

Reading Passage 1

The Value of a College Degree

Escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment for both the individual and to society.

The Economic Value of Higher Education

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial commitment associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study into a realistic perspective. Most students today—about 80 percent of all students—enrol either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, *Think College Early*, a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A full-time student in a public two-year college pays an average of \$1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

Other Benefits of Higher Education

College graduates also enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal and professional mobility, improved quality of life for their offspring, better consumer decision-making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for post-secondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while increasing economic and job security for those who earn bachelor's degrees (Ibid.). Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children" and increased schooling

IELTS Reading – Practice Test 7

(and higher relative income) are correlated with lower mortality rates for given age brackets" (Cohn and Geske, 1992).

The Social Value of Higher Education

A number of studies have shown a high correlation between higher education, cultural and family values, and economic growth. According to Elchanan Cohn and Terry Geske (1992), there is the tendency for more highly educated women to spend more time with their children; these women tend to use this time to better prepare their children for the future. Cohn and Geske (1992) report that "college graduates appear to have a more optimistic view of their past and future personal progress."

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998)

Conclusion

While it is clear that investment in a college degree, especially for those students in the lowest income brackets, is a financial burden, the long-term benefits to individuals as well as to society at large, appear to far outweigh the costs.

Questions 1-4

Do the following statements agree with the information in Reading Passage 1? In boxes **1-4** on your Answer Sheet, write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

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

1. The cost of a college education has remained steady for several years.
2. Some people have to borrow large amounts of money to pay for college.
3. About 80 percent of college students study at public colleges.
4. Public colleges cost less than private colleges.

Questions 5-9

Complete the fact sheet below.

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

Financial Costs and Benefits of Higher Education

The average high school graduate makes a little more than one million dollars over 5_____. The average person with an associate's degree earns 6_____.

The average 7_____ makes over two million dollars.

The average student at a four year college spends 8_____ \$ a year on classes, housing, and food.

The average student at a two-year college spends \$1,359 on 9_____.

Questions 10-13

The list below shows some benefits which college graduates may enjoy more of as compared to non-college graduates. Which four of these benefits are mentioned in the article?

Write the appropriate letters **A-G** in boxes **10-13** on your Answer Sheet.

IELTS Reading – Practice Test 7

- A They own bigger houses.
- B They are more optimistic about their lives.
- C They save more money.
- D They enjoy more recreational activities.
- E They have healthier children.
- F They travel more frequently.
- G They make more purchases.

Reading Passage 2

Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine. The study, published in the January 2001 issue of the Archives of Pediatric and Adolescent Medicine, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers. The study took place in two similar San Jose, California, elementary schools. Students in one school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not. Both groups of students had similar reports of aggressive behaviour at the beginning of the study. After the six-month program, however, the two groups had very real differences. The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program. Physical acts of violence, parental reports of aggressive behaviour, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behaviour, and it is among the first to evaluate a solution to the problem. Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing video games, to motivate them to limit those activities on their own. The initial lessons were followed by TV-Turnoff, an organisation that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks. Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics. Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behaviour later in life—stronger even than violent behaviour as children. The more violent television the subjects watched at age eight, the more serious was their aggressive behaviour even 22 years later. Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

IELTS Reading – Practice Test 7

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975. Murder rates in South Africa remained relatively steady from the mid-1940s through the mid-1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had levelled off in the meantime. Centerwall's study implies that the medium of television, not just the content, promotes violence and the current study by Dr. Robinson supports that conclusion. The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behaviour. Even television that is not "violent" is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people. Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 14-20

Complete the summary using words from the box below. Write your answers in boxes **14-20** on your Answer Sheet.

parents	eighteen days
teachers	classmates
six months	nonviolent programs
violently	time of day
watched TV	number of hours
scared	avoided TV
less TV	favourite programs

A study that was published in January 2001 found that when children **14** _____ less, they behaved less **15** _____. Students in a California elementary school participated in the study, which lasted **16** _____. By the end of the study, the children's behaviour had changed. For example, the children's **17** _____ reported that the children were acting less violently than before. During the study, the children kept a record of the **18** _____ they watched TV. Then, for ten days, they **19** _____. Near the end of the study, the students began to suggest watching **20** _____.

Questions 21-24

Do the following statements agree with the information in Reading Passage 2? In boxes **21-24** write **TRUE** if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

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

21. Only one study has found a connection between TV and violent behaviour.
22. There were more murders in Canada after people began watching TV.
23. The United States has more violence on TV than other countries.
24. TV was introduced in South Africa in the 1940s.

Questions 25 and 26

For each question, choose the correct letter **A-D** and write it in boxes **25** and **26** on your Answer Sheet.

25. According to the passage,

A only children are affected by violence on TV.

B only violent TV programs cause violent behaviour.

IELTS Reading – Practice Test 7

C children who watch too much TV get poor grades in school.

D watching a lot of TV may keep us from learning important social skills.

26. The authors of this passage believe that

A some violent TV programs are funny

B the best plan is to stop watching TV completely.

C it's better to watch TV with other people than on your own.

D seven hours a week of TV watching is acceptable

Reading Passage 3

Issues Affecting the South Resident Orcas

A Orcas, also known as killer whales, are opportunistic feeders, which means they will take a variety of different prey species. J, K, and L pods (specific groups of orcas found in the region) are almost exclusively fish eaters. Some studies show that up to 90 percent of their diet is salmon, with Chinook salmon being far and away their favourite. During the last 50 years, hundreds of wild runs of salmon have become extinct due to habitat loss and overfishing of wild stocks. Many of the extinct salmon stocks are the winter runs of Chinook and coho. Although the surviving stocks have probably been sufficient to sustain the resident pods, many of the runs that have been lost were undoubtedly traditional resources favoured by the resident orcas. This may be affecting the whales' nutrition in the winter and may require them to change their patterns of movement in order to search for food.

Other studies with tagged whales have shown that they regularly dive up to 800 feet in this area. Researchers tend to think that during these deep dives the whales may be feeding on bottomfish. Bottomfish species in this area would include halibut, rockfish, lingcod, and greenling. Scientists estimate that today's lingcod population in northern Puget Sound and the Strait of Georgia is only 2 percent of what it was in 1950. The average size of rockfish in the recreational catch has also declined by several inches since the 1970s, which is indicative of overfishing. In some locations, certain rockfish species have disappeared entirely. So even if bottomfish are not a major food resource for the whales, the present low numbers of available fish increases the pressure on orcas and all marine animals to find food. (For more information on bottomfish see the San Juan County Bottomfish Recovery Program.)

B Toxic substances accumulate in higher concentrations as they move up the food chain. Because orcas are the top predator in the ocean and are at the top of several different food chains in the environment, they tend to be more affected by pollutants than other sea creatures. Examinations of stranded killer whales have shown some extremely high levels of lead, mercury, and polychlorinated hydrocarbons. Abandoned marine toxic waste dumps and present levels of industrial and human pollution of the inland waters probably poses the most serious threat to the continued existence of this orca population. Unfortunately, the total remedy to this huge problem would be broad societal changes on many fronts. But because orcas are so popular, they may be the best species to use as a focal point in bringing about the many changes that need to be made in order to protect the marine environment as a whole from further toxic poisoning.

C The waters around the San Juan Islands are extremely busy due to international commercial shipping, fishing, whale watching, and pleasure boating. On a busy weekend day in the summer, it is not uncommon to see

IELTS Reading – Practice Test 7

numerous boats in the vicinity of the whales as they travel through the area. The potential impacts from all this vessel traffic with regard to the whales and other marine animals in the area could be tremendous.

The surfacing and breathing space of marine birds and mammals is a critical aspect of their habitat, which the animals must consciously deal with on a moment-to-moment basis throughout their lifetimes. With all the boating activity in the vicinity, there are three ways in which surface impacts are most likely to affect marine animals: (a) collision, (b) collision avoidance, and (c) exhaust emissions in breathing pockets.

The first two impacts are very obvious and don't just apply to vessels with motors. Kayakers even present a problem here because they're so quiet. Marine animals, busy hunting and feeding under the surface of the water, may not be aware that there is a kayak above them and actually hit the bottom of it as they surface to breathe.

The third impact is one most people don't even think of. When there are numerous boats in the area, especially idling boats, there are a lot of exhaust fumes being spewed out on the surface of the water. When the whale comes up to take a nice big breath of "fresh" air, it instead gets a nice big breath of exhaust fumes. It's hard to say how greatly this affects the animals, but think how breathing polluted air affects us (i.e., smog in large cities like Los Angeles, breathing the foul air while sitting in traffic jams, etc).

D Similar to surface impacts, a primary source of acoustic pollution for this population of orcas would also be derived from the cumulative underwater noise of vessel traffic. For cetaceans, the underwater sound environment is perhaps the most critical component of their sensory and behavioural lives. Orcas communicate with each other over short and long distances with a variety of clicks, chirps, squeaks, and whistles, along with using echolocation to locate prey and to navigate. They may also rely on passive listening as a primary sensory source. The long-term impacts from noise pollution would not likely show up as noticeable behavioural changes in habitat use, but rather as sensory damage or gradual reduction in population health. A new study at The Whale Museum called the Sea-Sound Remote Sensing Network has begun studying underwater acoustics and its relationship to orca communication.

Questions 27-30

Reading Passage 3 has four sections (A-D). Choose the most suitable heading for each section from the list of headings below.

List of Headings

27. Section A	I Top Ocean Predators
28. Section B	II Toxic Exposure
29. Section C	III Declining Fish Populations
30. Section D	IV Pleasure Boating in the San Juan Islands with Underwater Noise
	V Underwater Noise
	VI Smog in Large Cities
	VII Impact of Boat Traffic

Write the appropriate number (I-VII) in boxes 27-30 on your Answer Sheet. There are more headings than sections, so you will not use all of them.

Questions 31-32

For each question, choose the appropriate letter A-D and write it in boxes 31 and 32 on your Answer Sheet

31. Killer whales (orcas) in the J, K, and L pods prefer to eat
A halibut.

IELTS Reading – Practice Test 7

- B** a type of salmon.
- C** a variety of animals.
- D** fish living at the bottom of the sea.

32. Some groups of salmon have become extinct because

- A** they have lost places to live.
- B** whales have eaten them.
- C** they don't get good nutrition.
- D** the winters in the area are too cold.

Questions 33-40

Complete the chart below.

Choose **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes **33-40** on your Answer Sheet.

Cause	Effect
Scientists believe some whales feed 33 _____	These whales dive very deep.
Scientists believe that the area is being overfished.	Rockfish caught today is 34 _____ than rockfish caught in the past
Orcas are at the top of the ocean food chain	35 _____ affects orcas more than it does other sea animals
Orcas are a 36 _____ species	We can use orcas to make society aware of the problem of marine pollution
People enjoy boating, fishing, and whale watching in the San Juan Islands	On weekends there are 37 _____ near the whales
Kayaks are 38 _____	Marine animals hit them when they come up for air
A lot of boats keep their motors running	Whales breathe 39 _____
Boats are noisy	Whales have difficulty 40 _____

Answer Keys

- 1. FALSE.** First sentence of the text mentions the 'escalating cost of higher education'. 'Escalating' means increasing, so the opposite is true. You might consider answering 'Not given' here because the statement says 'college education', but you have 'higher education' in the text. However, if we look at the heading of the paragraph, it reads 'The value of a college degree' so it is obviously talking about that.
- 2. TRUE.** Accumulation of thousands of dollars of debt is mentioned in the middle of paragraph 1—exactly what the task statement is saying.
- 3. TRUE.** Paragraph 4, sentence 2 mentions two types of colleges that 80% of students choose, and both of them are public. A public college is one financed and run by the state, as opposed to private colleges that are controlled by individuals or companies.
- 4. NOT GIVEN.** No comparison between the two college types is given, so there is no decisive answer.
- 5. a/their lifetime.** Paragraph 4 mentions the amount of money people with various degrees make during their entire careers. 'A little more than one million' is the phrase that we should focus on and seek relevant parts of the text. Note that you need either a possessive pronoun or an indefinite article; you can't just put 'lifetime' as the answer.
- 6. \$1.6 million/\$1600000.** Paragraph 4, we look for 'associate's degree'.
- 7. bachelor's degree holder.** Paragraph 4, now we get the amount of money and we have to connect it with the education the person has.
- 8. 8,655.** Paragraph 5 has the necessary information. Note that you should be using the currency sign (\$) as it is already in the task - using it would result in a lost point.
- 9. tuition.** Paragraph 5. Because we have an exact number in the task, finding the relevant part is fairly straightforward.
- 10-13. In any order: C, D, E, G.** Paragraph titled 'Other Benefits of Higher Education' has the required information. C - '... higher level of savings'; D - '... more hobbies and leisure activities'; E - '... improved quality of life for their offspring' and later mentions the correlation between parent education and the health status of their children. Paragraph 'The Social Value of Higher Education' adds on that with G, which mentions 'increased consumption'.
- Answers that do not fit: A - nothing about housing differences can be found in the text. B - even though it mentions being more positive about their 'personal progress', this does not refer to their life but rather their own development. F - even though 'professional mobility' is mentioned, this refers to how easy it is for them to switch jobs and has nothing to do with travelling.
- 14. watched TV.** Paragraph 1, sentence 2. Grammatically, this is one of the two phrases that fits the gap, so the choice is obvious.
- 15. violently.** 'Verbal and physical aggression' from the same sentence 2 is succinctly paraphrased with the adverb 'violently'.
- 16. 6 months.** 'Lasted' before the gap implies that a time period is needed for the answer. The middle of paragraph 1 mentions a 6-month programme that they took part in.
- 17. parents.** Parental reports of reduced violent behaviour get a mention at the end of the first paragraph.
- 18. number of hours.** Paragraph 2, sentence 3 says that the students were encouraged to 'keep track' of how much time they spend watching TV or playing video games.
- 19. avoided TV.** 'Ten days' is the keyword that helps us choose the right phrase in the middle of paragraph 2.
- 20. less TV.** Last sentence in paragraph 2 says that students themselves 'advocated' (supported or found reasons to)

IELTS Reading – Practice Test 7

reducing their screen time.

21. FALSE. The opposite is clearly stated at the beginning of paragraph 2. Note that to find this answer we have to go back in the text, which is quite rare for IELTS Readings tests.

22. TRUE. Now we go to the last sentence of paragraph 3 where it is stated that the murder rate in both Canada and the US doubled within 15 years of introducing television.

23. NOT GIVEN. The same last sentence from the third paragraph might tempt you into answering positively. However, since there is no direct comparison with other countries, we can neither confirm nor refute the statement.

24. NOT GIVEN. No information in the text is given regarding when TV appeared in South Africa. There is some data on the increase of violence, implying that it might be caused by exposure to TV. Remember that you should not infer information in IELTS Reading (analyse and make assumptions). Instead, you should only be using the factual data presented in the text.

25. D. Second part of the last paragraph mentions how too much TV can take up our time that we could otherwise use to learn the important social skills of patience and interaction with others.

Answer A doesn't work—children and adults alike get increasingly aggressive because of the TV. 'B' is wrong; the middle of the last paragraph says that TV in general leads to increased violent behaviour. 'C' should be chosen; no direct comparison between academic performance and TV time is made.

26. B. The very last sentence of the paragraph has the answer and the suggested course of action. Answer 'A' doesn't work - the only mention of violence being funny is in relation to the image that TV creates; people might think that violence is 'funny' (last paragraph). Nothing related to answers 'C' or 'D' is mentioned.

27. III - Declining Fish Populations. The section starts off with calling orcas 'opportunistic feeders', which sets the tone here. Later a number of fish species is mentioned that are currently endangered both because they are consumed by orcas and due to habitat loss. Heading 'I - Top Ocean Predators' is unsuitable as the focus is on alarming rate of population decline among the various fish species rather than orcas being good at hunting them.

28. II - Toxic Exposure. The focal idea is the spread of toxicity and how orcas are not safe from that despite being apex predators. Once again, you might be tempted to use 'I - Top Ocean Predators' because they mention 'top predator' and 'top of the food chain', this is far from the main idea of this segment.

29. VII - Impact of Boat Traffic. Three major negative factors of boating in the region are mentioned here and how they affect marine life. Heading IV does not even look like a heading; I think it was added as a joke by the examiners.

30. V - Underwater Noise. Another straightforward choice where the paragraph starts with words like 'acoustic' and 'noise', then focuses on the negative aspects of excessive noise underwater made by boats. Heading VII shouldn't be chosen as the paragraph does not have boats as its focus, but rather the noise that they generate. Heading IV is bad again, despite having the word 'noise' in it.

31. B. Sentence two in the first paragraph specifies that 90% of their diet consists of salmon, later naming the particular type of it.

32. A. 'Habitat loss' is named as the reason for many variations of salmon dying out. A habitat is a natural place where a living thing chooses to live because of favourable conditions.

33. on bottomfish. This question is very tricky. 'To feed someone' means to provide somebody with food. However, 'to feed on someone or something' means to use it (or them) as food. The text obviously gives no examples of orcas giving food to anybody, so we need the second option. This is why the usage of preposition is so important.

34. smaller. The middle of paragraph 2 talks about the decreased size of rockfish. The task suggests a direct comparison with the species examples from the past, namely, from 1950.

IELTS Reading – Practice Test 7

35. pollution. The middle of paragraph B (paragraph 3) mentions that human and industrial refuse (waste) poses great risks to orca populations because they are at the top of the food chain and eat the fish that has been previously affected by the toxic waste.

36. popular. Because of their popularity, orcas can be a way to highlight the problem of pollution, habitat loss and extinction (last sentence of paragraph 3).

37. numerous boats/vessels. San Juan Islands are capitalised and therefore easy to find in the text (beginning of paragraph 4). It is important to include 'numerous' as the word limit allows you to use up to three words.

38. quiet. The sentence structure in the task suggests that we should be using an adjective or a passive form of a verb. Thanks to the cause and effect structure of the task table, it is easy to figure out what makes orcas hit the kayaks when they come to the surface.

39. exhaust fumes. Paragraph 4 of section C has the answer. Once again, both words should be used to get a point for this question.

40. communicating. The last paragraph focuses on the importance of a quiet underwater environment for orcas to communicate with each other over both short and long distances.

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

Escalating (adj) - going higher. Normally used to talk about something negative. *Escalating inflation makes many people reconsider their spending.*

Tuition (n) - formal education. *The tuition we received at college proved to be invaluable; however, lack of practical experience made the first year of work more challenging.*

Make ends meet - to struggle financially, to have a difficult time managing your limited money. *Trying to make ends meet as a student with a part-time job can be too much for some people.*

Burden (n) - something that slows you down or gives you additional responsibility that you do not want to take on. *Sarah's burden of raising two kids on her own was made much easier when her parents moved to her town.*

Notion (n) - an idea, an opinion. *The notion of spending two more years at university wasn't something that would make me happy.*

Warrant (v) - to make something seem needed or reasonable. *Having to go to work two times a week does not warrant getting a car.*

Commitment (n) - something that you promise to do, especially something that will take a long time. *Starting a family is too big of a commitment for many young people nowadays.*

Sizeable (adj) - considerable, noticeable.

Contention (n) - an opinion or an idea that is used as a point in an argument. *The contention that animal rights in some cases should be put before human rights because animals can't voice their opinion is a serious one.*

Disparity (n) - a noticeable difference in something, such as income or well-being.

Offspring (n) - (here) children. Usually used ironically or humorously. *Don't worry, your offspring are well-cared*

IELTS Reading – Practice Test 7

for here.

Prejudice (n) - an idea or belief someone has that is not based on practical experience or knowledge. Usually used negatively.

Reliance (n) - dependence on something. *My reliance on my parents when it comes to money is shameful, but right now I can't do much since I have to study and no free time at all to find a job.*

Outweigh (v) - used figuratively here, it means to be more significant than something else. *The advantages of living on your own in your late teens outweigh the disadvantages because you gain independence and learn how to be self-sufficient.*

Section 2

Cut back on (phr v) - to have less of something, especially something that is bad for you. *I'm cutting back on sugar right now because they say it's bad for your body and teeth.*

Peer (n) - a person of the same age group as you. *It is common for teens to find friends among both their peers and older people.*

Solidify (v) - figuratively used here, it means to make an argument or an idea more persuasive.

Intervention (n) - (here) an act of stopping a person from engaging in a behaviour that is bad for them, such as substance abuse.

Keep track of something (phr v) - to follow how much of something you do, e.g. to keep track of your expenses or academic performance.

Allowance (n) - an artificial limitation on something, such as pocket money, time allowed for a certain activity, and so on. *My parents give me \$10 of allowance a week that I am free to spend on food or magazines.*

Advocate (v) - if you advocate doing something, you support and encourage it. *Only a fool would advocate smoking, stating that it calms you down or makes you look cool.*

Predictor (n) - something that helps you understand that something else might happen in the future. *I failed to see that Layton's disregard for his work duties was a predictor of his quitting the job.*

Level off (phr v) - in statistics, when something levels off, it stops increasing or decreasing.

Imply (v) - to say or indicate indirectly. *This generous offer from the company implied that they saw me as a valuable part of their team.*

Inconsequential (adj) - unimportant.

Rob of something (v) - to take something away from somebody. *Starting a family in your late teens robbed you of many of the joys of youth but also helped you mature way faster than your peers.*

Inhibit (v) - prevent something from developing. *Alcohol consumption might inhibit physical and mental development, especially among younger people.*

Resort to (v) - if you resort to doing something, you do this because you have no other option, often unwillingly. *I didn't want to resort to moving back in with my parents, but I had no other realistic plan.*

Section 3

Opportunistic (adj) - used negatively, this means that a person (or a whale here) is ready to take advantage of any situation, even if it puts others at a disadvantage. *The job of an investor is very opportunistic by nature because, ultimately, they win only if somebody else loses.*

Extinct (adj) - if a species goes extinct, it means they completely die out and disappear forever.

Sustain (v) - (here) to support, to provide enough to ensure the continued existence of something. *I had to sell my car to sustain the family business during the economic recession.*

IELTS Reading – Practice Test 7

Tagged (adj) - (here) used to talk about an animal that has been marked. This is done to track their actions, such as migration and habits, and for other purposes.

Recreational catch - a fish that is caught by a fisherman for fun and personal consumption rather than for sale.

Used primarily to highlight the low scale of impact such activity has.

Marine (adj) - relating to the sea. *Marine life is much more varied than that found on land.*

Stranded (adj) - stuck somewhere without a way to escape or get out. *We were stranded on a dead-end road; our car broke down, and there was no mobile reception.*

Vicinity (n) - the surrounding area. *There are at least three popular pubs in the vicinity of our university; this does not help students' academic performance, but it does facilitate networking.*

Idling (adj) - (about engine) working but not used, e.g. when a car sits in traffic.

Cumulative (adj) - combined, taken together. *The cumulative financial damage to the company is still unknown, but it is unlikely to recover.*