

Practice Exercises and Advice for IELTS

# 202 Useful Exercises for IELTS

## 雅思技能强化训练


(澳) Garry Adams (澳) Terry Peck 编著



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

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# 前言

雅思(IELTS: International English Language Testing System)考试是由澳大利亚教育国际开发署(IDP Education Australia)、英国文化协会(British Council)以及剑桥大学考试委员会(Cambridge ESOL)共同举办的国际英语水平测试。雅思考试主要为申请赴英语国家学习或工作的非英语国家学生而设,用于评定考生运用英语的能力。此项考试目前在120个国家和地区举行,并得到全球超过6000所院校、机构的认可,每年报考人次超过140万。

雅思考试分为两大类:学术类(Academic)和培训类(General Training);前者较多适用于留学,后者较多适用于移民。雅思考试包括四个部分,依次为听力、阅读、写作和口语,考试时间共计2小时45分钟。考试中不涉及专业知识,主要考查考生在真实的语言环境中用英语进行沟通的能力。

为了帮助广大考生更好地了解雅思考试的要求和特点,迅速夯实语言基础,提高应试技能,我们推出了这套由澳大利亚 Adams & Austen 出版社出版的雅思辅导教材。这套教材由澳大利亚雅思培训专家编写,自出版以来受到全球考生的广泛赞誉,是备战雅思考试的必选材料。这套教材主要包含:

《101 雅思制胜法则》:分为学术类和培训类两册,内含101条实用雅思备考技巧及大量的模拟练习;《202 雅思技能强化训练》:包含针对雅思题型而设置的202道英语技能练习题及拓展练习,学术类和培训类都适用;《104 雅思精编模考试题》:分为学术类和培训类两册,内含四套完整的雅思模考题及针对雅思考试各题型的备考建议;《互动式三步搞定雅思1001词》:帮助考生通过识记、转述、应用“三步走”轻松记忆雅思常考词。

本书是《101 雅思制胜法则》的配套练习用书。作者 Garry Adams 和 Terry Peck 均有丰富的雅思教学经验,并参与了大量雅思培训项目的设计与实施;其中, Terry Peck 多年担任澳大利亚悉尼的雅思考官,深谙雅思考试的出题规则和答题技巧。书中的202道练习涵盖了雅思考试各类题型,对考生的英语能力进行全方位的考查和练习。本书中的练习全部围绕雅思五大常考话题“交流与艺术”、“环境”、“技术”、“英国政治”以及“青年与教育”来设置,旨在训练雅思考生的以下英语语言技能:

**听力:** 包含基础听力训练及针对雅思听力测试各题型的练习;听力材料紧扣常考话题,内容丰富,由专业人士朗读,与真实考试高度相仿。

**阅读:** 阅读材料在题材和难度上完全贴近真题;通过多种方式训练阅读技能;练习涵盖真实考试中出现的多种阅读题型;Crossword 练习在提高能力的同时增加了学习的趣味性。

**写作:** 从审题到布局,从遣词到造句,全方位提升考生的写作能力。

**口语:** 本书虽然没有单列口语练习的章节,但202道练习题中包含了适用于口语练习的素材,并以口语图标标示。

此外,针对考生在语言运用方面的薄弱环节,本书还提供了**标点、拼写、语法及词汇**方面的专项练习,以帮助考生强化语法知识,掌握词汇记忆方法,规范英文书写,全面备战雅思。

本书最后附上了需要参考的《101 雅思制胜法则》一书的部分内容以及非常详细的索引,方便广大考生在做题的同时参考、查阅。

希望本系列图书能够帮助广大考生取得优异的雅思成绩!



# PREFACE

The 202 exercises contained in this practice workbook are designed to complement the information and practice tests contained in the authors' study books and guides to the IELTS examination, especially *101 Helpful Hints for IELTS (Academic Module and General Training Module versions)*. However, it is not essential to refer to those books to complete the exercises.

Most of the exercises test and extend the skills required of both Academic Module and General Training Module candidates. All of the 202 exercises involve the various skills required to take the IELTS test, and most, but not all of the questions asked in these exercises are of the types found in the actual test. For instance, questions that require grammatical knowledge are asked indirectly in the IELTS test itself, but are sometimes put to the student directly in this practice workbook (see the Grammar sections). True/False/Not Given question types no longer feature in the IELTS Listening Sub-test, but are useful for extended practice when it is possible to play the recordings more than once.

The book was written with 3 main purposes in mind. Carefully working through the 202 exercises should:

- ... provide varied practice to extend the skills referred to in the authors' study books and guides;
- ... highlight a student's probable weaknesses in 7 important areas of skill in English, -listening, reading, writing, punctuation, spelling, grammar and vocabulary;
- ... increase a student's general knowledge in 5 areas of current topical interest, namely, 'Communication and the Arts', 'The Environment', 'Technology', 'Politics in Britain', and 'Youth and Education'.

In addition, speaking practice is included in this workbook to extend the value of certain exercises.

May we take this opportunity to wish good luck to all students intending to take the IELTS examination soon.

## KEY TO ICONS



Listening Exercises



Reading Exercises



Writing Exercises



Speaking Practice



IELTS Quiz



Punctuation Exercises



Spelling Exercises



Grammar Exercises



Vocabulary Exercises

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# PART 1

## COMMUNICATION AND THE ARTS

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## LISTENING EXERCISES 1.1 - 1.9

**1.1 SPEED LISTENING:** Note only the essential details of what you hear: (Refer to the tapescript for confirmation.)

Track 1

- a. Edinburgh is .....
- b. The city is .....
- c. The annual .....
- d. The centre .....
- e. The New Town .....
- f. The Old Town .....
- g. The Festival .....
- h. ....
- i. ....
- j. ....

**1.2 NUMBERS AND LETTERS:** (Refer to the tapescript for confirmation.)

Track 2 - 5

- |   |          |           |            |            |         |
|---|----------|-----------|------------|------------|---------|
| A | i. ....  | ii. ....  | iii. ....  | iv. ....   | v. .... |
|   | vi. .... | vii. .... | viii. .... | ix. ....   | x. .... |
| B | i. ....  | ii. ....  | iii. ....  | iv. ....   |         |
|   | v. ....  | vi. ....  | vii. ....  | viii. .... |         |
|   | ix. .... | x. ....   |            |            |         |
| C | i. ....  | ii. ....  | iii. ....  | iv. ....   |         |
|   | v. ....  | vi. ....  | vii. ....  | viii. .... |         |
|   | ix. .... | x. ....   |            |            |         |
| D | i. ....  | ii. ....  | iii. ....  | iv. ....   | v. .... |
|   | vi. .... | vii. .... | viii. .... | ix. ....   | x. .... |

**1.3 GENERAL INFORMATION:** Listen to Radio Items 1 & 2 and complete the chart with the basic details: (Refer to the tapescript for confirmation.)

Track 6 - 7

	What?	Where?	When?	Who?	How?	Why?
Radio Items 1						
Radio Items 2						

**1.4 GAPFILL:** Listen to Radio Item 1 again and complete the gaps in the summary of the passage below with the correct word or phrase you hear: *Track 6*

Violent video (1)..... could be responsible for a rise in violence by children in society, but not enough (2)..... has been done to prove it. Although a disturbed child may (3)..... violently after playing a (4)..... computer game, it is possible that he or she will react similarly after a less violent stimulus. There is a great amount of violence on TV and in computer games because violence (5)..... well. Young (6)....., however, play less violent games than young males, but this may be because of the way in which (7)..... companies package their products. Computer games are (8)..... ; unlike TV, playing games is not a passive activity. Perhaps children can relieve their (9)..... harmlessly in this way. Or maybe such games reward violence instead of punishing it. If you agree, telephone (10)..... .

**1.5 MULTIPLE CHOICE QUESTIONS:** Listen to Radio Item 2 a second time and answer the following questions: *Track 7*

- |  |   |
|--|---|
| <p>i. 'zines can be read:</p> <ul style="list-style-type: none"> <li>a) on a word-processor</li> <li>b) online</li> <li>c) in a comic</li> <li>d) none of the above</li> </ul>             | <p>iii. The 'zine called 'Fill Me In' is sold in:</p> <ul style="list-style-type: none"> <li>a) supermarkets</li> <li>b) alternative bookshops</li> <li>c) second-hand bookshops</li> <li>d) all of the above</li> </ul>      |
| <p>ii. Jean has published:</p> <ul style="list-style-type: none"> <li>a) two issues of the 'zine</li> <li>b) three issues</li> <li>c) four issues</li> <li>d) none of the above</li> </ul> | <p>iv. The publishing team's office is:</p> <ul style="list-style-type: none"> <li>a) at home</li> <li>b) in the Design College</li> <li>c) in an alternative bookshop</li> <li>d) in the front room of a bookshop</li> </ul> |

**1.6 SPECIFIC INFORMATION:** Listen again to the radio items:

*Track 6 - 7*



- i. Who believes violent video games increase child violence?
- ii. In the first section of the talk, violent video games are also described as being 'video games \_\_\_\_\_'.
- iii. How are the video games that appeal to female players described?
- iv. What may software companies be guilty of in the way they market games?
- v. What are the onscreen rewards for violence in video games?





- i. Ordinary magazines fortunes 'ebb and flow'. What do you think this means?
- ii. Jean's 'zine is described as 'another desk-topped magazine clone'. The word 'clone' means a replica, or something modelled exactly on the original. What is her 'zine a replica of?
- iii. How many 'zines has Jean already sold?
- iv. Where did Jean meet the other members of her publishing team?
- v. What does Jean say is the reason for the success of her 'zine?

### 1.7 PREDICTION AND PREPARATION:

In the Listening Sub-test you are given very little time to look at the questions before the recording begins. However, you must use what time you are given wisely. Try to predict as much as you can about the content of a section you are about to hear, and circle key words and phrases that you should listen for.

Look at the questions in Exercises 1.8 and 1.9 and circle the keywords and phrases to listen for. Take no longer than 30 seconds.

Try to predict what you will hear on the disk. Ask yourself:

- who is probably talking and to whom?
- what is the precise topic that the person is likely to be talking about?

### 1.8 TRUE / FALSE / NOT GIVEN: Listen to Lecture 1 on the disk:

Track 8

- |  |          |          |           |
|--|----------|----------|-----------|
| a. There are very few facts known about how language is learnt.                        | <b>T</b> | <b>F</b> | <b>NG</b> |
| b. No one actually knows how one's first language is learnt.                           | <b>T</b> | <b>F</b> | <b>NG</b> |
| c. Subliminal language learning can only take place overnight.                         | <b>T</b> | <b>F</b> | <b>NG</b> |
| d. You do not need to listen closely to the words on the tape.                         | <b>T</b> | <b>F</b> | <b>NG</b> |
| e. You learnt your first language quickly because you were exposed daily to new words. | <b>T</b> | <b>F</b> | <b>NG</b> |
| f. Watching TV or playing the radio in a foreign language is useless.                  | <b>T</b> | <b>F</b> | <b>NG</b> |
| g. The words on the subliminal tape must be spoken softly and slowly.                  | <b>T</b> | <b>F</b> | <b>NG</b> |
| h. You should restrict the number of new words when starting to learn a language.      | <b>T</b> | <b>F</b> | <b>NG</b> |
| i. Reading a foreign newspaper is never a waste of time.                               | <b>T</b> | <b>F</b> | <b>NG</b> |
| j. The author thinks that learning a new language in six weeks is possible.            | <b>T</b> | <b>F</b> | <b>NG</b> |

**1.9 SHORT-ANSWER QUESTIONS:** Refer to Lecture 1 on the disk.

Track 8

Note that the answers below have a *MAXIMUM NUMBER OF THREE WORDS*:

- i. Who have many theories to explain language learning?

.....

- ii. Name two suggested times for playing subliminal learning tapes:

1. ....

2. ....

- iii. What do babies react to in the mother's womb?

.....

- iv. A vocabulary of how many words is required to learn basic English?

.....

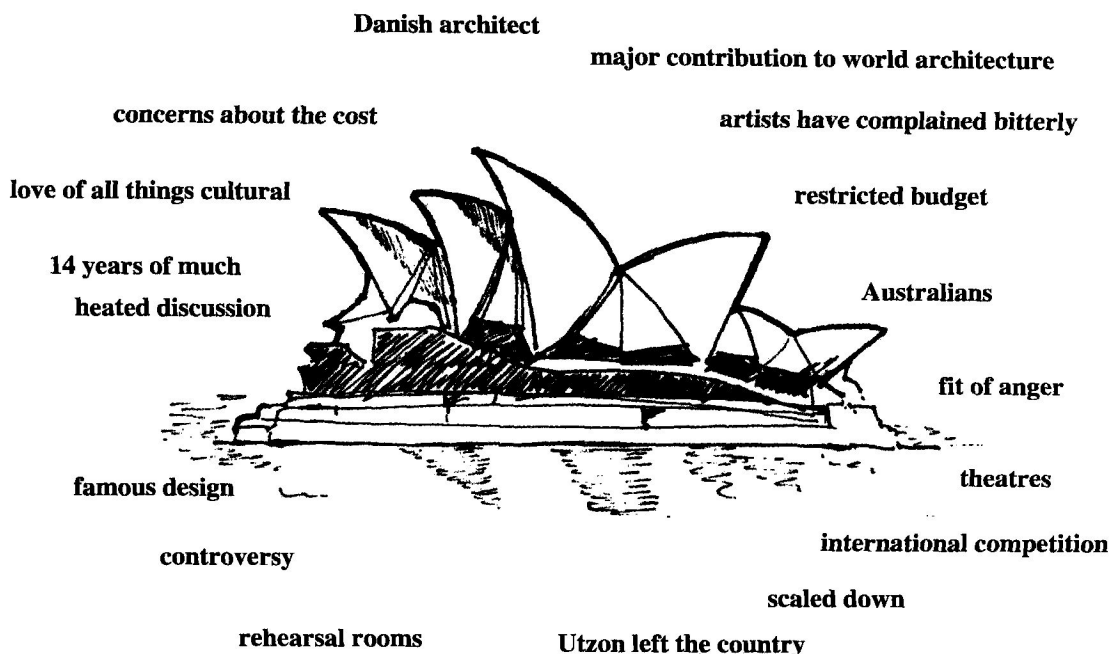
- v. What important difference is there between people who speak different languages?

.....

(ANSWERS ON PAGE 144)

## READING EXERCISES 1.1 - 1.11

**1.1 PREDICTION:** Look at the illustration below and the words and phrases taken from the Reading Passage on the next page. With a partner if possible, try to predict exactly what is being discussed:



**1.2 PRE-READING QUESTIONS:** Before reading the text on the following page, work with a partner and ask and answer the questions below. Base your answers on your possible knowledge of the topic:

- Can you name at least 6 different forms of art that make up what is known as 'the arts'?
- What role do you think the arts play in a modern society?
- What art forms are popular in your country and culture? (painting? sculpture?) Why?
- Where are the performing arts performed in your city? Have you seen any shows there?
- Do you know who officially opened the Sydney Opera House in 1975?
- How much did it cost to build the Opera House? £ 5 million? £ 15 million? £ 50 million?

Next, reorder the words in the mystery questions below:

1. describe how House you Sydney the the of would shape Opera ?  
.....
2. the chosen when design was House the and of Opera how ?  
.....



### 1.3 SKIMMING: Read the text once for the gist (overall idea) and then in detail:

1 It is almost impossible to write of the Arts in Australia without mentioning the building that first put the country firmly on the world cultural map — the Sydney Opera House. Completed in 1973 after 14 years of much heated discussion and at a cost of almost £ 60 million, it is not only the most well-known Australian building in the world but perhaps the most famous design of any modern building anywhere.

Its distinctive and highly original shape has been likened to everything from the sails of a sailing ship to broken eggshells, but few would argue with the claim that the Opera House is a major contribution to world architecture. Set amidst the graceful splendour of Sydney Harbour, presiding like a queen over the bustle and brashness of a modern city striving to forge a financial reputation in a tough commercial world, it is a reminder to all Australians of their deep and abiding love of all things cultural.

The Opera House was designed not by an Australian but by a celebrated Danish architect, Jorn Utzon, whose design won an international competition in the late 1950s. However, it was not, in fact, completed to his original specifications. Plans for much of the intended interior design of the building have only recently been discovered. Sadly, the State Government of the day interfered with Utzon's plans because of concerns about the escalating cost, though this was hardly surprising — the building was originally expected to cost only £ 5.5 million. Utzon left the country before completing the project and in a fit of anger vowed never to return. The project was eventually paid for by a State-run lottery.

20 The size of the interior of the building was scaled down appreciably by a team of architects whose job was to finish construction within a restricted budget. Rehearsal rooms and other facilities for the various theatres within the complex were either made considerably smaller or cut out altogether, and some artists have complained bitterly about them ever since. But despite the controversy that surrounded its birth, the Opera House has risen above the petty squabbling and is now rightfully hailed as a modern architectural masterpiece. The Queen officially opened the building in 1975 and since then, within its curved and twisted walls, audiences of all nationalities have been quick to acclaim the many world-class performances of stars from the Australian opera, ballet and theatre.

### 1.4 WORD DEFINITIONS: Find the single words in paragraphs 1 and 2 which mean the following:

- i. pleasing, attractive .....
- ii. impassioned.....
- iii. excited activity .....
- iv. permanent, lasting .....

- v. characteristic .....
- vi. (to) form .....
- vii. trying hard .....
- viii. rashness .....

Next, find the words in paragraphs 3 and 4 which mean the following:

- |                         |                               |
|-------------------------|-------------------------------|
| i. planned .....        | vi. considerably .....        |
| ii. meddled with .....  | vii. (to) promise .....       |
| iii. made smaller ..... | viii. unimportant .....       |
| iv. limited .....       | ix. (to) applaud loudly ..... |
| v. known as .....       | x. money plan .....           |

### 1.5 TEXT ANALYSIS:

- i. Which is the best title for the passage in Exercise 1.3?
 

a) Utzon Quits Australia	c) History of a Queen
b) An Architectural Disaster	d) A Dane in Our Lives
- ii. What is the main point of the second paragraph?
 

a) ...to describe the Opera House visually	c) ...to state where the Opera House is located
b) ...to tell the history of the building	d) ...to say why the building was built
- iii. Which is (are) the topic sentence(s) of the third paragraph?
 

a) Sentence number one	c) The last sentence
b) Sentence number two	d) Sentences number one and two
- iv. To what do the following pronouns in the passage refer?
 

a) it (line 10) .....	c) this (line 16) .....
b) their (line 10) .....	d) them (line 23) .....

**1.6 GAPFILL:** The following is a summary of the passage in Exercise 1.3. Choose words from the box below and refer to the passage to fill the gaps:

The Sydney Opera House is one of the most famous (1)..... buildings in the world. Officially opened in (2)....., its eye-catching and (3)..... shape was the dream of a Danish (4)..... called Utzon. Unfortunately, his design for the (5)..... could not be completed for financial reasons. Nonetheless, the building was finally ready after (6)..... years of (7)..... and argument, and is now (8)..... as a (9)..... of modern architecture. World-class performances are regularly given in the Opera House by Australian (10)..... from the worlds of opera, ballet and theatre.

architecture	1973	famous	queen	controversy	£5.5 million
interior	artists	modern	hail	acclaimed	exterior
originally	14	petty	architect	1975	rehearsals
masterpiece	distinctive	star	curve	£60 million	the 1950s

**1.7 WORDS & PHRASES WITH SIMILAR MEANINGS:** Refer to the passage in Exercise 1.3, and see page 172 for advice on recognising pattern types. Circle the appropriate pattern type in each case.

- |                        |                   |                         |
|------------------------|-------------------|-------------------------|
| i. well-known design   | → (para. 1) ..... | ( Pattern Type: 1 2 3 ) |
| ii. impassioned talk   | → (para. 1) ..... | ( Pattern Type: 1 2 3 ) |
| iii. located amidst    | → (para. 2) ..... | ( Pattern Type: 1 2 3 ) |
| iv. competitive world  | → (para. 2) ..... | ( Pattern Type: 1 2 3 ) |
| v. original designs    | → (para. 3) ..... | ( Pattern Type: 1 2 3 ) |
| vi. restricted budget  | → (para. 4) ..... | ( Pattern Type: 1 2 3 ) |
| vii. petty quarrelling | → (para. 4) ..... | ( Pattern Type: 1 2 3 ) |

**1.8 MATCHING SENTENCE HALVES:** Refer to the text in Exercise 1.3 and match the halves of the given sentences together:

- |   |         |
|---|---------|
| a. The Sydney Opera House ...   | + ..... |
| b. The city of Sydney is ...  | + ..... |
| c. Plans for the interior of the building ...                               | + ..... |
| d. The interior of the building was unfortunately never ...                 | + ..... |
| e. It seems that some artists are only ...                                  | + ..... |
| f. The cost of the project ...  | + ..... |
|   |         |
| g. ... interesting to audiences from all over the world.                    |         |
| h. ... have recently been found.  |         |
| i. ... built like a queen on Sydney Harbour.                                |         |
| j. ... completed by Jorn Utzon.   |         |
| k. ... was the most well-known building in Australia.                       |         |
| l. ... was not completed in accordance with the architect's original plans. |         |
| m. ... described as trying hard to survive in the business world.           |         |
| n. ... were lost for many years.  |         |
| o. ... interested in complaining about the facilities.                      |         |
| p. ... was eventually met from the proceeds of gambling.                    |         |

**1.9 TRUE / FALSE / NOT GIVEN:** Refer to the text in Exercise 1.3.

- |   |          |          |           |
|---|----------|----------|-----------|
| a. The building is possibly the most famous of its type in the world. | <b>T</b> | <b>F</b> | <b>NG</b> |
| b. The Opera House drew world attention to the Arts in Australia.     | <b>T</b> | <b>F</b> | <b>NG</b> |
| c. Utzon designed the roof to look like the sails of a sailing ship.  | <b>T</b> | <b>F</b> | <b>NG</b> |
| d. A few people claim that it is a major architectural work.          | <b>T</b> | <b>F</b> | <b>NG</b> |
| e. According to the author, Sydney is a quiet and graceful city.      | <b>T</b> | <b>F</b> | <b>NG</b> |



- |  |          |          |           |
|--|----------|----------|-----------|
| f. The cost of construction went more than £ 50 million over budget. | <b>T</b> | <b>F</b> | <b>NG</b> |
| g. Utzon never returned to Australia to see the completed building.  | <b>T</b> | <b>F</b> | <b>NG</b> |
| h. There is only one theatre within the complex.                     | <b>T</b> | <b>F</b> | <b>NG</b> |
| i. The Government was concerned about some artists' complaints.      | <b>T</b> | <b>F</b> | <b>NG</b> |
| j. Australian artists give better performances in the Opera House.   | <b>T</b> | <b>F</b> | <b>NG</b> |

**1.10 SHORT-ANSWER QUESTIONS:** Refer to the text in Exercise 1.3.

- i. What two images have the shape of the Opera House roof been compared to:  
 (MAXIMUM OF THREE WORDS) 1. ....  
 (MAXIMUM OF THREE WORDS) 2. ....
- ii. Why is it almost impossible to talk of the Arts in Australia without mentioning the Opera House?  
 .....
- iii. What did the government hold to ensure a world-class design for the building?  
 (MAXIMUM OF THREE WORDS)  
 .....
- iv. What does the author say is not surprising?  
 .....
- v. What were cut out or scaled down from the original interior design?  
 .....
- vi. How are the walls of the Opera House described? (MAXIMUM OF THREE WORDS)  
 .....