paragraph D talks about falling rates of literacy in developed countries. However, the author says nothing about how much lower the literacy of first-world countries is in comparison to less developed nations. We can neither confirm nor refute this statement so the answer is “not given”.
- 26.**Yes**. This is a rather difficult question. Look at sentence six of paragraph E. It states that the bullying kids do so because of their insecurity about their own level of literacy. This means that if we were to make them love reading from the early age it would make them less biased towards other reading children. The word “subcultures” helps us to find this piece of information that is relevant to the answer.
- 27.**No**. Sentence five of paragraph G states that reading comics and magazines “is frowned upon”. However, the next sentence states that it doesn’t make much difference what people read as long as they enjoy reading. So the second sentence means that people shouldn’t be discouraged from reading light fiction. The opposite is true.

## Section 3

- 28.**V**. This title is a fairly easy to choose. Petrarchan sonnet is the main topic and there are not alternative titles with word Petrarchan in them.
- 29.**VII**. The paragraph talks about how various structures could serve different needs and express varied emotions. Octaves and sestets fit for expressing different feelings and notions. Title **I** isn’t good enough — it is too simplistic and doesn’t satisfy the main topic of the paragraph, this title being too narrow and specific.
- 30.**IV**. Shakespearean contribution to the form of sonnet is the main notion of this paragraph. Word Shakespeare is a perfect keyword for this abstract.
- 31.**XIII**. The paragraph focuses on the developments based on the original sonnet form. Title **VIII** wouldn’t fit as only one of the variations was made out of dissatisfaction with the current choice of rhyme models — the Caudete sonnet. The paragraph has other variations so this title wouldn’t fully cover the theme of it.
- 32.**VI**. The second part of the paragraph challenges the idea of this format as being a real sonnet and not a completely different form of poetry.

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33. **Contemporaries.** Paragraph A, first sentence. A contemporary is a person who lived or lives in the same time period as the other person in question.
34. **Sonnet / little song.** Paragraph A, sentence number two. Three decades are thirty years. The words for the answers are found in the very beginning of the paragraph, but the structure that hints at these answers is in the second sentence: "It originated ... dating from the third decade of the thirteenth century."
35. **Petrarch.** Last sentence of paragraph A. Both Dante and Petrarch are mentioned, but the "latter" is named to be the better one. Latter means the last of the named ones. Do not forget to capitalize Petrarch — it is a proper name.
36. **Fourteen lines /octave and sestet.** Paragraph B, second sentence give a clear answer on the structure of a Petrarchan sonnet.
37. **More varied.** Paragraph C, sentence four. Sestet's structure is more varied with more variations in the rhyming pattern.
38. **C.** Paragraph C, below the middle. Gayley sais that "sestet ... answers the query or doubt". D is wrong — it isn't the sestet that has a twofold division but a rhyming pattern in general — division into octave and sestet.
39. **C.** Paragraph D in the middle: "Such structure allows greater flexibility...". Answer B is wrong as there is no direct comparison in terms of development.
40. **D.** The second part of paragraph E compares Milton's and Meredith's approach to sonnet — last sentence of E. "A similar notion ... where most sonnets in the cycle have sixteen lines".

### IELTS Reading Score Reference Table

Band	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0
Score/40	39,40	37,38	35,36	33,34	30-32	27-29	23-26	19-22	15-18

## Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it or it is too specific to be worth learning and you don't have to know it to answer the question. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

**And remember — you are not given a vocabulary list (or a dictionary) at your real exam.**

### Section 1

v. **acquire** — to get or gain something, usually permanently

adj. **justified** — proved to be valid or appropriate

ph. v. **drum up** — to gather, obtain or collect something or someone (e.g. a meeting)

n. **badge** — a distinguishing mark of membership, e.g. one's name on a piece of paper

adj. **intolerable** — hard to stand, bear or tolerate

adv. **otherwise** — if not, then; or else

adj. **convenient** — suitable for one's needs, easy to use

v. **cull** — to choose the best and discard the bad

n. **anathema** — (fig.) a person or thing that is hated

v. **defeat the purpose** — to make the reason for which something is done meaningless

n. **tension** — strain, either physical or mental

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*n.* **inferior** — a person of lower rank in a company

*v.* **rein** — to rule, to command

*adj.* **detrimental** — harmful, injurious

*v.* **stifle** — to suppress, to choke

*n.* **glory** — praise, honour or fame

*n.* **crumbs** — small pieces of something, usually food (bread crumbs)

*adv.* **apace** — rapidly, quickly

*v.* **span** — an interval; a period of time

*adj.* **compatible** — fitting, able to coexist (computer components are compatible)

*adj.* **splendid** — luxurious, great, grand, magnificent

*adj.* **insular** — isolated, remote, detached

*n.* **wheeler-dealer** — a person in charge of something, an active and effective manager

*adj.* **meek** — (of a person) patient, submissive

## Section 2

*adv.* **hitherto** — until now, until this time

*adj.* **menial** — relating to a job that needs little skill or qualification to be done

*n.* **literacy** — ability to read and write

*v.* **rest on one's laurels** — to enjoy past achievements without doing much in the present

*n.* **bedrock** — basic principles; base of something

*adv.* **fully-fledged** — finished, completely developed

*v.* **conspire** — to plan or agree to do something secretly

*n.* **solitude** — state of being alone, without others around

*n.* **contempt** — dislike, disrespect towards others; disdain

*n.* **peer pressure** — influence from group of people of your age, esp. in young years

*n.* **attitude** — how one views something or someone, relation towards it

*phr. v.* **frown upon** — dislike or disapprove something

*adj.* **substantial** — considerable in size, value or appearance

*v.* **entice** — to attract or tempt someone to do something

## Section 3

*adj.* **contemporary** — belonging or coming from the same age

*v.* **originate** — to come from (about place of birth/creation)

*adj.* **obscure** — difficult to understand and strange

*v.* **comprise** — to contain or include something

*adj.* **rigid** — strict and hard to change; hard to bend

*n.* **burden** — something heavy that you carry

*n.* **reflection** — a mirrored image; process of thinking

*n.* **flexibility** — ability to change and adapt to circumstances