



新航道学校指定雅思 (IELTS) 培训教材

胡敏雅思教材第7代

雅思阅读

Reading for IELTS

Els Van Geyte (英) 编著



高等教育出版社
HIGHER EDUCATION PRESS



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给你高分，更给你能力！

2012年中国内地雅思考生接近40万人次，超过了全球考生人数的五分之一。中国是世界上参加雅思考试人数最多的国家。中国雅思考试市场的持续增长，应验了12年前我在伦敦时对当时的英国文化委员会雅思总裁肖恩·海德所说的一句话：“雅思考试具有巨大的市场潜力，肯定会异军突起。”当年，肖恩·海德还认为作为雅思考试竞争对手的托福（TOEFL）考试是一个“帝国（Empire）”，而今，雅思考试的市场早已超过了托福，是全球参加人数最多的国际英语水平测试。

令人感到遗憾的是，虽然中国雅思考生人数位居全球第一，但从2011年雅思官方公布的全球雅思考生成绩排名来看，中国考生的雅思成绩在全球的排名却是倒数第八。中国的学生经常被称为“全世界最会考试的学生”，但是在雅思考试中成绩却如此之低，这究竟说明了什么问题？我在这里必须认真地指出：大部分雅思考生的备考方式是错误的，而很多雅思培训机构的培训也在误人子弟。

雅思考试是对考生的语言能力和交际能力的全面考查，是一项权威性的评估考生英语实际运用能力的测试。但是许多考生并没有认识到这一点，而是按照原来准备一些国内考试的方法，希望通过短期的突击来取得满意的分数，而这样做的结果经常是“很受伤”。另外，一些雅思培训机构与教师，为了满足学生急功近利的想法，一味地强调应试技巧与方法的作用，甚至让学生只靠背诵口语答案和现成的文章去考试，导致学生在考试中一次次的失败。不夸张地说，这是在“劳命伤财”！

其实，每一道雅思题都是对一种或几种语言能力的考查。要想获得一个满意的雅思成绩，提高自身的英语综合能力才是正道。当年，我从英国回到国内，开始研发国内第一套雅思培训教材。经过这10多年的磨砺与考验，雅思系列教材已经进行了6次升级，现在这个版本已经是“胡敏雅思第7代”系列了。“胡敏雅思教材”一直秉承“正本清源，技近乎道”的宗旨，强调对学生语言技能的训练，其目的是真正提升学生的语言能力。

针对近两年雅思考试的最新情况，新航道国际教育集团的一线精英教师团队联合世界出版巨擘柯林斯集团，共同打造了这套“胡敏雅思教材第7代”系列共11本教材。“胡敏雅思第7代”系列教材突出的理念是“给你高分，更给你能力”。请同学们记住：能力是通过有效的训练方式获得的，“胡敏雅思第7代”系列教材精心设计了每个章节的练习，目的就是通过对有效的练习提升学生的英语综合能力，让大家少走弯路。

同学们可以在教师的指导下对本书进行系统的学习。如果有雅思考生自学本套教材，

也请记住完成练习的重要性。希望“烤鸭们”能针对雅思考试，认真制定有效和实际的备考方案，相信“胡敏雅思教材第7代”定能助大家一臂之力。祝大家最终都能收获“高能高分”！

新航道国际教育集团总裁兼校长



2013年1月

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Introduction

Who is this book for?

Reading for IELTS will prepare you for the IELTS Academic Reading test whether you are taking the test for the first time, or re-sitting the test. It has been written for learners with band score 5-5.5 who are trying to achieve band score 6 or higher.

The structured approach and comprehensive answer key have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary reading skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom activity.

Content

Reading for IELTS is divided into 12 units. Each unit focuses on a topic area that you are likely to meet in the IELTS exam. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics. As in the IELTS test, the texts are taken from authentic sources. These may contain narratives, logical arguments, descriptions or discussions. Some of texts contain visuals.

Units 1–11 cover the types of question that you will see in the IELTS test. Each unit focuses on a particular type of question, for example, matching questions, short-answer questions, completion questions, multiple choice, questions asking you to identify information or identify writers' views or claims.

The exercises in the unit are relevant to the test. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Reading test.

Additionally, the book provides examination strategies telling you what to expect and how best to succeed in the test. Exam information is presented in clear, easy-to-read chunks. 'Exam tips' in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

Unit structure

Each of the first 11 units is divided into 3 parts.

Part 1 introduces vocabulary related to the topic, often in the context of short texts. There are a range of exercises to help you to understand and use the vocabulary. The focus is on strategies and activities that are useful in the context of reading skills, for example working out the meaning of unknown words through the meaning of word components, or by examining word forms. The vocabulary is presented using Collins COBUILD dictionary definitions.

Part 2 provides information and practice on the task types you will come across in the IELTS Reading test. An explanation on each task type is followed by exercises of increasing difficulty. These exercises give you the opportunity to practise the skills that are needed to complete the task, and they help you to develop strategies for completing these tasks in the test. For example, in the unit about completing notes, and summaries, you develop strategies such as predicting what words may be missing by using your knowledge of grammar. You can then use this strategy when sitting the test.

Part 3 provides exam practice which focuses on the task that you practised in the unit. There is a text with questions. The number of questions is similar to the number in the actual test for the particular task type. You can use this as a way of assessing your readiness for the actual exam.

Answer key

A comprehensive answer key is provided for all sections of the book including suggested answers. Notes are also given on why certain answers are correct or incorrect.

Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three and four hours of study material. Having access to someone who can provide informed feedback on reading practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Ideally, you should begin each unit by working through the **Part 1** vocabulary exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context. This is important because dictionaries cannot be used during the actual exam. Avoid writing the answers to vocabulary exercises directly into the book so that you can try the exercises again once you have completed the unit.

Take time to work through the **Part 2** exercises from beginning to end. It is important to study the notes about each of the task types so that you know how to approach the different task types in the test. Doing this will also help you develop more general skills for reading. The strategies covered should be thoroughly mastered so that during the actual exam you are fully prepared for each section and can focus on reading and answering the questions. In the IELTS test itself, there is a time limit and you usually have to work fast, but while studying Part 2 of each unit in this book, take your time and learn as much as you can about the different task types.

Reading is a skill that can only be improved through extensive practice. The IELTS reading test can cover almost any topic considered to be within the grasp of a well-educated person. Therefore, you should aim to become well-informed about a wide variety of subjects, not just those covered in the book. Regularly reading English language materials on subjects such as science, business and education, can help with this, too.

In **Part 3** you are given the opportunity to put the strategies that you have learnt in Part 2 into practice. Work through the exercises at a reasonable speed. Again, check the answers carefully and learn from the notes provided in the Answer key. Also, remember to read the question carefully and complete the task in the exact way you have been asked. Do not assume that you know a particular task because you have practised similar ones in the past. There may be slight variations in the tasks in the actual IELTS test.

Unit 12 is a complete practice reading test. This unit should be done under exam conditions. Remember that the total allocated time is 60 minutes; there is no extra time to transfer answers. Please bear this in mind when doing Unit 12.

The International English Language Testing System (IELTS) Test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia.

There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment.

General Training is for people who wish to migrate to an English-speaking country.

This book is primarily for students taking the Academic version.

The Test

There are four modules:

Listening 30 minutes, plus 10 minutes for transferring answers to the answer sheet

NB: the audio is heard *only once*.

Approx. 10 questions per section

Section 1: two speakers discuss a social situation

Section 2: one speaker talks about a non-academic topic

Section 3: up to four speakers discuss an educational project

Section 4: one speaker gives a talk of general academic interest

Reading 60 minutes

3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc.

40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.

Writing Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum)

Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)

Speaking 11–14 minutes

A three-part face-to-face oral interview with an examiner.

The interview is recorded.

Part 1: introductions and general questions (4–5 mins)

Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner.

Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.

Timetabling Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.

Scoring Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

CEFR description	CEFR code	IELTS Band Score
Proficient user (Advanced)	C2 C1	9 7–8
Independent user (Intermediate – Upper Intermediate)	B2 B1	5–6.5 4–5

This table contains the general descriptors for the band scores 1–9:

IELTS Band Scores		
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

Listening:	16 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7
Reading	15 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

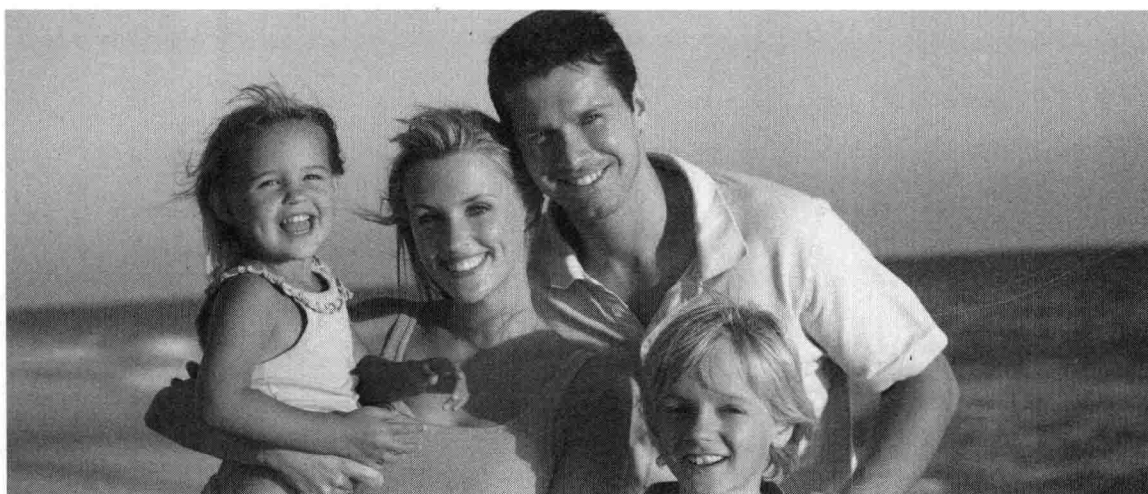
For full details of how the examination is scored and marked, go to: www.ielts.org

1 Family matters

Exam focus: Matching headings

Aims: Skim-reading | Understanding the structure of a paragraph
Understanding the function of a paragraph | Summarising paragraphs

Part 1: Vocabulary



1 What is the difference in meaning between the words in the groups 1–8? Use a dictionary to help you.

- | | |
|---------------------------------|--------------------------------|
| 1 friend / mate / flatmate | 5 colleague / business partner |
| 2 sister / sister-in-law | 6 acquaintance / stranger |
| 3 brother / sister / sibling | 7 aunt / great-aunt |
| 4 boyfriend / husband / partner | 8 half-sister / step-sister |

2 Collocations are words that are often found together. Complete the sentences 1–4 with the words a–f. Note how they collocate with the words in italics.

- | | | |
|-------------|------------|-----------------|
| a abilities | c apart | e non-identical |
| b adulthood | d lifelong | f older |

- Twins have a(n) _____ *bond* that other siblings may envy: they share their own language, play their own games from early childhood, share bedrooms and birthday parties.
- James and his brother Frank are _____ *twins*, and they don't look alike at all.
- A few years ago we sent out a questionnaire to pairs of twins asking about their *psychic* _____, and one identical twin in five reported some kind of telepathy.

- 4 Surprisingly, the 'twin effect' can become stronger as twins *grow* _____ and *move* _____. Often the older one will be dominant until they *reach* _____.

3 Underline the words related to the topic of family in the passage. Do not use a dictionary. Do Exercise 4 before you check your answers.

Widows and widowers whose spouses pass away without making a will are set to receive a bigger inheritance payout from next month. If a person dies without making a will, the amount left automatically to his or her spouse or civil partner is changing from £125,000 to £250,000 where there are children.

Experts have welcomed the change, which takes effect on February 1, but emphasise that it is still important to make a will, particularly if you are unmarried or separated but not divorced. However, people should not be misled into thinking that these changes mean that they do not need to make a will. It still remains the case that unmarried couples are not entitled to receive anything on the death of their other half if he or she has not made a will.

Modern family life is becoming ever more complicated, with second marriages and children from more than one relationship. A will is the only way to ensure that those you love or are obliged to care for are adequately provided for. After the spouse has received his or her legal share, the rest of the estate is shared by children or grandchildren. If there are none, surviving parents will get a share. If there are none of these, any brothers and sisters who shared the same two parents as the deceased will receive a share.

If your family circumstances have changed, it is important that you make or update a will to ensure that your money and possessions are distributed according to your wishes. For example, you may be separated and your ex-partner now lives with someone else. If you are married or enter into a registered civil partnership, this will invalidate any previous will you have made.

4 Match the words and phrases 1–12 from the passage in Exercise 3 with the definitions a–l. The words and phrases relating to the topic of death have been shaded.

1 widow	a a husband or wife, considered in relation to their partner (formal)
2 widower	b a former member of an established couple
3 spouse	c to have stopped living together as a couple
4 will	d somebody's wife, husband or partner
5 inheritance	e a person who has recently died
6 ex-partner	f a woman whose husband has died and who has not married again
7 (be) separated	g money or property which you receive from somebody who has died
8 (be) divorced	h a man whose wife has died and who has not married again
9 other half (informal)	i a document in which a person declares what should be done with their money and property after they die
10 estate	j to be legally separated from a husband or wife because the marriage has ended
11 deceased (<i>noun</i>)	k to prove that an argument, conclusion, or result is wrong or cause it to be wrong
12 invalidate	l all the money and property somebody leaves behind them when they die

Part 2: Practice exercises



Exam information: Matching headings

This task tests whether you understand the organisation of texts and can identify the main idea or topic in each section of a text.

You will be given a numbered list with headings, as well as a text divided into sections. The headings will be in the form of short statements which summarise the information in a section. You will need to read the text sections and decide which of the headings best fits that section.

Exam tip: You have limited time to take the IELTS exam, so read only what you need to know in order to do the task. It is a good idea to read the first sentence of a short paragraph only. In longer paragraphs, read the first and last sentence. This technique is called 'skim-reading'.

- 1 Skim-read the text below. Then write one sentence saying what it is about. Do not look back at the text, but use your own words.

If you're in your thirties or forties and still going back to the family home for every big family celebration, any problems that have developed with your parents over the years are likely to be mentioned. You can easily end up remembering childhood problems and start behaving like an angry child, but you should try to resist this. Parents, meanwhile, should remember that they are no longer in charge of their children's lives. Parents need to enjoy their children for who they are now, as adults, rather than behaving like they did when they had more control over them.

- 2 The content of a paragraph is linked to its structure. The questions 1–9 will help you to understand the content and structure of the paragraphs a–c.

Paragraph a

Almost half of all grandparents lose all contact with their grandchildren after a separation or divorce, according to a new report. It found that forty-two per cent never see their grandchildren again after the break-up. Even more – sixty-seven per cent – are prevented from providing any sort of childcare or taking their grandchildren on outings, even when they had done so regularly in the past.

- 1 Which sentence is the topic sentence, the one that summarises the main idea(s) in the paragraph?
- 2 Does the paragraph as a whole become more specific or more general?
- 3 The second sentence mentions 'the break-up'. What does this refer to, and why is 'the' used, and not 'a'?

Paragraph b

The value of grandparents to children should not be underestimated. The report shows the need for the government to address the importance of grandparents in future policy and legislation. It also demonstrates the need to amend the *Children Act 1989* to remove the obstacle that requires the biological family to ask permission prior to making an application to the court for contact. Especially when a family is going through difficulties, it is important that the children can turn to someone who is not directly involved and is calm and relaxed, and that person is often a grandparent.

- 4 The paragraph says 'The value of grandparents to children should not be underestimated'. Is this the same as saying that the value of grandparents to children is very important?
- 5 Which sentence expresses a similar idea to the first sentence, but with more detail?
- 6 Which sentence is the topic sentence?

Paragraph c

To have a society that is family-friendly, anti-discrimination laws will need to be introduced. Parenting would become a school subject, staircases would be rebuilt so that buggies and prams could access any building and advertising for sweets and non-educational toys would be forbidden. Companies would be forced to only employ people who can travel to work in less than forty minutes and there would also be a thirty-five-hour working week and more holidays. In a world like this, there would be less divorce and crime, but we would be earning and producing less.

- 7 Identify the introduction, the main body, and the conclusion of this paragraph.
- 8 Which of these three parts gives you the most important information?
- 9 The first sentence mentions a society that is 'family-friendly'. You may know words like 'environmentally friendly', 'child-friendly' and 'eco-friendly'. What does 'friendly' mean in this context?

3 Which paragraph a–c in Exercise 2 ...

- 1 states cause and effect? ____
- 2 develops an argument? ____
- 3 gives information/a description? ____

4 Write short headings for the passages 1–3.

1 _____

Nicholson defines the traditional family as 'the unit of parents with children who live together'. The bond between husband and wife is seen as particularly important, and the family feels itself to be separate from other kin. This family group is often referred to as the nuclear family.

2 _____

Traditional families have disadvantages:

- Because both partners now tend to work, they have tremendous time pressures, making it difficult to carry out satisfactory and rewarding childcare.
- Children who are the victims of abuse by parents have relatively little opportunity to turn to other relatives for help.
- Traditional families place a heavy burden of expectation on the partners, and, with work and childcare commitments, it may be difficult for them to provide the love and companionship each partner expects.

However, traditional families do have some advantages:

- Their small size tends to encourage intimacy between family members, and, when the relationships work, they can be rewarding and long-lasting.
- Traditional families can be economically successful because they are not usually expected to share their resources with others.

3 _____

Having someone else's child stay overnight is quite a responsibility. Some children begin having sleepovers with friends during the early school years, others still haven't started by age 11. It is important not to start too early: just because they say they want to have a sleepover at someone else's house, doesn't mean it's a good idea. When there is a sleepover at your house, be prepared with some strategies to get the children to stop talking and calm down. Agree lights out time in advance and have some calmer activities before bedtime.

5 The following passage has five sections, a–e. Choose the correct heading for sections a–e from the list of numbered headings i–ix. Follow these steps; they will help you do the exercise.

- In this task, there are more headings than sections, so read the sections first. (If there were the same number of sections as headings, it would be a good idea to read the headings first.)
- For each section of the passage, read the beginning and the end. Some of the sentences are long so there is no need to read the whole sentence. Underline some key words.
- Read the headings next. If they are long, underline some key words.
- You may now already be able to match some of the headings to the sections.
- Look at the remaining sections in more detail to help you match them to the headings.

List of headings

- i** New families: beneficial or harmful?
 - ii** The government reaction
 - iii** The typical western family
 - iv** Political families
 - v** The disappearance of the traditional model
- vi** Families: then and now
 - vii** The first criticisms of 'family'
 - viii** The 'happy family' model
 - ix** The function of families

Section a

The family has often been regarded as the cornerstone of society. In premodern and modern societies alike it has been seen as the most basic unit of social organization and one which carries out vital tasks, such as socializing children.

Section b

Until the 1960s few sociologists questioned the importance or the benefits of family life. Most sociologists assumed that family life was evolving as modernity progressed, and that the changes involved made the family better suited to meeting the needs of society and of family members. A particular type of family, the nuclear family (based around a two-generation household of parents and their children), was seen as well adapted to the demands of modern societies.

Section c

From the 1960s, an increasing number of critical thinkers began to question the assumption that the family was necessarily a beneficial institution. Feminists, Marxists and critical psychologists began to highlight what they saw as some of the negative effects and the 'dark side' of family life.

In the following decades the family was not just under attack from academic writers. Social changes also seemed to be undermining traditional families. Rising divorce rates, cohabitation before marriage, increasing numbers of single-parent families and single-person households, and other trends all suggested that individuals were basing their lives less and less around conventional families.

Section d

Some have seen these changes as a symptom of greater individualism within modern societies. They have welcomed what appears to be an increasing range of choice for individuals. People no longer have to base their lives around what may be outmoded and, for many, unsuitable conventional family structures. Others, however, have complained about the changes and worried about their effect on society. Such changes are seen as both a symptom and a cause of instability and insecurity in people's lives and in society as a whole. This view has been held by traditionalists who want a return to the ideal of the nuclear family. For them, many of society's problems are a result of increased family instability.

Section e

Alongside these developments in society and sociology, family life has become a topic of political debate. Politicians have become somewhat more willing to comment on families. Sometimes they have devised policies to try to deal with perceived problems surrounding the family. In short, the family has come to be seen as more problematic than it was in the past. The controversies that have come to surround families and households are the subject of this chapter.

- Section a _____
- Section b _____
- Section c _____
- Section d _____
- Section e _____

Part 3: Exam practice

READING PASSAGE

This reading passage has 5 sections, A–E.

*Choose the correct heading for sections A–E from the list of numbered headings below.
Write the correct number i–viii next to sections A–E.*

List of Headings

- i** The science of marriage
- ii** The importance of honest communication
- iii** The power of thought
- iv** The likelihood of marrying again
- v** Technological advances
- vi** The benefits of avoiding arguments
- vii** The real predictor for a lasting marriage
- viii** The consequences of early dissatisfaction

Section A _____
Section B _____
Section C _____
Section D _____
Section E _____