IELTS Reading Strategies

TO SOLVE CLASSIFICATION QUESTIONS

Grouping questions are specially given for passages containing different types of methods, theories, processes. We need to match the statements given with the type mentioned in the question. These are quite easy to solve if the student is good at scanning the passage quickly. For such tasks you need to locate an idea or a piece of information in the text and match it to the type of event, process, method or theories which contain it. With our tips & practise papers we are sure you're going to enjoy solving such question and get correct answers.

GUIDELINES TO SOLVE:

1. Skim read the passage to get the main idea of the passage. (5 min)
2. Understand what kind of information is given in each paragraph. You can give headings to each paragraph for your self-understanding. This way it's easy for you to locate the paragraph which contains the information asked.
3. Go through the classification question statements. Read the first statement given in the question.
4. Underline the relevant part of the statement to help you locate your answer.
5. Scan through the entire passage quickly to locate the keywords mentioned.
6. Read the applicable part of the passage carefully.
7. Look for the type of event or method which contains it.
8. Choose the best possible answer.
9. Spend less than 5 min to solve these questions.

Let's look at the application of the above-mentioned guidelines for the following passage below.

Practice reading 1.1

THE LITTLE ICE AGE

A This book will provide a detailed examination of the Little Ice Age and other climatic shifts, but, before I embark on that, let me provide a historical context. We tend to think of climate – as opposed to weather – as something unchanging, yet humanity has been at the mercy of climate change for its entire existence, with at least eight glacial episodes in the past 730,000 years. Our ancestors adapted to the universal but irregular global warming since the end of the last great Ice Age, around 10,000 years ago, with dazzling opportunism. They developed strategies for surviving harsh drought cycles, decades of heavy rainfall or unaccustomed cold; adopted agriculture and stock-raising, which revolutionised human life; and founded the world's first pre-industrial civilisations in Egypt, Mesopotamia and the Americas. But the price of sudden climate change, in famine, disease and suffering, was often high.

B The Little Ice Age lasted from roughly 1300 until the middle of the nineteenth century. Only two centuries ago, Europe experienced a cycle of bitterly cold winters; mountain glaciers in the Swiss Alps were the lowest in recorded memory, and pack ice surrounded Iceland for much of the year. The climatic events of the Little Ice Age did more than help shape the modern world. They are the deeply important context for the current unprecedented global warming. The Little Ice Age was far from a deep freeze, however; rather an irregular seesaw of rapid climatic shifts, few lasting more than a quarter-century, driven by complex and still little understood interactions between the atmosphere and the ocean. The seesaw brought cycles of intensely cold winters and easterly winds, then switched abruptly to years of heavy spring and early summer rains, mild winters, and frequent Atlantic storms, or to periods of droughts, light northeasterly winds, and summer heat waves.

C Reconstructing the climate changes of the past is extremely difficult, because systematic weather observations began only a few centuries ago, in Europe and North America. Records from India and tropical Africa are even more recent. For the time before records began, we have only 'proxy records' reconstructed largely from tree rings and ice cores, supplemented by a few incomplete written accounts. We now have hundreds of tree-ring records from throughout the northern hemisphere, and many from south of the equator, too, amplified with a growing body of temperature data from ice cores drilled in Antarctica, Greenland, the Peruvian Andes, and other locations. We are close to a knowledge of annual summer and winter temperature variations over much of the northern hemisphere going back 600 years.

D This book is a narrative history of climatic shifts during the past ten centuries, and some of the ways in which people in Europe adapted to them. Part One describes the Medieval Warm Period, roughly 900 to 1200. During these three centuries, Norse voyagers from Northern Europe explored northern seas, settled Greenland, and visited North America. It was not a time of uniform warmth, for then, as always since the Great Ice Age, there were constant shifts in rainfall and temperature. Mean European temperatures were about the same as today, perhaps slightly cooler.

E It is known that the Little Ice Age cooling began in Greenland and the Arctic in about 1200. As the Arctic ice pack spread southward, Norse voyages to the west were rerouted into the open Atlantic, then ended altogether. Storminess increased in the North Atlantic and North Sea. Colder, much wetter weather descended on Europe between 1315 and 1319, when thousands perished in a continent-wide famine. By 1400, the weather had become decidedly more unpredictable and stormier, with sudden shifts and lower temperatures that culminated in the cold decades of the late sixteenth century. Fish were a vital commodity in growing towns and cities, where food supplies were a constant concern. Dried cod and herring were already the staples of the European fish trade, but changes in water temperatures forced fishing fleets to work further offshore. The Basques, Dutch, and English developed the first offshore fishing boats adapted to a colder and stormier Atlantic. A gradual agricultural revolution in northern Europe stemmed from concerns over food supplies at a time of rising populations. The revolution involved intensive commercial farming and the growing of animal fodder on land not previously used for crops. The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine.

F Global temperatures began to rise slowly after 1850, with the beginning of the Modern Warm Period. There was a vast migration from Europe by land-hungry farmers and others, to which the famine caused by the Irish potato blight contributed, to North America, Australia, New Zealand, and southern Africa. Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as intensive European farming methods expanded across the world. The unprecedented land clearance released vast quantities of carbon dioxide into the atmosphere, triggering for the first time humanly caused global warming. Temperatures climbed more rapidly in the twentieth century as the use of fossil fuels proliferated and greenhouse gas levels continued to soar. The rise has been even steeper since the early 1980s. The Little Ice Age has given way to a new climatic regime, marked by prolonged and steady warming. At the same time, extreme weather events like Category 5 hurricanes are becoming more frequent.

Classify the following events as occurring during the

A. Medieval warm period
B. Little ice age
C. Modern warm period

Write the correct letter A, B or C

1. Many Europeans started farming abroad.
2. The cutting down of trees began to affect the climate.
3. Europeans discovered other lands.
4. Changes took place in fishing patterns.

Solved examples:

1. This text belongs to **Paragraph F** which mentions about the expansion of European farming methods across the world during the Modern Warm Period due to which a vast area of forest and woodland was cleared.

   This can be traced from the following sentences, 'Global Temperatures began to rise slowly after 1850, with the beginning of **Modern Warm Period**. There was a vast region..... Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as **intensive European farming methods expanded across the world**.'

   So the above event occurred during Modern Warm Period and the correct answer is **Option C.**

2. This text belongs to **Paragraph F** which also describes about the human influence on climate change due to increase in cutting of trees during the **Modern Warm Period**.

   This can be traced from the following sentences, 'The unprecedented land clearance released vast quantities of carbon dioxide into the atmosphere, triggering for the first time humanly caused global warming.'

   So the above event occurred during Modern Warm Period and the correct answer is **Option C.**

Practice Exercises 1.1

Classify the following events as occurring during the

D. Medieval warm period
E. Little ice age
F. Modern warm period

Write the correct letter A, B or C

5. Many Europeans started farming abroad.
6. The cutting down of trees began to affect the climate.
7. Europeans discovered other lands.
8. Changes took place in fishing patterns.

Practice reading 1.2



Collecting Ant Specimens

Collecting ants can be as simple as picking up stray ones and placing them in a glass jar, or as complicated as completing an exhaustive survey of all species present in an area and estimating their relative abundances. The exact method used will depend on the final purpose of the collections. For taxonomy, or classification, long series, from a single nest, which contain all castes (workers, including majors and minors, and, if present, queens and males) are desirable, to allow the determination of variation within species. For ecological studies, the most important factor is collecting identifiable samples of as many of the different species present as possible. Unfortunately, these methods are not always compatible. The taxonomist sometimes overlooks whole species in favour of those groups currently under study, while the ecologist often collects only a limited number of specimens of each species, thus reducing their value for taxonomic investigations.

To collect as wide a range of species as possible, several methods must be used. These include hand collecting, using baits to attract the ants, ground litter sampling, and the use of pitfall traps. Hand collecting consists of searching for ants everywhere they are likely to occur. This includes on the ground, under rocks, logs or other objects on the ground, in rotten wood on the ground or on trees, in vegetation, on tree trunks and under bark. When possible, collections should be made from nests or foraging columns and at least 20 to 25 individuals collected. This will ensure that all individuals are of the same species, and so increase their value for detailed studies. Since some species are largely nocturnal, collecting should not be confined to daytime. Specimens are collected using an aspirator (often called a pooter), forceps, a fine, moistened paint brush, or fingers, if the ants are known not to sting. Individual insects are placed in plastic or glass tubes (1.5–3.0 ml capacity for small ants, 5–8 ml for larger ants) containing 75% to 95% ethanol. Plastic tubes with secure tops are better than glass because they are lighter, and do not break as easily if mishandled.

Baits can be used to attract and concentrate foragers. This often increases the number of individuals collected and attracts species that are otherwise elusive. Sugars and meats or oils will attract different species and a range should be utilised. These baits can be placed either on the ground or on the trunks of trees or large shrubs. When placed on the ground, baits should be situated on small paper cards or other flat, light-coloured surfaces, or in test-tubes or vials. This makes it easier to spot ants and to capture them before they can escape into the surrounding leaf litter.

Many ants are small and forage primarily in the layer of leaves and other debris on the ground. Collecting these species by hand can be difficult. One of the most successful ways to collect them is to gather the leaf litter in which they are foraging and extract the ants from it. This is most commonly done by placing leaf litter on a screen over a large funnel, often under some heat. As the leaf litter dries from above, ants (and other animals) move downward and eventually fall out the bottom and are collected in alcohol placed below the funnel. This method works especially well in rain forests and marshy areas. A method of improving the catch when using a funnel is to sift the leaf litter through a coarse screen before placing it above the funnel. This will concentrate the litter and remove larger leaves and twigs. It will also allow more litter to be sampled when using a limited number of funnels.

The pitfall trap is another commonly used tool for collecting ants. A pitfall trap can be any small container placed in the ground with the top level with the surrounding surface and filled with a preservative. Ants are collected when they fall into the trap while foraging. The diameter of the traps can vary from about 18 mm to 10 cm and the number used can vary from a few to several hundred. The size of the traps used is influenced largely by personal preference (although larger sizes are generally better), while the number will be determined by the study being undertaken. The preservative used is usually ethylene glycol or propylene glycol, as alcohol will evaporate quickly and the traps will dry out. One advantage of pitfall traps is that they can be used to collect over a period of time with minimal maintenance and intervention. One disadvantage is that some species are not collected as they either avoid the traps or do not commonly encounter them while foraging.

Classify the following events as occurring during the

A. Hand collecting

B. Using bait

C. Sampling ground litter

D. Using a pitfall trap

Write the correct letter A, B, C or D

1. It is preferable to take specimens from groups of ants.
2. It is particularly effective for wet habitats.
3. It is a good method for species which are hard to find.
4. Little time and effort is required.
5. Separate containers are used for individual specimens.
6. Non-alcoholic preservative can be used.

IELTS Reading Strategies

ANSWER KEY

EXERCISE 1.1

1. C
2. C
3. A
4. B

EXERCISE 1.2

1. A
2. C
3. B
4. D
5. A

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