ANSWER KEY

TABLE OF CONTENTS

BEACON IELTS ACADEMY

CAMBRIDGE IELTS 3 - TEST 1 - READING

READING PASSAGE 1

Question 1-4:

1. iv (first 4 lines: "An intellectual breakthrough, brilliant though it may be, does not automatically ensure that the transition is made from theory to practice. Despite the fact that rockets had been used sporadically for several hundred years, they remained a relatively minor artefact of civilisation until the twentieth century. Prodigious efforts")

2. I (first 7 lines: "A simple analogy can help us to understand how a rocket operates. lt is much like a machine gun mounted on the rear of a boat. ln reaction to the backward discharge of bullets, the gun, and hence the boat, move forwards. A rocket motor's 'bullets' are minute, high-speed particles produced by burning propellants in a suitable chamber. The reaction to the ejection of these small particles causes the rocket to move forwards. There is evidence that the reaction principle was applied practically well before the rocket was invented. ln his Noctes Atticae or Greek Nights, Aulus")

3. V (line 10-21: "explosive grenades and possibly cannons to repel their enemies. One such weapon was the 'basket of fire' or, as directly translated from Chinese, the 'arrows like flying leopards'. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the 'arrow as a flying sabre', which could be fired from crossbows. The rocket, placed in a similar position to other rocket—propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow's stability by moving the centre of gravity to a position below the rocket. At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail.")

4. Iii (first 3 lines: "It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in pyrotechnic displays. The")

Question 5-6:

5. B (para A, line 3-4: "it wasn't until the discovery of the reaction principle, which was the key to space travel and so represents one of the great milestones in the history of scientific")

6. D (para E, line 9-11: “diameter with sharp points at the top and a 3m—long bamboo guiding stick‘. In the early nineteenth century the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely”)

Question 7-10:

7. A (para D, first 2 lines: “The invention of rockets is linked inextricably with the invention of ‘black powder’. Most historians of technology credit the Chinese with its discovery. They base their”)

8. A (para D, line 10-15: “explosive grenades and possibly cannons to repel their enemies. One such weapon was the ‘basket of fire’ or, as directly translated from Chinese, the ‘arrows like flying leopards’. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the ‘arrow as a flying sabre‘, which could be fired from crossbows. The rocket, placed in a similar”)

9. E (para E, line 4-6: “incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century.”)

10. B (para E, line 14-16: “way that it could be firmly attached to the body of the rocket. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was propped up by two sticks”)

Question 11-14:

11. B (para D, line 10-14: “explosive grenades and possibly cannons to repel their enemies. One such weapon was the ‘basket of fire’ or, as directly translated from Chinese, the ‘arrows like flying leopards’. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the ‘arrow as”)

12. E (para D, last 3 lines: “the rocket. At a similar time, the Arabs had developed the ‘egg which moves and burns‘. This ‘egg’ was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail”)

13. F (para E, line 6-9: “and used rockets successfully against the British in the late eighteenth century. The Indian rockets used against the British were described by a British Captain serving in India as ‘an iron envelope about Z00 millimetres long and 40 millimetres in diameter with sharp points at the top and a 3m—long bamboo guiding stick‘. In the”)

14. G (para E, line 10-14: “early nineteenth century the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely encased in a stout, iron cylinder, terminating in a conical head, measuring one metre in diameter and having a stick almost five metres long and constructed in such a way that it could be firmly attached to the body of the rocket. The Americans”)

READING PASSAGE 2

Question 15-17:

15. B (para 2, first 5 lines: “In addition to being responsible for more than 85 per cent of lung cancels, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 "deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. ‘Smoking, it is”)

16. A (para 7, line 3-4: “Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood’s ability to deliver me-giving oxygen to, the heart”)

17. C (para 7, line 5-6: “Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the ,likelihood of blood clots, thereby affecting blood”)

Question 18-21:

18. NO (para 2, last 4 lines: “from such problems as pneumonia, bronchitis and influenza. ‘Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United State today”)
19. NOT GIVEN
20. YES (para 4, last 3 lines: “years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.”)
21. NOT GIVEN

Question 22-24:

22. E (para 5, first 3 lines: "A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of")

23. G (para 5, last 3 lines: "whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by any people in their daily lives is enough to produce substantial adverse effects on person's heart and lungs.")

24. H (para , first 4 lines: "The report, published' in the Journal of the American medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of 'smoking")

Question 25-28:

25. A (para 6, line 3-7: "review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of 'smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in, order to compensate for the effects of smoking. it further states that people who do not smoke do not have")

26. B (para 5, last 4 lines: "to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by any people in their daily lives is enough to produce substantial adverse effects on person's heart and lungs")

27. B (para 9, last 3 lines: "be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and cost-effective action is to establish smoke-free work places, schools and public states")

28. C (para 3, line 1-6: "Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also cause a serious health risk. A reported published in 1992 by the US Environment Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs.")

READING PASSAGE 3

Question 29-33:

29. iv (para C, line 1-9: "The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses — simple, unbiased, unprejudiced observation. Out of these sensory data — commonly referred to as 'facts' — generalisations will form. The")

30. vii (para D, line 10-16: "hypothesis. Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and")

31. iii (para E, first 5 lines: "Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the")

32. v (para F, first 8 lines: "So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean. The")

33. vi (para G, line 6-23: "inevitable fashion. The hypothetico-deductive method describes the logical approach to much research work, but it does not describe the psychological behaviour that brings it about. This is much more holistic — involving guesses, reworkings, corrections, blind alleys and above all inspiration, in the deductive as well as the hypothetic component — than is immediately apparent from reading the final thesis or published papers. These have been, quite properly, organised into a more serial, logical order so that the worth of the output may be evaluated independently of the behavioural processes by which it was obtained.

Question 34-35:

34. B (para B, first 5 lines: "It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become")

35. F (para F, first 4 lines: "So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in")

Question 36-39:

36. YES (para A, line 6-9: "taken by Karl Popper in The Logic of Scientific Discovery (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive")

37. NO (para E, line 10-15: "your hypothesis. If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct. Once you have arrived at")

38. NOT GIVEN
39. YES (para G, line 6-18: "inevitable fashion. The hypothetico-deductive method describes the logical approach to much research work, but it does not describe the psychological behaviour that brings it about. This is much more holistic — involving guesses, reworkings, corrections, blind alleys and above all inspiration, in the deductive as well as the hypothetic component — than is immediately apparent from reading the final thesis or published papers. These have been, quite")

Question 40:

40. D

CAMBRIDGE IELTS 3 - TEST 2 - READING

READING PASSAGE 1

Question 1-5:

1. NOT GIVEN
2. NO (para 2, first 3 lines: "More than 4,000 species of these remarkable creatures have evolved and adapted to the world's different climates and the dung of its many animals. Australia's")

3. YES (para 3, line 2-7: "at the Australian Government's premier research organisation, the Commonwealth Scientific and Industrial Research Organisation (CSIRO), suggested that dung beetles should be introduced to Australia to control dung-breeding flies. Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle, from Asia, Europe and Africa, aiming to match them to different")

4. YES (para 2, last 3 lines: "climatic zones in Australia. Of the 26 species that are known to have become successfully integrated into the local environment, only one, an African species released in northern Australia, has reached its natural boundary")

5. NO (para 3, last 5 lines: "beetles are released, a handful at a time, into fresh cow pats in the cow pasture. The beetles immediately disappear beneath the pats digging and tunneling and, if they successfully adapt to their new environment, soon become a permanent, self- sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious")

Question 6-8:

6. South Africa
7. French
8. Spanish

   (para 5, line 3-9: "directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly")

Question 9-13:

9. 'temperature' (para 6, line 3-4: "state of Victoria, the large French species (2.5 cms long) is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from")
10. 'early spring'
11. '2-5'
    (para 6, line 6-7: "spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-")
12. 'sub-tropical'
13. South Africa tunneling
    (para 6, last 4 lines: "to five generations annually. The South African ball-rolling species, being a sub- tropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species. In warmer climates, many species are active for longer periods of the year")

READING PASSAGE 2

Question 14-18:

14. v (section A, first 2 lines: "The role of government is environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often,")

15. vii (section B, first 4 lines: "No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has")

16. ii (section C, the first sentence: "All these activities may have damaging environmental impacts.")

17. iv (section D, first para, first 3 lines: "Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsides is immense" about $250 billion, or more than all World Bank lending in the 1980s.")

18. i (section 4, first 4 lines: "A result of the Uruguay Round of world trade negotiations is likely to be a reduction of 36 per cent in the average levels of farm subsides paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsides are lower on non-existent, such as the former communist countries and parts of")

Question 19-22:

19. G (section C, first 2 line: "All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation, chemical fertilisers")
20. C
21. F
22. B

    (section C, line 2-6: "clearing for agriculture is the largest single cause of deforestation, chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of")

Question 23-27:

23. C(section, line 8-10: "land in both rich and poor countries. The United State, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity."")

24. B (Section D, para 1, line 6: "inputs: fertilizers and pesticides. Fertilizer use doubled in Denmark in the period 1960-1985")

25. D (section D, para 2, line 3-7: "1984. A study of the environmental effects, conducted in 1993, found that the end of fertilizer subsides had been followed by a fall in fertilizer use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsides also stopped land0clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began diversify. The one kind of subsidy whose removal")

26. C (section D, para 3, first 3 lines: "In less enlightened countries, and in the Europe Union, the trend has been to reduce rather than eliminate subsides, and to introduce new payments to encourage farmers to treat their land in environmentally friendly ways, or to leave it fallow. It may sound")

27. A (para F, last 6 lines: "many desirable environmental effects. The intensity of farming in the rich world should decline, and the use of chemical inputs will diminish. Crops are more likely to be grown in the environments to which they are naturally suited. And more farmers in poor countries will have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently")

Question 28:

28. A

READING PASSAGE 3

Question 29-35:

29. NOT GIVEN
30. YES (role definition, para 2, last 3 lines: "you, part of your personality. Hence, there is some likelihood that all accountants will be alike or that all blondes are similar — they are forced that way by the expectations of their role.")

31. YES (role definition, para 4, first 3 lines: "In social circumstances, dress has often been used as a role sign to indicate the nature and degree of formality of any gathering and occasionally the social status of people present. The current trend towards blurring these role signs in dress is")

32. NOT GIVEN
33. YES (para 6, first 3 lines: "In organisations, office signs and furniture are often used as role signs. These and other perquisites of status are often frowned upon, but they may serve a purpose as a kind of uniform in a democratic society; roles without signs often lead to con-")

34. NO (role ambiguity, para 1, line 3-6: "any given time. One of the crucial expectations that shape the role definition is that of the individual, the focal person himself. If his occupation of the role is unclear, or if it differs from that of the others in the role set, there will be a degree of role ambiguity. Is this bad? Not necessarily, for the ability to shape one's own")

35. NO (role ambiguity, para 1, line 8-10: "to role stress which will be discussed later on. The virtue of job descriptions is that they lessen this role ambiguity. Unfortunately, job descriptions are seldom complete role definitions, except at the lower end of the scale. At middle and higher")

Question 36-39:

36. 'role sign'(role definition, para 5, first 3 lines: "Place is another role sign. Managers often behave very differently outside the office and in it, even to the same person. They use a change of location to indicate a change in role from, say, boss to friend. Indeed, if you wish to change your roles")

37. 'ritual' (role definition, para 5, line 6-8: "hard you try to be his friend. In very significant cases of role change, e.g. from a soldier in the ranks to officer, from bachelor to married man, the change of role has to have a very obvious sign, hence rituals. It is interesting to observe, for instance")

38. 'role sign' (role definition, para 6, line1-3: "In organisations, office signs and furniture are often used as role signs. These and other perquisites of status are often frowned upon, but they may serve a purpose as a kind of uniform in a democratic society; roles without signs often lead to con-")

39. 'rose set' (role ambiguity, para 1, first 3 lines: "Role ambiguity results when there is some uncertainty in the minds, either of the focal person or of the members of his role set, as to precisely what his role is at any given time. One of the crucial expectations that shape the role definition is")

Question 40:

40. C

CAMBRIDGE IELTS 3 - TEST 3 - READING

READING PASSAGE 1

Question 1-6:

1. FALSE (para 1, line 8-12: "Europe. While this includes complex kingdoms, as in Africa and ancient empires, such as those of the Americas, the primary focus of attention in the twentieth century has been on small-scale societies. Through")

2. FALSE (para 1, line 13-17: "its collections, the Departments specific interest is to document how objects are created and used, and to understand their importance and significance to those who produce them. Such objects can include")

3. FALSE (para 2 , last 5 lines: "to visitors and scholars. To this end, the collecting emphasis has often been less on individual objects than on groups of material which allow the display of a broad range of a society's cultural expressions.

4. NOT GIVEN
5. TRUE (para 3, line 6-17: "other institutions. The material collected includes great technical series - for instance, of textiles from Bolivia, Guatemala, Indonesia and areas of West Africa - or of artefact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the Andes, kayaks from the Arctic, and dug-out canoes from several countries. The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture represent-")

6. TRUE (para 5, line 1-14: "With the independence of much of Asia and Africa after 1945, it was assumed that 'economic progress would rapidly lead to the disappearance or assimilation of many small-scale societies. Therefore, it was felt that the Museum should acquire materials representing people whose art or material culture, ritual or political structures were "on the point of irrevocable change. This attitude altered with the realisation that' marginal' community can survive and adapt in spite of partial integration into a notoriously fickle world economy. Since the seventeenth century,")

Question 7-12:

7. TS (para 3, line 7-8: "includes great technical series - for instance, of textiles from Bolivia, Guatemala")

8. AT (para 4, line 9-12: “Indonesia and areas of West Africa - or of artefact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the”)

9. FA (para 3, line 14-21: “canoes from several countries. The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture representative of one people. This might cover the necessities of life of an African herdsman or an Arabian farmer, ritual objects, or even on occasion airport art. Again, a series of”)

10. AT (para 3, line 9-13: “Indonesia and areas of West Africa - or of artefact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the Andes, kayaks from the Arctic, and dug-out

11. FA (para 3, line 14-20: “canoes from several countries. The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture representative of one people. This might cover the necessities of life of an African herdsman or an Arabian farmer, ritual objects, or even”)

12. SE (para 3, line 23-26: “acquisitions might represent a decade's fieldwork documenting social experience as expressed in the varieties or clothing and jewellery styles, tents and camel trappings from various Middle Eastern countries, or in”)

READING PASSAGE 2

Question 13-15:

13. v (section A, first 3 lines: “In 1942 Allan R Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians. The Siriono, Holmberg”)

14. i (section B, line 6-8: “unconquerable, a habitat totally hostile to human civilization. The apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not — and”)

15. vi (section D, last 3 lines: “that leaves people out of the equation is no longer tenable. The archaeological evidence shows mat the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.”)

Question 16-21:

16. NO (para B, line 7-9: “apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not — and cannot — sustain a more complex society. Archaeological traces of far more”)

17. YES (para C, first 3 lines: “The popular conception of Amazonia and its native residents would be enormously consequential if it were true. But the human history of Amazonia in the past 11,000 years betrays that view as myth. Evidence”)

18. NOT GIVEN
19. NO (para D, line 2-8: “surprise. Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence. But as the University of Florida ecologist, Peter Feinsinger, has noted, an approach that leaves people out of the equation is no longer tenable. The archaeological evidence shows mat the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.”)

20. YES (para F, first 5 lines: “The other major casualty of the “naturalism" of environmental scientists has been the indigenous Amazonians, whose habits of hunting, fishing, and slash—and-burn cultivation often have been represented as harmful to the habitat. In the clash between environmentalists and developers, the Indians, whose presence is in fact crucial to the survival of the forest, have”)

21. YES (para F, last 4 lines: “however, points toward a middle ground. Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before. The long—buried past, it seems, offers hope for the future.”)

Question 22-25:

22. C (para A, first 4 lines: “In 1942 Allan R Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians. The Siriono, Holmberg later wrote, led a “strikingly backward" existence. Their villages were little”)

23. A (para C, line 3-7: “Amazonia in the past 11,000 years betrays that view as myth. Evidence gathered in recent years from anthropology and archaeology indicates that the region has supported a series of indigenous cultures for eleven thousand years; an extensive network of complex societies — some with populations perhaps as large as 100,000 — thrived there for more than”)

24. B (para D, line 2-8: "surprise. Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence. But as the University of Florida ecologist, Peter Feinsinger, has noted, an approach that leaves people out of the equation is no longer tenable. The archaeological evidence shows mat the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.")

25. C (para F, line 6-9: "suffered the most. The new understanding of the pre-history of Amazonia, however, points toward a middle ground. Archeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before."

READING PASSAGE 3

Question 26-28:

26. A (para 3, last 4 lines: "suggests that the low temperature did not slow down mental functioning directly, but the feeling of cold distracted the divers from their tasks.")

27. B (para 4, line 18-28: "in the brain. The amount of melatonin falls with greater exposure to daylight. Research shows that melatonin plays an important part in the seasonal behaviour of certain animals. For example, food consumption of stags increases during the winter, reaching a peak in February/ March. It falls again to a low point in May")

28. B (para 6, first 7 lines: "When there is a thunderstorm brewing, some people complain of the air being 'heavy' and of feeling irritable, moody and on edge. They may be reacting to the fact that the air can become slightly positively charged when large thunderclouds are generating the intense electrical")

Question 29-34:

29. NOT GIVEN
30. FALSE (para 6, line 8-15: "positive charge increases the levels of serotonin (a chemical involved in sending signals in the nervous system). High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive. When certain winds are")

31. FALSE (para 4, line 11-15: "temperature in the restaurant was the same. A link between weather and mood is made believable by the evidence for a connection between behaviour and the length of the daylight hours. This in turn might")

32. TRUE (para 5, line 11-20: "seasons. People's moods too, have been shown to react to the length of the day- light hours. Sceptics might say that longer exposure to sunshine puts people in a better mood because they associate it with the happy feelings of holidays and freedom from responsibility. However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed")

33. TRUE (para 4, line 18-19: "in the brain. The amount of melatonin falls with greater exposure to daylight.")

34. NOT GIVEN

Question 35-37:

35. B (para 5, line 17-20: "freedom from responsibility. However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed")

36. D (para 6, line 9-15: "positive charge increases the levels of serotonin (a chemical involved in sending signals in the nervous system). High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive. When certain winds are")

37. E (para 4, first 4 lines: "Psychologists have conducted studies showing that people become less sceptical and more optimistic when the weather is sunny. However, this apparently does not")

Question 38-40:

38. B (para 2, line 6-10: "when the weather is colder. Research in the United States has shown a relation- ship between temperature and street riots. The frequency of riots rises dramatically as the weather gets warmer,

39. A (para 5, first 6 lines: "In the laboratory, hamsters put on more weight when the nights are getting shorter and their melatonin levels are falling. On the other hand, if they are given injections of melatonin, they will stop eating altogether. It seems that time")

40. F (para 5, line 6-11: “stop eating altogether. It seems that time cues provided by the changing lengths of day and night trigger changes in animals’ behaviour - changes that are needed to cope with the cycle of the seasons. People’s moods too, have been”)

CAMBRIDGE IELTS 3 - TEST 4 - READING

READING PASSAGE 1

Question 1-5:

1. Los Angeles (para B, line 2-3: "ment and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled 'Zero Emission")

2. London (para B, line 5-6: "of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present only the police have the power to")

3. Singapore (para B, last 2 lines: "do so, but they tend to be busy elsewhere. ln Singapore, renting out road space to users is the way of the future.")

4. London (para D, first 3 lines: "As part of a European Union environmental programme, a London council is testing an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary test that is the")

5. Los Angeles (para E, line 2-4: "tendency to drive them more. Los Angeles has some of the world's cleanest cars — far better than those of Europe — but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people")

Question 6-10:

6. YES (para C, first 2 lines: "When Britain's Royal Automobile Club monitored the exhausts of 610,000 vehicles, it found that 12 per cent of them produced more than half the total pollution. Older")

7. YES (para D, line 2-3: "an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary test that is the")

8. NO (para E, first 4 lines: "The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars — far better than those of Europe — but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people")

9. NO (para E, line 4-7: "to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.3, has been falling steadily. Increasing it would be an effective way of reducing emissions as well")

10. NO (para F, last 5 lines: "Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.")

Question 11-13:

11. A (part two, para 1, last 5 lines: "Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities — places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.")

12. D (part two, para 2, last 4 lines: "most attention from health researchers. PM1O, a sub-category of particulate matter measuring ten-millionths of a metre across, has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.")

13. C (part two, para 3, line 3-4: "polluted air offer further evidence of its destructive power. The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually")

READING PASSAGE 2

Question 14-15:

14. C (para 2, line 7-16: "nationwide image. By doing so, it became one of the first groups to project a corporate identity, and it is this advanced marketing strategy, along with the other organisational and commercial achievements of the WSPU, to which the exhibition is devoted.")

15. D (para 4, line 1-7: "With their slogan 'Deeds not words', and the introduction of the colour scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked.")

Question 16:

16. D & E (para 13, line 1-10: "Although the exhibition officially charts the years 1906 to 1914, graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show what was achieved. It demonstrates")

Question 17-19:

17. (selling) advertising (space) (para 6, line 1-10: "Equally importantly for a rising political group, the newspaper returned a profit. This was partly, because advertising space was bought in the paper by large department stores such as Selfridges, and jewellers such as Mappin & Webb. These two")

18. 'colour scheme/(three) colours/purple, white, green' (para 7, line 6-12: "exploit. The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colours. In 1906 such")

19. (the) Woman's Exhibition (para 8, line 7-12: "numerous other fund- raising activities combined to fill the coffers of the 'war chest'. The most notable of these was the Woman's Exhibition, which took")

Question 20-26:

20. NO (para 3, line 1-13: "Formed in 1903 by the political campaigner Mrs Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and")

21. YES (para 5, last 5 lines: "The newspapers produced by the WSPU, first Votes for Women and later The Suffragette, played a vital role in this communication.")

22. NO (para 5, line 6-7: "Both were sold throughout the country and proved an")

23. NO (para 5, last 6 lines: "invaluable way of informing members of meetings, marches, fund- raising events and the latest news and views on the movement.")

24. NOT GIVEN

25. YES (para 9: "The Museum of London's exhibition is largely visual, with a huge number of items on show. Against a quiet background hum of street sounds, copies of The Suffragette, campaign banners and photographs are all on display, together")

26. YES (para 11, line 8-14: "programme begins with a short film devised by the 'antis' — those opposed to women having the vote — depicting a suffragette as a fierce harridan bullying her poor, abused husband.")

Question 27:

27. D (para 13, line 10-11: "achieved. It demonstrates how advanced the"
    Para 13, line 17: "also conveys a sense of the"
    Para 13, line 21: "equality. And it illustrates")

READING PASSAGE 3

Question 28-30:

28. A (para 1: "There is clear-cut evidence that, for a period of at least one year, supervision which increases the direct pressure for productivity can achieve significant increases in production. However, such short-term increases are obtained only at a substantial and serious cost to the organisation.")

29. C (para 3: "The study covered 500 clerical employees in four parallel divisions. Each division was organised in exactly the same way, used the same technology, did exactly the same kind of work, and had employees of comparable aptitudes.")

30. C (para 6, first 2 lines: "The experiment at the clerical level lasted for one year. Beforehand, several months were devoted to planning, and there was also a training period of approximately six months. Productivity was")

Question 31-36:

31. 'supervision/leadership/management' (para 5, last 3 lines: "division that had been below average in productivity. No attempt was made to place a division in the programme that would best fit its habitual methods of supervision used by the manager, assistant managers, supervisors and assistant supervisors.")

32. 'productivity' (para 6, line 2-3: "to planning, and there was also a training period of approximately six months. Productivity was measured continuously and computed weekly throughout the year. The attitudes of employees")

33. 'reduced/cut/decreased' (para 7, first 3 lines: "Turning now to the heart of the study, in two divisions an attempt was made to change the super- vision so that the decision levels were pushed down and detailed supervision of the workers reduced. More general supervision of the clerks and their supervisors was introduced. In addition")

34. (group method of) leadership (para 7, line 4-5: "the managers, assistant managers, supervisors and assistant supervisors of these two divisions were trained in group methods of leadership, which they endeavoured to use as much as their")

35. 'overstaffed' (para 8, line 5-6: "was to have the jobs timed and to have standard times computed. This showed that these divisions were overstaffed by about 30%. The general manager then ordered the managers of these")

36. 'reduced/cut/decreased' (para 8, line 6-7: "sions were overstaffed by about 30%. The general manager then ordered the managers of these two divisions to cut staff by 25%. This was done by transfers without replacing the persons who")

Question 37-40:

37. C (changes in productivity, para 1, first 2 lines: "Figure 1 shows the changes in salary costs per unit of work, which reflect the change in productivity that occurred in the divisions. As will be observed, the hierarchically controlled pro")

38. D (changes in attitudes, para 2, first 2 lines: "For example, Figure 2 shows that when more general supervision and increased participation were provided, the employees' feeling of responsibility to see that the work got done increased.")

39. G (changes in attitudes, para 3, first 2 lines: "As Figure 3 shows, the employees in the participative programme at the end of the year felt that their manager and assistant manager were 'closer to them' than at the beginning of the year.")

40. F (changes in attitudes, para 3, last 4 lines: "The opposite was true in the hierarchical programme. Moreover, as Figure 4 shows, employees in the participative programme felt that their supervisors were more likely to 'pull' for them, or for the company and them, and not be solely interested in the company, while in the hierarchi- cally controlled programme, the opposite trend occurred.")

CAMBRIDGE IELTS 4 - TEST 1 - READING

READING PASSAGE 1

Question 1-8:

1. FALSE (para 1, line 7-8: "duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that")

2. FALSE (para 1, line 9-11: "children will have formed ideas about rainforests — what and where they are, why they are important, what endangers them — independent of any formal tuition. It is also")

3. TRUE (para 2, first 2 lines: "Many studies have shown that children harbour misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated")

4. TRUE (para 2, line 2-5: "curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the")

5. FALSE (para 4, line 2-3: "Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were description")

6. NOT GIVEN
7. TRUE (para 10, first 3 lines: "The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as")

8. NOT GIVEN

Question 9-13:

9. M (para 4, line 5-6: "as damp, wet or hot. The second question concerned the geographical location of rain- forests. The commonest responses Were continents or countries: Africa (given by 43%")

10. E (para 5, first 3 lines: "Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats Fewer students responded that rainforests provide plant habitats, and even fewer")

11. G Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer")

12. P (para 9, first 2 lines: "In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive.")

13. J (para 9, line 2-4: "majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some")

Question 14:

14. B

READING PASSAGE 2

Question 15-21:

15. 'taste buds' (para 1, last 2 lines: "have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary"

16. 'baleen'/'the baleen whale' (para 3, first 2 lines: "The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater — specifically a grey whale calf in cap")

17. 'forward % downward' (para 4, first 2 lines: "On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater")

18. ‘fresh water dolphin(s)’/ ‘the fresh water dolphin(s)’ (para 4, line 2-3: “that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that”)

19. ‘water/the water’ (para 4, line 4-5: “what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches”)

20. ‘lower frequencies’/ ‘the lower frequencies’ (para 6, line 5: “echolocation. Large baleen whales primarily use the lower frequencies and are often limited”)

21. ‘bowhead & humpback’ (para 6, line 6-7: “in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales.”)

Question 22-26:

22. ‘touch/sense of touch’ (para 2, first 5 lines: “The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals’ responsiveness to being touched or rubbed, and both captive and free- ranging cetacean individuals of all species (particularly adults and calves, or members”)

23. ‘fresh water dolphin(s)/ the fresh water dolphin(s)’ (para 4, line 2-3: “that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that”)

24. ‘airborne flying fish’ (para 4, line 4-6: “what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air—water”)

25. ‘clear water(s)/ clear open water(s)’ (para 5, line 2-3: “individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The”)

26. ‘acoustic sense/ the acoustic sense’ (para 6, first 3 lines: “Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although”)

READING PASSAGE 3

Question 27-29:

27. C (part 1, para 1, first 2 lines: "From a number of recent studies, it has become clear that blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other")

28. C (part 1, para 1, line 4-7: "This fact was drawn to my attention dramatically when a blind woman in one of my investigations decided on her own initiative to draw a wheel as it was spinning. To show this motion, she traced a curve inside the circle (Fig. 1). I was taken aback. Lines of motion")

29. A (part 1, para 5, last 3 lines "the task I gave them involved some problem solving. Evidently, however, the blind not only figured out meanings for each line of motion, but as a group they generally came up with the same meaning at least as frequently as did sighted subjects.")

Question 30-32:

30. E
31. C
32. A

Question 33-39:

33. 'pairs' (part 2, para 2, line 1: "We gave a list of twenty pairs of words to")
34. 'shapes' (part 2, para 1, last 2 lines: "China, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning")

35. 'sighted' (part 2, para 2, first 2 lines: "We gave a list of twenty pairs of words to sighted subjects and asked them to pick from")

36. 'sighted'
37. 'deep'
38. 'blind'
39. 'similar'

(part 2, para 3, line 5-10: "weak to strong, respectively. And only 51% linked deep to circle and shallow to square. (See Fig. 2.) When we tested four totally blind volunteers

using the same list, we found that their choices closely resembled those made by the sighted subjects. One man, who had been")

Question 40:

40. B (part 2, para 3, last 3 lines: "opposite partners. Thus, we concluded that the blind interpret abstract shapes as sighted people do.")

CAMBRIDGE IELTS 4 - TEST 2 - READING

READING PASSAGE 1

Question 1-4:

1. 'isolation' (para 3, line 1: "Isolation breeds linguistic diversity")
2. 'economic globalisaition/globalization/socio-economic pressure' (para 5, line 12-14: "University of Chicago, argues that the deadliest weapon is not government policy but economic globalization")

3. 'cultural identity' (para 7, line 3-5: "the next century. But a growing interest in cultural identity may prevent the direst predictions from coming true")

4. 'traditional skill' (para 7, line 21-27: "California, 'apprentice' programmes have provided life support to several indigenous languages. Volunteer 'apprentices' pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with")

Question 5-9:

5. E (para 7,line 6-9: "The key to fostering diversity ls for people to learn their ancestral tongue, i as well as the dominant language,' says Doug Whalen, founder and president of")

6. B (para 7, last 6 lines: "to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new Life by using it every day. 'Preserving a language is more like preserving fruits in a jar,' he says.")

7. D (para 6, last 6 lines: "instance,' Pagel says, and this could affect our thoughts and perceptions. 'The patterns and connections we make among various concepts may be structured by the linguistic habits of our community' ")

8. C (para 4, last 7 lines: "ier society, says Nicholas Ostler, of Britain's Foundation for Endangered Languages, in Bath. 'People lose faith in their culture,' he says. 'When the next generation reaches their teens, they might not want to be induced into the old traditions.')

9. B (para 6, first 5 lines: "Language is also intimately bound up with culture, so it maybe difficult to preserve one without the other. 'If a person shifts from Navajo to English, they lose something,' Mufwene says.")

Question 10-13:

10. NO (para 1, line 3-10: "the American southwest, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English. Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists")

11. YES (para 1, last 4 lines: "English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years' time.")

12. NOT GIVEN
13. YES (para 7, first 3 lines: "So despite linguists' best efforts, many languages will disappear over the next century. But a growing inter-")

READING PASSAGE 2

Question 14-15:

14. C (para 1, first 2 lines: "Australia has been unusual in the western world in having a very conservative attitude to natural or alternative therapies, according to D Paul Laver, a lecture")

15. B (para 1, line 8-9: "account for 10% of the national turnover of pharmaceuticals. Americans made more visits to alternative therapists than to orthodox doctors in 1990, and each")

Question 16-23:

16. YES (para 2, first 2 lines: "Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. In a 1983 national")

17. NO (para 2, line 2-5: "therapies in Australia climb steadily during the past 20 years. In a 1983 national health survey, 1.9% of people said that they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population. The 550,000 consultations with")

18. YES (para 2, line 5-6: "this figure had risen to 2.6% of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of")")

19. YES (para 2, last 2 lines: "and empirically based knowledge,' they said. 'The high standing of professionals, including doctors, has been eroded as a consequence')

20. YES (para 3, first 3 lines: "rather than resisting or criticizing this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism")

21. NOT GIVEN
22. NO (para 4, first 2 lines: "In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists' practices in Sydney. These practices offered a")

23. YES (para 4, line 3-7: "wide range of alternative therapies from 25 therapists. Those surveyed had experienced chronic illness, for which orthodox medicine had been able to provide little relief. They commented that they liked the holistic approach of their alternative therapists and the friendly, concerned and detailed attention they had received. The cold, impersonal manner or orthodox doctors features in the survey")

Question 24-26:

24. 'emotional problems' (para 5, line 3-4: "suffer from digestive problems, which is only 1% more than those suffering from emotional problems. Those suffer from respiratory complaints represent 7% of")

25. 'headache/headaches'
26. 'general ill health'
    (para 5, last 3 lines: "their patients, and candida sufferers represent an equal percentage. Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively, and a further 4% see therapists for general health maintenance")

READING PASSAGE 3

Question 27-32:

27. H (para H, last 3 lines: "growth of nerve cells. He was surprised by the ex-tent of the activation. 'Play just Lights every- thing up,' he says. By allowing link-ups between brain

areas that might not normally communicate with each other, play may enhance creativity")

28. F (para F, first 5 lines: "According to Byers, the timing of the playful stage in young animals provides an important clue to what's going on. If you plot the amount of time a juvenile devotes to play each day over the course of its development, you discover a pattern typically associated with a 'sensitive period' — a brief development window during which the brain can actually be modified in ways that are not possible earlier or later in life. Think of the relative ease with which young")

29. A (para A, last 6 lines: much more to it than that. For a start, play can even cost animals their lives. Eighty per cent of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is also extremely expensive in terms of energy. Playful young animals use around two 1 or three per cent of their energy cavorting, and in children that figure can be closer to fifteen l per cent. 'Even two or three per cent is huge,' says John Byers of Idaho University. 'You just don't find animals wasting energy like that,' he adds. There must be a reason ")

30. H (para H, line 2-3: "vate higher cognitive processes. 'There': enormous cognitive involvement in play,' says Bekoff. He points out that play often involves complex assessments of playmates, ideas ofrec")

31. I (para I, last 2 lines: "With schooling beginning earlier and becoming increasingly exam-orientated, play is likely to get even less of a looloin. Who knows what the result of that will be?)

32. B (para B, line 3-7: "makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs - tail- Wagging in dogs, for example -» to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that")

Question 33-35:

33. A (para C, first 2 lines: "Take the exercise theory. If play evolved to build muscle or as a kind of endurance training, then you would expect to see permanent benefits. Hut Byers points out that the benefits of")

34. C (para D, first 2 lines: “Then there‘s the skills-training hypothesis. At first glance, playing animals do appear to be practising the complex manoeuvres they will need in adulthood. But a closer inspection”

    Para D, last 2 lines: “behaviour when they reached adulthood. He found that the way the cats played had no significant effect on their hunting prowess in later life”)

35. F (para B, last 4 lines: “iour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance. Both these ideas have been questioned in recent years”)

Question 36-40:

36. B (para E, last 4 lines: “true. Robert Barton of Durham University believes that, because large brains are more sensitive to developmental stimuli than smaller brains, they require more play to help mould them for adulthood. ‘I concluded it‘s to do with learning, and with the importance of environmental data to the brain during development,’ he says”)

37. G (para H, line 3-4: “Bekoff. He points out that play often involves complex assessments of playmates, ideas of reciprocity and the use of specialised signals and rules. He believes that play creates a brain that”)

38. E (para C, line 4-6: “resulting from juvenile play would be lost by adulthood. ‘If the function of play was to get into shape,’ says Byers, ‘the optimum time for playing would depend on when it was most advantageous for the young of a particular species to do so. But it doesn't work like that.”)

39. D (para E, first 4 lines: “Earlier this year, Sergio Pellis of Lethbridge University, Canada, reported that there is a strong positive link between brain size and playfulness among mammals in general. Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be”)

40. A (para H, line 6-8: “is backed up by the work of Stephen Siviy of Gettysburg College. Siviy studied how bouts M play affected the brain's levels of a particular chemical associated with the stimulation and growth of nerve cells. He was surprised by the ex-tent of the activation. ‘Play just Lights every”)

CAMBRIDGE IELTS 4 - TEST 3 - READING

READING PASSAGE 1

Question 1-4:

1. A (the first quote: "since I joined the Street Kids International program I have been able to buy my family sugar and burns for breakfast. I have also bought myself decent second-hand clothes and shoes"

2. D (Introduction, para 2: "Over the past nine years, Street Kids International (S.K.I) has been working with partner organizations in Africa, Latin America and India to support the economic lives of street children. The purpose of this paper is to share some of the lessons S.K.I and our partners have learned")

3. C (Background, para 1, first 3 lines: "Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family background and violence. The street may be attractive to children as a place to find adventurous play and money. However, it is also")

4. C (Background, para 2, last 3 lines: "work. Many children ay chose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks.

Question 5-8:

5. 'Sudan & India'
6. 'bicycles'
   (Street Business Partnerships: "The S.K.I Bicycles Courier Service first started in the Sudan. Participants in this enterprise were supplied with bicycles, with they used to deliver parcels and messages, and which they were required to pay for gradually from their wages. A similar program was taken up in Bangalore, India."

7. 'Shoe Shine collective' (Street Business Partnerships: "Another successful project, the Shoe Shine Collective, was a partnership program with the Y.W.C.A in the Dominican Republic. In this project, participants were lent money to purchase shoe shine"

8. 'life skills'(Street Business Partnerships: "Y.W.C.A Street youths are supported to start their own small business through business training, life skills training and access to credit.")

Question 9-12:

9. NO (Lessons learned: "Being an entrepreneur is not for everyone, not for every street child. Ideally, potential participants will")

10. NOT GIVEN
11. NO (Lessons learned: "Small loans are provided initially for purchasing fixed assets such as bicycles, shoe shine kits and basic building materials for a market. As the entrepreneurs gain experience, the enterprises can be gradually expanded and consideration can be given to increasing loans amounts. The loan amounts")

12. YES (Lessons learned: "All S.K.I programs have charged interest on the loans, primarily to get the entrepreneurs used to the concept of paying interest on borrowed money. Generally the rates have been modest (lower than bank rates)

Question 13:

13. A (Conclusion, line 2-3: "to fulfil economic needs. The provision of small loans to support the entrepreneurial dreams and ambition of youth can be an effective means to help them change their lives. However, we believe that credit")

READING PASSAGE 2

Question 14-17:

14. iii (part A, para 2, first 3 lines: "Volcanoes are ultimate earth-moving machinery. A violent eruption can blow the top few kilometers off a mountain, scatter fine ash practically all over the globe and hurl rock fragments into stratosphere to darken the skies a continent away")

15. i (part B, para 2: "Even though the mantle rocks are kept solid overlying pressure, the can still slowly 'flow' like thick treacle. The floe, thought to be in the form of convection currents, is powerful enough to fracture the 'eggshell' of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, when the collisions occur, are where earthquakes happen. And, very often, volcanoes")

16. iv (part C, first para: "These zones are lines of weakness, or hot spots. Every eruption is different, but put as it simplest, where there are weaknesses, rocks deep in the mantle,

headed to 1,350˚C, will start to expand and rise. As they do so, the pressure drops, and they expand and become liquid and rise more swiftly"

para 2, the first line: "Sometimes it is slow: vast bubbles of magma – molten rock from the mantle"

para 3, the first line: "Sometimes the magma moves very swiftly indeed")

17. vi (part D, para 1, first 2 lines: "But volcanoes are not very predictable. That is because geological time is not like human time. During quiet periods, volcanoes cap themselves with their own lava")

Question 18-21:

18. 'plates/the plates/ the tectonic plates/' (part B, para 2, last 4 lines: "currents, is powerful enough to fracture the 'eggshell' of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, when the collisions occur, are where earthquakes happen. And, very often, volcanoes")

19. 'magma' (part C, para 2, the first line: "Sometimes it is slow: vast bubbles of magma – molten rock from the mantle"

20. 'ring of fire' (part C, para 4, line 5-6: "plates which make up the earth's crust and mantle. The most dramatic of these is the pacific 'ring of fire' where there have been the most violent explosions- Mount")

21. '600 years' (part D, para 1, last 2 lines: "further eruption until the pressure below becomes irresistible. In the cases of Mount Pinatubo, this took 600 years")

Question 22-26:

22. 'water/the water/oceans/the oceans' (part A, para 3, first 2 lines: "Volcanoes have not only made the continents, they are also thought to have made the world's first stable atmosphere and provided all the water for the oceans")

23. 'magma/lava/the molten rock' (part C, para 2, first 3 lines: "Sometimes it is slow: vast bubbles of magma – molten rock from the mantle – inch towards the surface, cooling slowly, to show through as granite extrusions (as on Skye, or the Great Whin Sill, the lava dyke squeezed out like toothpaste that")

24. 'Western India/India' (part C, para 2, line 4-7: "carries part of Hadrian's Wall in northern England). Sometimes – as in Northern Ireland, Wales and the Karoo in South Africa – the magma rose faster, and then flowed out horizontally on to the surface in vast thick sheets.

In the Deccan plateau in Western India, there are more than two million cubic kilometrers of lava, some of")

25. 'explodes'
26. 'gases/the gases/trapped gases'
    (part C, para 3, first 3 lines: "Sometimes the magma moves very swiftly indeed. It does not have time to cool as it surges upwards. The gases trapped inside the boiling rock expand suddenly, the lava grows with heat, it begins to forth, and it explodes with tremendous forces")

READING PASSAGE 3

Question 27-31:

27. D (para D, line 4-6: "way of making those claims more accurate ('difficult' pieces of speech can be listened to repeatedly). But obtaining naturalistic")

28. E (para E, first 7 lines: "An audio tape recording does not solve all linguist's problem, however. Speech is often unclear and ambiguous. Where possible, therefore, the recording has to be supplemented by the observer's written comments on non-verbal behavior of the participants, and about the context in")

29. C (para C, line 6-9: "small group of large-scale samples. Age, sex, social background and other aspects of identity are important, as the factors are known to influence the kind of language used. The topic of conversation and the char-")

30. D (para D, last 8 lines: "Alternatively, attempts can be made to make the speaker forget about the recording, such as keeping the tape recorder out of sight, or using radio microphones. A useful technique is to introduce a topic that quickly involves the speaker, and stimulates a natural language style (e.g asking older informants about how times have changed in their locality")

31. F (para F, line 4-13: "bilingual informant, or through use of an interpreter, it is possible to use translation techniques ('how do you say table in your language?") A large number of points can be covered in a short time, using interview work sheets and questionnaires. Often, the researcher wishes to obtain information about just a single variable, in which case a restricted set of questions may be used: a")

Question 32-36:

32. '(the) linguists (act)' ((para B, line 7-9: "correctness, or judgements on usage). Often when studying their mother tongue, linguists act as their own informants, judging the")

33. 'foreign languages' (para B, last 4 lines: "enquiry, using non-linguists as informant. The latter procedure is unavoidable when working in foreign language, or child speed")

34. 'quality'/'poor quality' (para D, line 7-9: "good-quality data is never easy. People talk abnormally when they know they are being recorded, and sound quality can be poor. A")

35. 'facial expression(s)/non-verbal behaviour' (para E, line 8-10: "general. A facial expression, for example, can dramatically alter the meaning of what is said. Video recordings avoid these problems to a")

36. 'camera'/'recording'/video recording' (para E, line 10-12: "Video recordings avoid these problems to a large extent, but even they have limitations (the camera cannot be everywhere), and")

Question 37-40:

37. 'frequency of usage'/'usage frequency' (para G, line 3-5: "known as a corpus. A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible")

38. 'particular linguistic feature' (para G, line 7-12: " range and size are variable. Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguist feature. The size of the corpus")

39. 'size' (para G, line 12-14: "particular linguist feature. The size of the corpus depends on practical factors, such as the time available to collect, process and store the")

40. 'intuitions' (para G, last 7 lines: "project can total millions of words. An important principle is that all corpora, whatever their size, are inevitably limited in their coverage, and always need to be supplemented by data deprived from the intuitions of native speakers of the language, through either introspection or experimentation")

CAMBRIDGE IELTS 4 - TEST 4 - READING

READING PASSAGE 1

Question 1-6:

1. TRUE (para 1, first 5 lines: "Since the early years of the twentieth century, when the International Athletic Federation began keeping record, there has been a")

2. NOT GIVEN
3. FALSE (para 1, line 12-15: "space. For the so-called power events – that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long")

4. FALSE (para 2, first 3 lines: "No one theory can explain improvements in performance, but the most important factor has been genetics")

5. NOT GIVEN
6. TRUE (para 2, line 6-12: "cited adage. Over the past century, the composition of the human gene pool has not changed appreciably, but with increasing global participation in athletics – and greater rewards to tempt athletes – it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early.")

Question 7-10:

7. 'genetics' (para 3, line 8-10: "we've been going.' Yessis believes that U.s runners, despite their impressive achievements, are 'running on their genetics')

8. 'power' (para 3, last 2 lines: "plyometrics a technique pioneered in the former Soviet Union

   Para 4, first 3 lines: "whereas most exercises are designed to build up strength or endurance, plyometics focuses on increasing power – the rate at which")

9. 'injuries' (para 5, last 3 lines: "activity has its own nutritional needs. Few coaches, for instance, understand how deficiencies in trace minerals can lead to injuries")

10. 'training' (para 6, first 2 lines: "Focused training will also play a role in enabling records to be broken.")

Question 11-13:

11. A (para 7, line 6-9: "three dimensions. By applying Newton's law to these motions, 'we can say that this athlete's run is not fast enough; that this one is not using his arms strongly enough during take-off', say")

12. D (para 8, last 4 lines: "Traditionally, high jumpers would land in pits filled with sawdust. But by Fosbury's time, sawdust pits has been replaced by soft foam cushions, ideal for flopping")

13. B (para 9, line 7-10: "'Core performance is not a simple or mundane thing of higher, faster, longer. So many variables enter into the equation, and our understanding in many cases is fundamental. We've got long")

READING PASSAGE 2

Question 14-19:

14. YES (para 1, first 2 lines: "Archaeology is partly the discovery of the treasures of the past, partly the careful work of the scientific analyst, partly the exercise of the creative imagination. It is toiling in the sun on an excavation")

15. NOT GIVEN
16. NO (para 2, last 4 lines: "also made it the perfect vehicle for fiction writers and film-makers, from Agatha Christie with Murder in Mesopotamia to Stephen Spielberg with Indiana Jones. However, far from reality such portrayals are, they capture the essential truth that archaeology is an exciting quest – the quest for knowledge about ourselves and our past")

17. YES (para 4, last 5 lines: "Anthropologists also use the term 'culture' in a more restricted sense when they refer to the 'culture' of a particular society, meaning the non-biological characteristics unique to that society, which distinguish it from other societies. Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology.")

18. NOT GIVEN

19. NO (para 8, last 3 lines: "material culture – is the only significant source of information. Conversational historical sources begin only with the introduction of written records around 3,000 BC in western Asia, and much later in most other parts of the world.

Question 20-21:

20. D (para 5, first 2 lines: "Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological of physical characteristics and how they evolved")

21. E (para 4, last 3 lines: "which distinguish it from other societies. Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology."

Question 22-23:

22. C (para 7, line 3-7: "and others square? Here are methods of archaeology and ethnography overlap. Archaeologists in recent decades have developed 'ethnoarchaeology', where, like ethnographers, they live among contemporary communities, but with the specific purpose of learning how such societies use material culture – how they make their tools and weapons, why they build their settlements")

23. D (para 7, first 2 lines: "Nevertheless, one of the most important tasks for the archaeologists today is know how to interpret material culture in human terms. How were those pots used? Why are some dwellings round?")

Question 24-27:

24. 'oral histories' (para 9, last 3 lines: "between history and pre-history is a convenient dividing line that recognizes the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories")

25. 'humanistic study'
26. 'historical discipline'
    (para 10, first 2 lines: "Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline. But it differs from the study of written")

27. 'scientist' (para 10, line 5-8: "archaeologists discover, on the other hand, tell us nothing directly in themselves. In this respect, experiments, formulates a hypothesis, test the hypothesis against more data, and then, in conclusion, devises a model data seems best to summarize the pattern observed in the data. The")

READING PASSAGE 3

Question 28-31:

28. iv (Section A, first 3 lines: "The problem of how health-care resources should be allocated or apportioned, so that they are distributed in both the most just and most efficient way, is not a new one. Every health system in an economically developed society is faced with the need to")

29. i (Section C, line 4-7: "condition of a proper human life. Like education, political and legal processes and institutions, public order, communication, transport and money supply, health-care came to be seen as one of the fundamental social facilities necessary for people to exercise their other rights as autonomous human beings")

30. iii (para D, line 4-6: "right to health care). It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse. The state has no obligation to provide a health-care system itself.")

31. v (para E, para 1, first 6 lines: "Just at the time when it became obvious that health-care resources could not possible meet the demands being made upon them, people were demanding that their fundamental right to health-care satisfied by the state. The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD countries, accompanied by large-scale demographic and social changes which have meant, to")

Question 32-35:

32. B (Section B, line 4-7: "resources and the cost to the community of those resources. Thus, in the 1950s and 1960s, there emerged an awareness in western societies that resources for the provision of fossil fuel energy were finite and exhaustible and that the capacity of the nature or the environment to sustain economic development and pollution was also finite")

33. B (Section E, first para, line 8-10: "consumers of health-care resources. Thus in OECD countries as a whole, health costs increase from 3.8% of GDP in 1960 to 7% of GDP in 1980, and it has been predicted that the proportion of health costs to GDP will continue to increase.

34. A (section B, last 3 lines: "countries in the years immediately after the 1939-1945 World War, it was assumed without question that all the basic health needs of any community

could be satisfied, at least in principle; the 'invisible hand' of economic progress would provide")

35. B (section D, first 6 lines: "Although the language of 'rights' sometimes leads to confusion, by the late 1970s it was recognized in most societies that people have a right to health-care (though there has been considerable resistance in the United States to the idea that there is a formal right to health care). It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse. The state has no obligation to provide a health-care system itself.")

Question 36-40:

36. NO (section C, last 4 lines: "their other rights as autonomous human beings. People are not in a position to exercise personal liberty and so to be self-determining if they are poverty-stricken, or deprived of basic education, or do not love within a context of law and order. In the same way, basic health-care is a condition of the exercise of autonomy")

37. YES (section D, first 6 lines: "Although the language of 'rights' sometimes leads to confusion, by the late 1970s it was recognized in most societies that people have a right to health-care (though there has been considerable resistance in the United States to the idea that there is a formal right to health care). It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse. The state has no obligation to provide a health-care system itself.")

38. YES (section E, first para, line 3-8: "fundamental right to health-care satisfied by the state. The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources. Thus in OECD countries as a whole, health costs")

39. NOT GIVEN
40. NOT GIVEN

CAMBRIDGE IELTS 5 - TEST 1 - READING

READING PASSAGE 1

Question 1-3:

1. D (para 6, line 3-8: "hand). Johnson wrote the definitions of over 40.000 words, and illustrated their many meanings with some 114,000 quotations drawn from English writing on every subject, from the Elizabethans to his own time. He did not expect to achieve")

2. E (para 6, line 8-12: "own time. He did not expect to achieve complete originality. Working to a deadline, he had to draw on the best of all previous dictionaries, and to make his work one of heroic synthesis. In fact, it was very much

3. G (para 6, line 13-16: "more. Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. He adopted his definitions on the")

Question 4-7:

4. 'copying clerks' (para 5, first 5 lines: "James Boswell, his biographer, described the garret where Johnson worked as 'fitted up like a counting house' with a long desk running down the middle at which the copying clerks would work standing up.")

5. 'library' (para 6 first 3 lines: "The work was immense; filling about eighty large notebooks (and without a library to hand), Johnson wrote the definitions of")

6. 'stability' (para 8, last 4 lines: "words'. It is the cornerstone of Standard English, an achievement which, in James Boswell's words, 'conferred stability on the language of his country'.")

7. 'pension' (para 9, first 5 lines: "The Dictionary, together with his other writing, made Johnson famous and so well esteemed that his friends were able to prevail upon King George III to offer him a pension. From then on, he was to become")

Question 8-13:

8. TRUE (para 2, first 4 lines: "Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define")

9. FALSE (para 3, line 8-10: "Dr Samuel Johnson, the very model of an eighteenth century literary man, as famous in his own time as in ours, should have")

10. NOT GIVEN
11. FALSE (para 4, line 11-14: "usage Johnson decided he did not need an academy to settle arguments about language: he would write a dictionary himself; and he would do it single-handed")

12. FALSE (para 4, last 4 lines: "1764. He was lo be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his 'dictionary workshop')

13. TRUE (para 5, last 3 lines: "books. He was also helped by six assistants, two of whom died whilst the Dictionary was still in preparation.")

READING PASSAGE 2

Question 14-19:

14. F (para F, last 5 lines: "pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been oi survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.")

15. A (para A, last 3 lines: "Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn")

16. B (para B, line 6-9: "answer. The supposed 'pupil' was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to")

17. D (para D, first 3 lines: “Prior to carrying out the experiment. Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts”)

18. I (para I, last 5 lines: “these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology — to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behavior”)

19. C (para C, line 5-9: “looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil's cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake oi the experiment that the procedure be followed through to the end. His final argument was, ‘You have no other choice. You must go on,‘ What Milgram”)

Question 20-22:

20. B (para A, last 3 lines: “Milgram told each volunteer ‘teacher-subject’ that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils‘ ability to learn”)

21. D (para B, line 3-5: “(danger - severe shock)’ in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong”)

22. C (para D, line 4-6: “The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that ‘most subjects would not go beyond 150 volts‘ and they further anticipated that only four per cent would go up to 300 volts”)

Question 23-26:

23. NOT GIVEN
24. TRUE (para F, line 2-4: “aggression instinct that was activated by the experiment, and that Milgram's teacher- subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even”)

25. FALSE (para H: "Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, sell-sacrifice and discipline to the service of malevolent systems of authority")

26. FALSE (para E, first 5 lines: "Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which oi these two polar explanations is more plausible. This, in essence, is the problem cl modern sociobiology — to discover the degree to which hard-wired genetic programming dictates")

READING PASSAGE 3

Question 27-32:

27. YES (the first para: "For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out; that the population is ever growing, leaving less and less to eat; that species are becoming extinct in vast numbers, and that the planet's air and water are becoming ever more polluted")

28. NOT GIVEN
29. NO (para 2, line 3-5: "Growth' was published in 1972 by a group of scientists. Second, more food is now produced per head of the world's population than at any time In history. Fewer people are starving. Third, although species are _indeed becoming extinct, only about 0.7% of")

30. NOT GIVEN
31. YES (para 2, line 7-8: "predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient — associated with the early phases of industrialization")

32. NO (para 2, line 8-9: "been exaggerated, or are transient — associated with the early phases of industrialisation and therefore best cured not by restricting economic growth, but by accelerating it. One")

Question 33-37:

33. C (para 4, first 2 lines: "One is the Iopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy, but it will also create an impression")

34. D (para 5, last 4 lines: "to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled; 'Two thirds of the world's forests lost forever'. The truth turns out to be nearer 20%.")

35. C (para 6, first 4 lines: "Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of scepticism to environmental lobbying as they do to lobby groups in other fields. A trade organisation arguing for, say, weaker pollution controls is")

36. B (para 7, line 2-3: "about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception. An")

37. B (para 7, line 3-8: "public wants. That, however, can lead to significant distortions of perception. An example was America's encounter with El Nino in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes and causing 22 deaths. However, according to an article in the Bulletin of the American Meteorological Society, the damage it did was estimated at USS4 billion but the benefits amounted to some US$19 billion. These came from higher winter temperatures (which")

Question38-40:

38. E - 'long-term' (para 8, first 3 lines: "The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America's trash output continues to rise as it has done in")

    para 9: "So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2-3°C in this century, causing considerable problems, at a total cost of US$5,000 billion.")

39. D - 'right' (para 10, first 3 lines: "Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more

expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased")

40. I - 'urgent' (para 11, line 2-4: "cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world's single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid")

CAMBRIDGE IELTS 5 - TEST 2 - READING

READING PASSAGE 1

Question1-3:

1. 'candlewax' (para 2, line 4-5: "constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped. Others are 'thermosetting': like eggs, they")

2. 'synthetic' (para 2, last 2 lines: "cannot revert to their original viscous state, and their shape is thus fixed for ever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.")

3. 'chemistry' (para 3, line 2-4: "thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors - immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic")

Question 4-8:

4. 'Novalak' (para 5, line 2-3: "(from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated")

5. 'fillers' (para 5, line 5-6: "ground into powder. Other substances were then introduced: including fillers, such as woodflour, asbestos or cotton, which increase strength and moisture resistance, catalysts")

6. 'hexa' (para 5, line 7-8: "substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional")

7. 'raw' (para 5, line 9-10: "formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready")

8. 'pressure' (para 5, last 2 lines: "was poured into a hollow mould of the required shape and subjected to extreme heat and pressure, thereby 'setting' its form for life")

Question 9-10:

9. B (para 6, line 2-4: "large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if")

10. C (para 6, line 5-6: "necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners")

Question 11-13:

11. TRUE (para 4, last 3 lines: "making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today")

12. FALSE (para 7, first 2 lines: "Baekeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It")

13. FALSE (para 7, line 5-8: "promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the pre- plastic era. It then fell from favour again during the 1950s, and was despised and destroyed")

READING PASSAGE 2

Question 14-20:

14. FALSE (para 1, last 3 lines: "punchline is silly yet fitting, tempting e smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose')

15. NOT GIVEN
16. TRUE (para 2, line 2-4: "simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely

punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of")

17. FALSE (para 2, line 4-5: "the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the")

18. TRUE (para 4: "So even if a punchline sounds silly, the listener can see there is a clever semantic fit and that sudden mental 'Aha!' is the buzz that makes us laugh. Viewed from this angle, humour is just a form of creative insight, a sudden leap to a new perspective.")

19. NOT GIVEN
20. TRUE (para 5, line 4-5: "Chimpanzees have a 'play-face'- a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe")

Question 21-23:

21. 'problem solving'
22. 'temporal lobes'
23. 'evaluating information'

(para 8, line 3-8: "scans showed that at the beginning of a joke the listener's prefrontal cortex lit up. particularly the right prefrontal believed to be critical for problem solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life — the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.")

Question 24-27:

24. C (para 9, first 2 lines: "Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be")

25. A (para 10, line 2-4: "external events, but humans, who have developed e much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of")

26. F (para 10, the last line: "can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.")

27. D (para 11, last 4 lines: "Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.')

READNG PASSAGE 3

Question 28-34:

28. 'Latin' (para 1, last 5 lines: "surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the lingua franca for European intellectuals.")

29. 'doctors' (para 5, line 13-28: "science and commercial exploitation. There was something of a social distinction between 'scholars and gentlemen' who understood Latin, and men of trade who lacked a classical education. And in the mid-l7th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Same scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an 'insider language'.)

30. 'technical vocabulary'
31. 'grammatical resources'
(para 7, line 5-8: "English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required")

32. 'Royal Society' (para 3, line 5-8: "interests in language — John Wallis and John Wilkins — helped found the Royal Society in 1660 in order to promote empirical scientific research.")

33. 'German' (para 10, line 3-6: "English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by")

34. ‘industrial revolution’ (para 10, last 7 lines: “England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.”)

Question 35-37:

35. NOT GIVEN
36. FALSE (para 2, line 12-16: “to India, was supported by scientific developments such as the discovery at magnetism (and hence the invention oi the compass), improvements in cartography and — perhaps the most important scientific”)

37. TRUE (para 8, line 4-10: “projects. Although a proposal in I664 to establish a committee for improving the English language came to little, the society's members did o great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of”)

Question 38-40:

38. ‘popular’ (para 4, line 3-9: “traditions oi science. ln the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations. Original science was not done in English until the second halt oi the l7th century. For example”)

39. ‘Principia’/’the Principia’/’Newton’s Principia’/’mathematical treatise’ (para 4, last 5 lines: “halt oi the l7th century. For example, Newton published his mathematical treatise, known as the Principio, in Latin, but published his later work on the properties of light - Opticks - in English.”)

40. ‘local’/’more local’/’local audience’ (para 5, last 5 lines: “Latin was suitable tor an international audience at scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English”)

CAMBRIDGE IELTS 5 - TEST 3 - READING

READING PASSAGE 1

Question 1-4:

1. D (part D, para 1, last 7 lines: "The Four-year pilot study included 380 Families who were about to have their First child and who represented a cross-section oi socio-economic status, age and Family configurations. They included single-parent and two-parent Families, Families in which both parents worked, and families with either the mother or lather at home.")

2. B (part B, para 1, line 2-6: "at Harvard University has shown that, by the age at three, most children have the potential to understand about 1000 words — most of the language they will use in ordinary conversation tor the rest of their lives.")

   Para 2, line 2-8: "every child is born with a natural curiosity, it can be suppressed dramatically during the second and third years of lite. Researchers claim that the human personality is Formed during the first two years oi lite, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school")

3. C (part C, para 2, line 2-9: "disappointing. It is thought that there are two explanations tor this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the and oi each day, 'Headstart' children returned to the some disadvantaged home environment")

4. E (part E, para 1, last 5 lines: "further along in social development. In fact, the average child on the programme was performing at the level of the top 15 to 20 percent of their peers in such things as auditory comprehension, verbal ability and language ability")

Question 5-10:

5. B (part D, para 1, line 12-14: "The Four-year pilot study included 380 Families who were about to have their First child and who represented a cross-section oi socio-economic status, age and Family configurations. They")

6. D
7. A (part C, para 2, first 2 lines: "Despite substantial funding, results have been disappointing. it is thought that there are two")

8. B (part D, para 2, first 3 lines: “The programme involved trained parent- educators visiting the parents’ home and working with the parent, or parents, and the child.)

   Part D, para 3, first 4 lines: “Parent-educators made personal visits to homes and monthly group meetings were held with other new parents to share experience and discuss topics oi interest. Parent resource centres”)

9. D
10. C (part C, para 1, last 4 lines: “money was poured into it. It took children into pro-school institutions at the a e at three and was supposed to help the children of poorer Families succeed in school.”)

Question 11-13:

11. TRUE (part E, para 1, line 6-12: ‘random sample at children that age. The results were phenomenal. By the age of three, the children in the programme were significantly more advanced in language development than their Peers, had made greater strides in problem solving and other intellectual skills, and were further along in social development. In fact, the”)

12. FALSE (part E, para 2, first 5 lines: “Most important at all, tie traditional measures at ‘risk’, such as parents’ age and education, or whether they were a single parent, bore little or no relationship to the measures at achievement and language development. Children in the”)

13. NOT GIVEN

READING PASSAGE 2

Question 14-17:

14. iv (part B, first 4 lines: “B Up to now, people have blamed this loss oi delta land on the two large dams at Aswan in the south of Egypt, which hold back virtually all of the sediment that used to flow down the river”)

15. i (part D, first 7 lines: “Once north of Cairo, most oi the Nile water is diverted into more than l0,000 kilometres of irrigation canals and only a small proportion reaches the sea directly through the rivers in the delta. The water in the irrigation canals is still or very slow-moving and thus cannot carry sediment, Stanley explains. The sediment sinks to”)

16. v (part E, para 2, last 7 lines: “dramatically. These poisons can easily enter the load chain, affecting the productivity of fishing and farming. Another problem is that agricultural wastes include fertilizers which stimulate increases in plant growth in the lagoons and upset the ecology of the area, with serious effects on the fishing industry”)

17. viii (part F, first 7 lines: “According to Siegel, international environmental organisations are beginning to pay closer attention to the region, partly because of the problems of erosion and pollution of the Nile delta, but principally because they fear the impact this situation could have on the whole Mediterranean coastal ecosystem. But there”)

Question18-23:

18. YES (part A: “The fertile land oi the Nile delta is being eroded along Egypt's Mediterranean coast at an astounding rate, in some parts estimated at 100 metres per year. ln the past, land scoured away from the coastline by the currents of the Mediterranean Sea used to be replaced by sediment brought dawn to the delta by the River Nile, but this is no longer happening.”)

19. NOT GIVEN
20. NO (part B, last 9 lines: “area But when the Aswan dams were constructed in the 20th century to provide electricity and irrigation, and to protect the huge population centre of Cairo and its surrounding areas from annual flooding and drought, most of the sediment with its natural fertilizer accumulated up above the dam in the southern, upstream half of Lake Nasser, instead of passing down to the delta.”)

21. YES (part C, line 6-11: “of the Smithsonian Institute noticed that water samples taken in Cairo, just before the river enters the delta, indicated that the river sometimes carries more than 850 grams oi sediment per cubic metre of water - almost half of what it carried before the dams were built.”)

22. NOT GIVEN
23. YES (part D, line 7-10: “sediment, Stanley explains. The sediment sinks to the bottom oi the canals and then is added to fields by farmers or pumped with the water into the tour large freshwater lagoons that are”)

Question 24-26:

24. F- ‘pollutants’ (part E, para 1, line 3-8: “Egypt's Food supply. But by the time the sediment has come to rest in the fields and lagoons it is laden with municipal, industrial and agricultural waste from the Cairo region, which is home to more than 40 million people. ‘Pollutants are building up faster and luster,‘ says Stanley.”)

25. A – artificial flood (part F, line 8-10: “are no easy solutions. ln the immediate future, Stanley believes that one solution would be to make artificial Hoods to flush out the delta”)

26. B – desalination (part F, line 13-15: “however, that in the long term an alternative process such as desalination may have to be used to increase the amount of water available”)

READING PASSAGE 3

Question27-31:

27. E (para E, line 3-5: “powerful and promising approad1 ever discovered. HNC claim that their system, based on a cluster of 30 processors, could be used to spot camouflaged vehicles on a battlefield or extract a voice signal from a noisy background — tasks humans can do well, but computers cannot.”)

28. B (para B, line 3-5: “Newell, all of whom went on to become leading figures in the field. The expression provided an attractive but informative name for a research programme that encompassed such previously disparate fields as operations research, cybernetics, logic and computer science”)

29. A (para A, line 4-8: “release of AI, a movie about robot boy. This has ignited public debate about AI, but the term is also being used once more within computer industry. Researchers, executives and marketing people are now using the expression without irony or inverted commas. And it is not always hype. The term is being applied, with”)

30. F (para F, line 3-6: “differentiate themselves. In particular. the problem of information overload, exacerbated by the growth of e-mail and the explosion in the number of web pages, means there are plenty of opportunities for new technologies to help filter and categorise information — classic Al problems. That may mean that more artificial intelligence companies will start to emerge to”)

31. B (para B, first 3 lines: “The field was launched, and the term ‘artificial intelligence’ coined, at a conference in l956 by a group of researchers that included Marvin Minsky, john McCarthy. Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. The expression provided an”)

Question 32-37:

32. NOT GIVEN
33. FALSE (para A, line 2-3: "seems poised to make a comeback Al was big in the l98Os but vanished in the l990s. It re-entered public consciousness with the")

34. NOT GIVEN
35. TRUE (para C, first 2 lines: "Most researchers agree that Al peaked around I985. A public reared on science-fiction movies and excited by the growing power of computers had high expectations. For years,")

36. FALSE (para C, line 3-5: "Al researchers had implied that a breakthrough was just around the corner. Marvin Minsky said in I967 that within a generation the problem of creating 'artificial intelligence' would be substantially solved. Prototypes of medical-diagnosis programs and speech recognition software")

37. TRUE (para G, first 4 lines: "The I969 film. 2001.-A Space Odyssey, featured an intelligent computer called HAL 9000. As well as understanding and speaking English. HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the l96Os that intelligent computers would be widespread by 200 I. But 200i has been and gone, and there is still no sign of a HAL-like")

Question 38-40:

38. B (para C, last 3 lines: "these were hard problems, there was retrenchment. By the late l98Os, the term Al was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology case-based reasoning, and so on")

39. A (para D, last 4 lines: "Researchers joked that Al stood for 'almost implemented'. Meanwhile, the technologies that made it onto the market, such as speech recognition, language translation and decision-support software, were no longer regarded as Al. Yet all three once fell well within the umbrella of Al research.")

40. D (para F, first 3 lines: "F Another factor that may boost the prospects for AI in the near future is that investors are now looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. In particular, the problem of information overload, exacerbated by the")

CAMBRIDGE IELTS 5 - TEST 4 - READING

READING PASSAGE 1

Question 1-3:

1. iii (para 1, first 3 lines: "The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their 'wilderness' regions — such as mountains, Arctic lands, deserts, small islands and wetlands — to high-spending"
   para 3, first 3 lines: "Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous people. And poor governments in these isolated areas have welcomed the new breed of 'adventure tourist', grateful for")

2. v (para 1, first 2 lines: "Once a location is established as a main tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money"
   para 2, line 3-5: "However. as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit behind such changes. All kinds of")

3. ii (para 1, last 4 lines: "can be minimized. Indeed, it can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal's Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term"
   (para 3: "Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hopi groups have been similarly successful with jewellery.")

Question 4-9:

4. YES (part A, para 1, line 4-5: "tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost")

5. YES (part A, para 1, line 6-8: "As the I992 United Nations Conference on Environment and Development recognized, these regions are fragile (i.e highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants")

6. NO (part A, para 1, line 11-12: "Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human")

7. YES (part B, para 1, line 5-6: "farm-work, which is thus left to other members of the family. In some hill-regions. this has led to a serious decline in farm output and a change in the local diet")

8. NO (part B, para 2, first 2 lines: "In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting Fruit over a relatively short season.")

9. NOT GIVEN

Question 10-13:

10. 'cheese' (part C, para 2, line 3-5: "the rising number of second home developments In the Swiss Pays d'Enhaut resulted in limits being imposed on their growth. There has also been a renaissance in communal cheese production in the area. providing the locals with

11. 'tour/tourist/tourism' (part C, para 3, line 3-4: "their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native")

12. 'pottery' (part C, para 4, last 3 lines: "purchase high-quality handicrafts and artwork. The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses. while the Navajo")

13. 'jewellery' (part C, para 4, last 2 lines: "pueblos have established highly profitable pottery businesses. while the Navajo and Hopi groups have been similarly successful with jewellery")

READING PASSAGE 2

Question 14-17:

14. G (para 2, last 3 lines: "officer at Pilkington. But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says")

15. A (para 3, last 5 lines: "of hundreds of cases. 'What you hear is only the tip of the iceberg,' says Trevor Ford, a glass expert at Resolve Engineering in Brisbane. Queensland. He believes the reason is simple: 'No-one wants bad press.")

16. H (para 8, line 10-16: "speeded up. Ironically, says Graham Dodd, of consulting engineers Arup in London, the oldest pane of toughened glass known to have failed due to nickel sulphide inclusions was in Pilkington's glass research building in Lathom, Lancashire. The pane was 27 years old.")

17. C (para 10, line 7-10: "were finally called in. John Barry, an expert in nickel sulphide contamination at the University of Queensland, analysed every glass pane in the building. Using a studio")

Question 18-23:

18. F – sharp (para 4, line 4-8: "the world. It's easy to see why. This glass has five times the strength of standard glass, and when it does break it shatters into tiny cubes rather than large, razor-sharp shards. Architects love it because large")

19. I – unexpectedly (para 1, line 3-5: "pane of toughened glass in the roof of a shopping centre at Bishops walk shattered without warning and fell from its frame")

20. C – quickly
21. K – contracts
    (para 5, first 6 lines: "It is made by heating a sheet of ordinary glass to about 620°C to soften it slightly, allowing its structure to expand, and then cooling it rapidly with jets of cold air. This causes the outer layer of the pane to contract and solidify before the interior")

22. E – warm (para 6, first 8 lines: "The problem starts when glass contains nickel sulphide impurities. Trace amounts or nickel and sulphur are usually present in the raw materials used to make glass, and nickel can also be introduced by fragments of nickel alloys tailing into the molten glass. As the glass is heated, these atoms react to 8° form tiny crystals of nickel sulphide. Just a")

23. L – disputed

Question 24-26:

24. TRUE (para 2, last 3 lines: "officer at Pilkington. But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says.")

25. NOT GIVEN
26. FALSE (para 9, first 3 lines: "Data showing the scale of the nickel sulphide problem is almost impossible to find. The picture is made more complicated")

READING PASSAGE 3

Question 27-33:

27. TRUE (para 2, line 5-7: "predictable amount. The seasonal impact of day length on physiological responses is called photoperiodism, and the amount of experimental evidence for this phenomenon is considerable. For example, some species of birds' breeding can be induced even in midwinter")

28. TRUE (para 2, line 7-8: "considerable. For example, some species of birds' breeding can be induced even in midwinter simply by increasing day length artificially (Wolfson I964). Other examples of photoperiodism")

29. NOT GIVEN
30. FALSE (para 4, last 4 lines: "as seeds. Day-neutral plants have an evolutionary advantage when the connection between the favourable period for reproduction and day length is much less certain. For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.')

31. FALSE (para 5, first 2 lines: "The breeding season of some plants can be delayed to extraordinary lengths. Bamboos are perennial grasses that remain in a vegetative state for many years and then suddenly flower")

32. TRUE (para 5, line 5-6: "and died between l9l6 and l9l8, which suggests a vegetative cycle oi' about 3| years. The climatic trigger for this flowering cycle is not yet known. but the adaptive significance is clear")

33. FALSE (para 7, line 2-4: "species. This classification is commonly used in forestry and horticulture. Shade-tolerant plants have lower photosynthetic rates and hence have lower growth rates than those of shade-intolerant species. Plant species become adapted to living in a certain kind of habitat")

Question 34-40:

34. 'temperatures' (para 2, line 2-5: "needed to trigger breeding behaviour: Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount. The seasonal impact of day length on physiological responses is called photoperiodism, and the amount of experimental evidence for this phenomenon is")

35. 'day-neutral' (plants) (para 2, last 2 lines: "day length differs from species to species. Plants which flower after a period of vegetative growth, regardless of photoperiod. are known as day-neutral plants")

36. 'food/food resources/adequate food/ adequate food resources' (para 3, last 3 lines: "young birds both when they are in die nest and after fledging. Thus many temperate-zone birds use the Increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.")

37. 'insects/fertilization by insects' (para 4, line 3: "growing season. Long-day plants are adapted for situations that require fertilization by insects.")

38. 'rainfall/suitable rainfall' (para 4, last 2 lines: "desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length")

39. ‘sugarcane’ (para 6, last 3 lines: “responses of plants to variations in light intensity. Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane. never reach a maximum, but continue to increase photosynthesis rate as light intensity rises”)

40. ‘classification’ (para 7, first 2 lines: “Plants in general can be divided into two groups: shade-intolerant species and shade-intolerant species. This classification is commonly used in forestry and horticulture. Shade-tolerant”)

CAMBRIDGE IELTS 6 - TEST 1 - READING

READING PASSAGE 1

Question 1-7:

1. B (para B, first 4 lines: "Inside the academies, science takes centre stage. The AIS employs more than I00 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AlS scientists work across a number of sports, applying skills learned in one - such as building muscle strength in golfers - to others, such as swimming and squash")

2. C (para C, last 5 lines: "system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually — stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race. SWAN spits out data on each swimmer.")

3. B (para B, last 4 lines: "up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. 'We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance.' says Peter Fricker, chief of science at AIS.")

4. F (para F, first 5 lines: "Of course, there's nothing to stop other countries copying - and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in l996.these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level.")

5. D (para D, last 6 lines: "the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If lgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, lgA levels start rising again, and the danger passes. Since the tests were introduced. AIS athletes in all sports have been remarkably successful at staying healthy.")

6. A (para A, last 3 lines: "pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.")

7. E (para E, first 3 lines: "Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times. 'You design the model to make that time.' says Mason.")

Question 8-11:

8. A (para C, line 11-12: "contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras")

9. B (para D, line 6-7: "With the Cooperative Research Centre for Micro Technology in Melbourne. they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes")

10. A (para D, line 11-13: "years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If lgA levels suddenly fall below a certain level. training is eased or dropped altogether")

11. C (para F, line 2-5: "ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in l996.these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level.")

Question 12-13:

12. '(a) competition model' (para E, first 2 lines: "Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a '**competition model**', based on what they expect")

13. '(by) 2%' (para F, line 2-3: "ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in l996, these sliced as much as **two per cent** off cyclists' and rowers' times.")

READING PASSAGE 2

Question 14-17:

14. I (para I, last 6 lines: "most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices. such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.")

15. F (para F, last 5 lines: "cost little to transport, even by aeroplane. Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based

on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.")

16. E (para E, line 4-5: "ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market.")

17. D (last 4 lines: "it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.")

Question 18-22:

18. TRUE (para A, first 2 lines: "International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume oi trade has been rising at a compound annual rate of about twice that.")

19. FALSE (para B, last 3 lines: "place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.")

20. NOT GIVEN
21. TRUE (para D, first line: "Countries still trade disproportionately with their geographic neighbours.")

22. NOT GIVEN

Question 23-26:

23. G – trade
24. B – components
    (para E, first 5 lines: "To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market.")

25. C – container ships (para G, line 5-8: "which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship.")

26. A – tariffs (para H, first 4 lines: "The shipping container transformed ocean shipping into a highly efficient, intensely competitive business But getting the cargo to and from the

dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight.")

READING PASSAGE 3

Question 27-32:

27. i (para B, last 4 lines: "In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.")

28. vi (para C, first 3 lines: "The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home.")

29. iii (para D, first 3 lines: "Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit.")

30. vii (para E, first 4 lines: "While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems")

31. iv (para F, first 5 lines: "With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ.")

32. ii (para G, line 3-5: "stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses.")

Question 33-40:

33. 'farming' (para C, line 3: "who calls this home. Farming is out of the question and nature offers meagre pickings.")

34. 'sea mammals'

35. ‘fish’
(para C, line 4-5: “Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish.”)

36. ‘Thule’ (para C, line 6-8: “were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs”)

37. ‘islands’ (para D, first 2 lines: “Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole.”)

38. ‘nomadic’ (para D, line 3-4: “home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory’: 28 isolated”)

39. ‘nature’ (para D, the last line: “communities, but they still rely heavily on nature to provide food and clothing.”)

40. ‘imported’ (para D, part 2, line 3-4: “of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat.”)

CAMBRIDGE IELTS 6 - TEST 2 - READING

READING PASSAGE 1

Question 1-5:

1. ii (para A, line 3-7: “Portland, Oregon, a perfect example of this. Some years ago, federal money build a new road. However, local pressure groups forced a referendum over M the money on light rail instead. The rail proposal won and the railway worked In the years that have followed, more and more rail systems have been put lfl, changing the nature of the city.”)

2. vii (para B, last 2 lines: “destination. However, public infrastructure did not keep pace with urban sprawl, causing massive congestion problems which now make commuting times far higher.”)

3. iv (para C, first 2 lines: “There is a widespread belief that increasing wealth encourages people to live farther out cars are the only viable transport. The example of European cities refutes that. They are often”)

4. i (para D, last 2 lines: “everyone into the city centre was not the best approach. Instead, the proposal advocated the creation of urban villages at hundreds of sites, mostly around railway stations”)

5. iii (para E, line 2-5: “the population as people were no longer forced into cities. However the ISTP team’s research demonstrates that the population and job density of cities rose or remained constant in the 1980s after decades of decline. The explanation for this seems to be that it is valuable m the people working in related fields together”)

Question 6-10:

6. FALSE (para 1, line 3: “The study compared the proportion of wealth poured into transport by thirty-seven cities around the world.”)

7. TRUE (para 2, last 2 lines: “ISTP Director, pointed out that these more efficient cities were able to put the difference into attracting industry and jobs or creating a better place to live.”)

8. NOT GIVEN
9. FALSE (para 3, last 2 lines: “The explosion in demand for accommodation in the inner suburbs of Melbourne suggests a recent change in many people's preferences as to where they live.”)

10. TRUE (para 5: “Bicycle use was not included in the study but Newman noted that the two most ‘bicycle friendly‘ cities considered — Amsterdam and Copenhagen - were very efficient, even though their public transport systems were ‘reasonable but not special’)

Question 11-13:

11. F (para 2, first 2 lines: "The study found that the Western Australian city of Perth is a good example of a city with minimal public transport. As a result, 17% of its wealth went into transport costs")

12. D (para 7, first 3 lines: "When it comes to other physical features, road lobbies are on stronger ground. For example, Newman accepts it would be hard for a city as hilly as Auckland to develop a really good rail network.")

13. C (para A, line 3-7: "Portland, Oregon, a perfect example of this. Some years ago, federal money build a new road. However, local pressure groups forced a referendum over M the money on light rail instead. The rail proposal won and the railway worked In the years that have followed, more and more rail systems have been put lfl, changing the nature of the city.")

READING PASSAGE 2

Question 14-22:

14. B – falling
15. I – increasing
    (para 2, last 4 lines: "circulation problems - the major medical complaints in this age group — are troubling a smaller proportion every year. And the data confirms that the rate at which these diseases are declining continues to accelerate. Other diseases of old age — dementia, stroke, arteriosclerosis and emphysema - are also troubling fewer and fewer people")

16. F – later (para 3, last 2 lines: "doctors accepted as normal in a 65-year-old in 1982 are often not appearing until people '- are 70 or 75")

17. M – medicine
18. J – nutrition
    (para 4, first 2 lines: "Clearly, certain diseases are beating a retreat in the face of medical advances. But there may be other contributing factors. Improvements in childhood nutrition in the first quarter of")

19. N – pollution (para 5, lines 2-3: "some illnesses. An increase in some cancers and bronchitis may reflect changing smoking habits and poorer air quality, say the researchers.")

20. K – education (para 6, first 2 lines: “One interesting correlation Manton uncovered is that better-educated people are likely to live longer.”)

21. G – disabled
22. A – cost
    (para 7, line 6-8: “researchers calculate there would be an additional one million disabled elderly people in " . today's population. According to Manton, slowing the trend has saved the United States government's Medicare system more than $200 billion, suggesting that the greying of”)

Question 23-26:

23. G (para 8, first 2 lines: “The increasing self-reliance of many elderly people is probably linked to a massive increase in the use of simple home medical aids.”)

24. E (para 9, the first line: “Maintaining a level of daily physical activity may help mental functioning, says Carl Cotman”)

25. H (para 10, line 3-4: “people over 70. In laboratory simulations of challenging activities such as driving, those who felt in control of their lives pumped out lower levels of stress hormones such as cortisol.”)

26. C (para 11, first 2 lines: “But independence can have drawbacks. Seeman found that elderly people who felt emotionally isolated maintained higher levels of stress hormones even when asleep.”)

READING PASSAGE 3

Question 27-31:

27. B (para 2, last 5 lines: “needed an idea of number simply to keep their thought in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semi-permanent settlements.”)

28. E (para 3, last 4 lines: “examples, when using the one, two, many type of system, the word many would mean, look at my hands and see how many fingers I am showing you. This basic approach is limited in the range of number that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.”)

29. A (para 4, last 3 lines: "denoted as hund teontig, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!")

30. C (para 5, last 3 lines: "a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.")

31. G (para 6, line 2-6: "languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round obiects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated")

Question 32-40:

32. TRUE (para 2, line 2-5: "number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual number instead their consideration would have been more of the kind Is this enough? Rather than How many? When they are engaged in food gathering, for example.")

33. FALSE (para 3, first 3 lines: "Evidence of early stages of arithmetic and numeration can be readily found. The indigenous people of Tasmania were only able to count one, two, many; those of South Africa counted one, two, two and one, two, twos and one and so on.")

34. TRUE (para 3, line 3-4: "one, two, two and one, two, twos and one and so on. But in real situations the number and words are often accompanied by gestures to help resovle any confusion.")

35. FALSE (para 4, first 3 lines: "The lack of ability of some cultures to deal with large number is not really surprising. Europe language, when traced back to their earlier version, are poor in number words and expressions.")

36. NOT GIVEN
37. TRUE (para 4, line 6-7: "denoted as hund teontig, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today")

38. FALSE (para 5, line 2-6: "languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round obiects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated")

39. TRUE (para 5, line 6-7: “being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely”)

40. NOT GIVEN

CAMBRIDGE IELTS 6 - TEST 3 - READING

READING PASSAGE 1

Question 1-5:

1. A (the whole para: "The Lumiere Brothers opened their Cinematographe, at l4 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes oi the stunned, thrilled audience, photographs came to life and moved across a flat screen")

2. I (line 5-14: "narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories – early produces doubted the ability of audience to concentrate for more than the length of a reel. Then, in I912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.")

3. J (line 2-9: "unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and perhaps, aware that the world could never same again — that, maybe, it could be better brighter, more astonishing, more real than reality")

4. E (first 6 lines: "One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived")

5. G (line 3-8: "bon in 1910. Film personalities have such on immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves")

Question 6-9:

6. YES (para D, line 1-9: "Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted - but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image oi the real flow of events")

7. NOT GIVEN

8. NOT GIVEN
9. NO (para I, line 7-11: “Originally these were conceived as short stories – early produces doubted the ability of audience to concentrate for more than the length of a reel.”)

Question 10-13:

10. B (para C, line 9-17: “the train approached,’ wrote Tarkovsky, 'Panic started in the theatre: people jumped and ran away. That was the moment when Cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality move; this must, therefore, be reality. In their confusion, they feared that a real train about to crush them.”)

11. C (para D, line 7-13: “world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image oi the real flow of events. A still picture could only imply the existence oi time, while time in a novel passed at the whim oi the reader. But in cinema, the real, objective flow of time was captured.”)

12. D (para H, last 4 lines: “movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction”)

13. D

READING PASSAGE 2

Question 14-18:

14. vii (KEY POINT TWO, first 2 lines: “The literature in goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals”)

15. iii (KEY POINT THREE, last 3 lines: “Managers must be sure, therefore, that employees feel confident that their efforts can lead to performance goals. For managers, this means that employees must have the capability oi doing the job and must regard the appraisal process as valid”)

16. ii (KEY POINT FOUR, first 3 lines: "Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge oi each employee to personalize the rewards over which they have control.")

17. iv (KEY POINT FIVE, first 2 lines: "Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and")

18. i (KEY POINT SIX, first 2 lines: "The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level")

Question 19-24:

19. NO (THE CHANLLENGE, part 1, last 4 lines: "employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose - those with the highest skills and experience. The minor employees remain because their job options are limited")

20. NOT GIVEN
21. NO (KEY POINT ONE, line 3-6: "autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need or power and a low need for affiliation should be selected Accordingly, high achievers should not be put into jobs that are inconsistent with their needs")

22. YES (KEY POINT TWO, last 3 lines: "the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and l be negatively affected by it.")

23. NOT GIVEN
24. YES (KEY POINT FIVE, line 4-5: "goals. Consistent with maximising the impact oi rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating")

Question 25-27:

25. B (KEY POINT TWO, line 3-4: "those with high achievement needs, typically a minority in any organization, the existence of external goals is less important because high achievers are already internally motivated.")

26. C (KEY POINT SIX, line 7-9: "production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list")

27. A (KEY POINT SIX, line 9-11: "their list, but these were at the bottom of the production workers' list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks")

READING PASSAGE 3

Question 28-32:

28. NO (para 1, first 2 lines: "As researchers on aging noted recently. no treatment on the market today has been proved to slow human aging - the build-up of molecular and cellular damage that increases vulnerability to")

29. YES (para 1, last 4 lines: "infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.")

30. YES (para 2, first 2 lines: "Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2.500 calories a day to 1,750.")

31. NOT GIVEN
32. YES (para 3, line 2-3: "effects on the body. Scientists first recognized the value of the practice more than 60 years ago. when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats.")

Question33-37:

33. A (para 5, first 4 lines: "The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreases likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetic, which is marked by unusually high blood glucose levels)")

34. B (para 5, line 5-6: "recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease")

35. C

36. A (para 5, first 4 lines: "The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreases likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetic, which is marked by unusually high blood glucose levels)")

37. B (para 4: "The monkey projects demonstrates that compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age.")

Question 38-40:

38. 'glucose' (para 7, line 2-3: "powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation.")

39. 'free radicals' (para 7,line 7-8: "One possibility relates to the ATP-making machinery's emission of free radicals, which are thought to continue to aging and to such age-related diseases as cancer by damaging cells")

40. 'preservation' (para 7, last 3 lines: "damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction")

CAMBRIDGE IELTS 6 - TEST 4 - READING

READING PASSAGE 1

Question 1-7:

1. v (para A, first 4 lines: "A few months ago Kim Schaefer, sales representative of a major global pharmaceutical company, walked into a medical centre in New York to bring information and free samples of her company's latest products. That day she was lucky – a doctor was available to see her. 'The last rep offered me a trip to Florida. What do you have?'

2. iv (para B, line 2-7: "given day, what Schaefer can offer is typical for today's drugs rep – a car trunk full of promotional gifts and gadgets, a budgets that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug's profile. And she also has a few $1,000 honoraria to offer in exchange for doctors' attendance at her company's next educational lecture.")

3. iii (para C, last 2 lines: "work, so are doctors to blame for the escalating extravagance of pharmaceutical V marketing? Or is it the industry's responsibility to decide the boundaries?")

4. ix (para D, first 3 lines: "The explosion in the sheer number of salespeople in the field – and the amount of funding used to promote their causes — forces close examination of the pressures, influences and relationships between drug reps and doctors. Salespeople provide")

5. i (para E, last 3 lines: "umbrellas, and golf balls. Money well spent? It's hard to tell. 'I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine,' say one doctor. ' I tend to think I'm not influenced by what they give me")

6. vii (para F, last 5 lines: "year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns – the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice.")

7. x (para G, line2-4: "than they do in research and development. And patients are the ones who pays – in the form of sky-rocketing prescription prices – foe every pen that's handed out, every free theatre ticket, and every steak dinner eaten.")

Question 8-13:

8. NO (para B, line 2-4: "given day, what Schaefer can offer is typical for today's drugs rep – a car trunk full of promotional gifts and gadgets, a budgets that could buy lunches and

dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to")

9. YES (para C, first 4 lines: "Selling pharmaceuticals is a daily exercise in ethical judgement. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bringing doctors to prescribe their drugs. They work industry highly criticized for its sales and marketing practices, but find themselves in the middle")

10. NO (para D, last 3 lines: "face-to-face-selling, salespeople have essentially become specialists in one drug or group of drugs – a tremendous advantage in getting attention of busy doctors in need of quick information")

11. YES (para E, line 3-5: "warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug name, or see a nurse use a tablet not bearing a pharmaceutical company's logo")

12. NOT GIVEN
13. YES (para G, line 4-6: "theatre ticket, and every steak dinner eaten. In the end the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales.")

READING PASSAGE 2

Question14-18:

14. B – men and women (para 3, last 3 lines: "a National Literacy Crusade. By 1985, about 300,000 illiterate adults from all over the country, any of whom had never attended primary school, had learnt how to read, write and use numbers.")

15. F – maternal literacy (para 1, the first 2 lines: "Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago")

16. C – an international research team (para 2, line 3: "Now a long-term study carried out in Nicaragua has eliminated these factors by showing that")

17. J – family wealth (para 2, first 2 lines: "Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly.")

18. F – maternal literacy (para 2, last 2 lines: "teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival")

Question 19-24:

19. NOT GIVEN
20. NO (para 5: "The investigations' finding were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, those mothers who later went on to learn to read had similar level of child mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.")

21. YES (para 5, first 2 lines: "The investigations' finding were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in")

22. YES (para 6: "In 1985, after the National Literacy Crusade has ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourishes than those of women who could not read.")

23. NO (para 5, last 2 lines: "mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.")

24. NOT GIVEN

Question 25-26:

25. C (para 8, line 2-6: "need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased not just to help their economies, but also to Improve child health.")

26. E (para 9: "'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that")

READING PASSAGE 3

Question 27-30:

27. iv (para A, line 3-5: "being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent.")

28. vi (para B, first 2 lines: "Bullying is clearly unpleasant, and can make the child experiencing it feel and depressed. In extreme cases it can even lead to suicide, though this is thankfully")

29. v (para C, last 4 lines: "teachers to deal with bullying. Perhaps as a consequence, schools would often the problem. 'There is no bullying at this school' has been a common refrain, certainly untrue. Fortunately more schools are n ' ow saying: 'There is not much bullying here, but when it occurs we have a clear policy for dealing with it")

30. vii (para D, first 3 lines: "Three factors are involved in this change. First is an awareness of the severity problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in E
    line 8: "Third, there is evidence that these materials work, and that schools can achieve something")

Question 31-34:

31. B (para A, line 4-6: "that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying")

32. D (para B, last 3 lines: "rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.")

33. D (para C, first 3 lines: "until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often the problem. 'There is no bullying at this school' has been a common refrain")

34. A (para D, line 10-12: "in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved.")

Question 35-39:

35. policy
36. (explicit) guidelines
    (para E, first 2 lines: "Evidence suggested that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it")

37. (School) curriculum (para E, part 2, first 2 lines: "Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature")

38. victims (para E, part 3, first 2 lines: "there are also ways of working with individual pupils, or in small group. Assertiveness training for pupils who are liable to be victims is worthwhile, and")

39. playful fighting (para E, part 4, first 2 lines: "Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up")

Question 40: D

CAMBRIDGE IELTS 7 - TEST 1 - READING

READING PASSAGE 1

Question 1-5:

1. B (first three lines)
   "Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today."

2. A (line: 12-14)
   "daytime economy, our mammalian ancestors probably only managed to survive at an because they found ways of scraping a living at night"

3. A (line: 7-9)
   "there is a living to be made at night and given that alternative daytime trades are thoroughly occupied, natural selection has favored bats that make a go of the night-hunting trade.

4. E (line: 9-10)
   "much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them"

5. D (line: 19-22)
   "in the Second World War relied heavily on these devices, under such codenames as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes"

Question 6-9:

6. Phantom (para D, line: 9-10)
   "the sensation may be referred to the front of the face, like the referred pain in a **phantom** limb"

7. Echoes/obstacles (para D, line 11-14)
   "it turns out, really goes in through the ears. Blind people, without even being aware of the fact, are actually using **echoes** of their own footsteps and of other sounds, to sense the presence of **obstacles**"

8. Depth (para D, line 15-16)
   "built instruments to exploit the principle, for example to measure the **depth** of the sea under the ship"

9. Submarines (para D, line 18)
   " designers adapted it for the detection of **submarines**"

Question 10-13:

10. natural selection (para E, line 2-3)
    " world now knows that bats, or rather **natural selection** working on bats, had perfected the system tens of millions of years"

11. radio waves/echoes (para E, line 6-7)
    "It is technically incorrect to talk about bat "radar", since they do not use **radio waves**"

12. mathematical theories (para E, line 8)
    "**mathematical theories** of radar and sonar are very similar"

13. zoologist (para E, line 11-12)
    "American **zoologist** Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term 'echolocation'"

READING PASSAGE 2

Question 14-20:

14. xi (para A, line 6-7: "nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome"

15. vii (para C, line 5-8: "November 2001, more than billion lack access to clean drinking water; some two and a half billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000 children every day)

16. v (para D, line 5-7: "More than 20% of freshwater fish pieces are now threatened or endangered because dams and water withdrawals have destroyed the free-flowing river ecosystems"

17. i (para E, line 4-5: environmental needs as top priority – ensuring 'some for all' instead of 'more for some')

18. ix (para F, line 1-2: "Fortunately – and unexpectedly – the demand for water is not raising as rapidly as some predicted."

19. ii (para G, line 1: "What explains this remarkable turn of events?"
20. x (para H, line 7-9: "project seem warranted, we must find way to meet demands with fewer resource, respecting ecological criteria and to a smaller budget"

Question 21-26:

21. NO (para A, line 7-9) "well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today")

22. YES (para B, line 7-9) "Food production has kept pace with soaring population mainly because of the expansion of artificial irrigation systems that make possible the growth of 40% of the world's food."

23. NOT GIVEN
24. NO (para F, line 4-6) "two decades. Although population, industrial output and economic productivity have continued to soar in developed nation"

25. YES (para G, line 8-9) "consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry"

26. NOT GIVEN

READING PASSAGE 3

Question 27-30:

27. D (para 1, line 1-2) "Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning"

28. A (para 2, line 2-4) " the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those made through conscious processing"

29. B (para 2, last 5 lines: "than ideas we went to learn. Even if the peripheral details are a bit exclusive, they come back readily in hypnosis or when we relive the event imaginatively,

as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever")

30. C (para 3, line 6-7) "in suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral"

Question 31-36:

31. FALSE (para 4, line 7-8 + 10-11)
    7-8 "dynamics of the music. The students follow the text in their book. This is followed by several minutes of silence"
    10-11: "of this session, their attention is passive; they listen to the music but make no attempt to learn the material"

32. FALSE (para 5, line 7-8) "to be covered, but does not 'teach' it, Likewise the students are instructed not to try to learn it during this introduction"

33. TRUE (para 6, first 3 lines: "Some hours after the two-part section, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do")

34. NOT GIVEN
35. NOT GIVEN
36. TRUE (para 6, line 13-15) "accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of foreign language during a suggestopedia session"

Question 37-40:

37. F - ritual (para7, line 5-6) "suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos"

38. H -placebo (para7, line 5-6) "suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos"

39. K - well known (para 8, line 1-2) "while suggestopedia has gained some notoriety success in the teaching of modern language"

40. G - unspectacular (para 8, line 1-3) "while suggestopedia has gained some notoriety success in the teaching of modern language, few teacher are able to emulate the spectacular results of Lozanov and his associates.

CAMBRIDGE IELTS 7 – TEST 2 – READING

READING PASSAGE 1

Question 1-4:

1. YES (para 1, line 3-4: "pagodas – remained standing for centuries? Records show that only two have collapsed during the past 1400 years.")

2. NO (para 1, line 8-9: "port area of Kobe. Yet it left the magnificent five-storey pagoda at the Toji temple in nearby Kyoto unscathed")

3. NOT GIVEN
4. YES (para 3, line 5-7: "later. Clearly Japanese carpenters of the day knew a few tricks about allowing the building to sway and settle itself rather than fight nature's forces.")

Question 5-10:

5. B (para 4, line 7-8: built less high, typically five rather than nine storeys, made mainly of wood and the staircase was dispensed with because the Japanese …")

6. A (para 5, line 3- 5: "width. For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended eaves not with the porcelain tiles of many Chinese pagodas")

7. B (para 4, line 4-5: "brick or stone, with inner staircases, and used them in later centuries mainly as watchtowers."

8. C (para 5, line 1-2: "The roof of a Japanese temple building can be made to overhang the sides of structure by fifty percent or more of the building's overall width")

9. A (para 4, line 1-3: "The multi-storey pagoda came to Japan from China in the sixth century. As in China, they were first introduced with Buddhism and were attached to important temples.")

10. C (para 6, last 4 lines: "some pagoda designs, it does not even rest on the ground, but is suspended from the top of the pagoda – hanging loosely down through the middle of the building")

Question 11-13:

11. D (para 7, line 6-7: "tested them on a 'shaketable' in his laboratory. In short, shinbashira was acting like an enormous stationary pendulum")

12. C (para 7,line 4-6: “Mr Ishida, known to his student as ‘professor pagoda’ because of his passion to understand the pagoda, has built a series of models and tested them on a ‘shaketable’ in his laboratory”)

13. C (para 7, line 12-13: “was that under pressure a pagoda’s loose stack of floors could be made to slither to and fro independent of one another”)

READING PASSAGE 2

Question 14-17:

14. E (line 3-4: “£23m for the removal of the bug cryptosporidium from drinking water by water companies.”

15. B (line 7-11: “loved farmland birds, such as the skylark, the grey partridge the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild flowers and insects. This is a direct result of the way we have produced out food in the last four decades.”)

16. C (line 7-8: “the costs may not even appear to be financial at all, but merely aesthetic – a terrible shame, but nothing to do with money.

17. B (line 13-14: “faecal filth of salmon farming has driven wild salmon from many of the sea lochs and rivers of Scotland.”)

Question 18- 21:

18. YES (para B, line 7-9: “loved farmland birds, such as the skylark, the grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside”)

19. NOT GIVEN
20. NO (para C, line 1-4: “Put it altogether and it looks like a battlefield, but consumers rarely make the connection at the dinner table. That is mainly because the costs of all this damage are what economists refer to as externalities: they are outside the main transaction”)

21. YES (para E, line 7-8: “from soil erosion and organic carbon losses; £169m from food poisoning and £607m from cattle disease”)

Question 22-26:

22. food bills/costs (para E, line 9-10: "a simple but memorable conclusion from all this: our food bills are actually threefold")

23. (modern) intensive farming (para F, line 3-6: "very hard for some countries, but in Britain, there the immediate need to supply food is less urgent, and the costs and the damage of intensive farming have been clearly seen, it may be more feasible"

24. organic framing (para G, line 2-3: "alternative? Professor Pretty feels that organic framing would be too big a jump in thinking and in practices for many farmers")

25. Greener Food Standard (para G, line 5-6: "reach of many poorer consumers. He is recommending the immediate introduction of a 'Green Food Standard'

26. Consumers & farmers (para G, line 13-15: "health. It could go a long way, he says, to shifting consumers as well farmers towards a more sustainable system of agriculture"

READING PASSAGE 3

Question 27-30:

27. ii (Section B, para 2, line 1: "Before solutions could be proposed, the problem has to be understood")

28. v (Section C, para 1, line 3-4: "from January to February 1991, a number of approaches were implemented in an effort to improve mobility and access to transport.")

29. x (Section E, line 2-3: "phases a 'top-down' approach, in which decisions were made by experts and officials before being handed down to communities")

30. i (Section F, para 2, line 3-4: "start. The experiences from Makete will help in this initiative, and Makete District will act as a reference for future work."

Question 31-35:

31. NO (MIETP was divided into THREE phases)
32. YES (Section B, para 1, line 1-2: "When the project began, Makete District was virtually totally isolated during the rainy season"

33. NO (Section B, para 2, line 3-6: "so Phase I, between December 1985 and December 1987, focused on research. The socio-economic survey of more than 400 households in district indicated that the household in Makete spent on average, seven hours a day on transporting themselves and their goods"

34. YES (Section B, para 2, line 9: "transport were found: 95% was on foot, 80% was within the locality")
35. NOT GIVEN

Question 36-40:

36. D (Section C, para 3, whole para: "Most goods were transported along the paths that provide short-cut up and down the hillsides, but the paths were a real safety risk and made the journey on foot even more arduous. It made sense to improve the paths by building steps, handrails and footbridges")

37. I (Section D, para 4, line 1-3: "The effort to improve the efficiency of the existing transport services were not very successful because most of the motorized vehicles in the district broke down and there was no resources to repair them")

38. G (Section D, para 3,line 1-3: "Paths and secondary roads were improved only at the request of communities who were willing to participate in construction and maintenance")

39. E (Section D, para 2,line 1-2: "The road improvements and accompanying maintenance system had helped make the district center accessible throughout the year")

40. B

CAMBRIDGE IELTS 7 – TEST 3 – READING

READING PASSAGE 1

Question 1-6:

1. FALSE (para 2, line 2-3: "one another in case of attack. Such **chemical communication** can be compared to human use of visual and auditory channels")

2. TRUE (para 7, line 1-2: "Whereas prehistoric man had no exposure to urban lifestyles – the forcing house of intelligence – the evidence suggests that ants have…")

3. NOT GIVEN
4. TRUE (para 10, line 3-5: "they navigate by integrating bearing and distances, which they continuously update in their heads. They combine the evidence of visual landmarks with a mental library of local directions…)

5. FALSE (para 11, line 6-7: "Often the foragers proceeded to the exact spot in the maze where the food had been")

6. NOT GIVEN

Question 7-13:

7. C- cellulose (para 5, line 2-3: "Ants can't digest the cellulose in leaves – but some fungi can. The ants therefore cultivate these fungi in their nests, bringing them leaves to feed on")

8. M – secretions (para 5, line 4-5: "and then use them as a source of food. Farmer ants secrete antibiotics to control other fungi that might act as 'weeds')

9. F – fertilizers (para 5, line 5-6: "to control other fungi that might act as 'weeds', and spread waste to fertilize the crop")

10. D – exchanging (para 6, line 7-8: "the fungi suggests that the ants improve or modify the fungi by regularly swapping and sharing strains with neighbouring ant colonies")

11. N – sustainable (para 4, line 1: "Or have they? The farming methods of ants are at least sustainable")

12. O – environment (para 4, line 2: "They do not ruin the environments…")

13. E – energy (para 4, line 2: "They do not ruin the environments or use enormous amounts of energy")

READING PASSAGE 2

Question 14-19:

14. iv (para A, line 5-7: "footing. The best information on early population movements is now being obtained from the 'archaeology of the living body', the clues to be found in genetic material")

15. vii (para B, line 1-2: "Recent work on the problem of when first people entered the Americas is on example of the value of these new techniques")

16. X (para C, line 4-10: "of human blood. All proteins 'drift', or produce variants, over the generations, and members of an interbreeding human population will shore a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e.g two Indians tribes), one can establish their genetic 'distance', which itself can be carlibrated to give on indication of the length of time since these populations lost interbred.")

17. i (para D, line 3-4: "year period. They found that their Gm allotypes could be divided into two groups, one of which also corresponded to the genetic")

18. vi (para E, line 7-8: "Robert Williams's work, all three groups appear to be descended from the some ancestral (Paleo-Indian) population.")

19. ii (para F, line 1-3: "there are two other kinds of research that have thrown some light in the origins of the Native American population; they involve the study of teeth and of languages")

Question 20-21:

20. E (para D, line 9-10: "The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians

21. D (para D, line 12-13: "ancestors of the Navajo and Apache (who only migrated South from Canada about 600-700 years ago")

Question 22-26:

22. C (para D, line 14-15: " The third wave, perhaps 10,000 or 9,000 years ago, saw the migration from Northeast Asia of groups ancestral to the modern Eskimo and Aleut.")

23. B (para D, line 11-13: "The second wave , about 14,000 – 12,000 years ago brought Na-Dene hunters, ancestors of the Navajo and Apache (who only migrated South from Canada about 600-700 years ago")

24. A (para E, line 4: "groups: PimaPapago **Indians** in Arizona"
line 7-8: "Robert Williams's work, all three groups appear to be descended from the some ancestral (Paleo-Indian) population")

25. A (para E, line 5: "Yucatán peninsula, Mexico, and Ticuma **Indians** in the Upper Amazon region of Brazil") line 7-8: "Robert Williams's work, all three groups appear to be descended from the some ancestral (Paleo-Indian) population")

26. A (para F, line 8-10: ". Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian")

READING PASSAGE 3

Question 27-33:

27. NOT GIVEN
28. FALSE (para 1, last 2 lines: "Mediterranean or the Nordic countries therefore had to be discarded. However, this does not mean that in future they will be ignored.")

29. TRUE (para 2, line 6-7: "plant. At the same time, forests provide raw materials for human activities through their constantly renewed production of wood.")

30. FALSE (para 2, line 12-13: "since the dawn of man - wood was the first fuel. The other aspects have been recognized only for a few centuries but they are becoming more and more important")

31. FALSE (para 3, line 2-3: "no remaining 'primary' forests in Europe. All European forests are artificial, having been adapted and exploited by man for thousands of years.")

32. FALSE (para 3, line 4-5: “This means that a forest policy is vital, that it must transcend national frontiers and generations of people.”)

33. TRUE (para 3, line 5-8: “national frontiers and generations of people, and that it must allow for the inevitable changes that take place in the forests, in needs, and hence in policy. The Strasbourg conference was one of the first events on such a scale to reach this conclusion.”)

Question 34-39:

34. J (para 4, line 2-3: “The first proposes the extension and systematization of surveillance sites to monitor forest decline.”)

35. A (para 4, line 13-14: “The second resolution concentrates on the need to preserve the genetic diversity of European forests.”)

36. E (para 4, line 16-19: “Although forest fires do not affect all of Europe to the same extent, the amount of damage caused the experts to propose as the third resolution that the Strasbourg conference consider the establishment of a European databank on the subject.”)

37. B (para 4, line 21-22: “generally available. The subject of the fourth resolution discussed by the ministers was mountain forests

line 26-27: “long-term changes to the local ecosystems. Proposed developments include a preferential research program on mountain forests.”)

38. G (para 4, line 27-30: “. The fifth resolution relaunched the European research network on the physiology of trees, called Eurosilva. Eurosilva should support joint European research on tree diseases and their physiological and biochemical aspects.”)

39. D (para 4, line 33-34: “research projects in this area. finally, the conference established the framework for a European research network on forest ecosystems.”)

Question 40:

40. B (six solutions)

CAMBRIDGE IELTS 7 – TEST 4 – READING

READING PASSAGE 1

Question 1-7:

1. TRUE (para 1, line 2-3: "ago, and no one knows how. The conventional picture is that tens of thousands of slaves dragged stones on sledges.")

2. FALSE (para 1, line 6-7: "perusing a book on the monuments of Egypt, she noticed a hieroglyph that showed a row of men standing in add postures.")

3. NOT GIVEN
4. TRUE (para 2, last 3 lines: "was a kite,' he says. And since he needed a summer project for his student Emilio Graff, investigating the possibility of using kites as heavy liners seemed like a good idea.")

5. FALSE (para 3, line 5-7: "the 33.5-tonne column. Even a modest force, if sustained over a long time, would do. The key was to use a pulley system that would magnify the applied force. So they rigged up a tent-shaped scaffold directly")

6. NOT GIVEN
7. TRUE (para 4, first 3 lines: "Earlier this year, the team put Clemmons's unlikely theory to the test, using a 40-square-meter rectangular nylon sail. The kite lifted the column clean off the ground")

Question 8-13:

8. (wooden) pulleys
9. stone
10. (accomplished) sailors
11. (modern) glider
12. flight

(para 7, line 2-7: "the wind would not have been a problem for **accomplished sailors** like the Egyptians. And they are known to have used **wooden pulleys**, which could have been made strong enough to bear the weight at massive blocks of **stone**. ln addition, there is some physical evidence that the ancient Egyptians were interested in **flight**. A wooden artefact fon the step pyramid at Saqqara looks uncannily like a modem glider.")

13. messages (para 7, last 2 lines: "Chinese were using them to deliver **messages** and dump flaming debris on their foes.")

READING PASSAGE 2

Question 14-20:

14. FALSE (para 1, last 2 lines: "to the north. The islands' native inhabitants called this land mass Aleyska, the 'Great Land'; today, we know it as Alaska.")

15. NOT GIVEN
16. TRUE (para 3, line 4-5: "of groundfish (cod, sole, perch and pollock) in 2000. The true cultural heart and soul of Alaska's fisheries, however, is salmon.")

17. NOT GIVEN
18. TRUE (para 3, last 3 lines: wild salmon in the world. During 2000, commercial catches of Pacific salmon in Alaska exceeded 320,000 tonnes, with an ex-vessel value of over $US260 million.")

19. TRUE (para 4, first 2 lines: "Catches have not always been so healthy. Between 1940 and 1959, overfishing led to crashes in salmon populations so severe that in")

20. FALSE (para 4, last 2 lines: "during the 1990s, annual harvests were well in excess of 100 million, and on several occasions over 200 million fish.")

Question 21-26:

21. G (para 5, line 3-7: "throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish")

22. E (para 5, line 8-9: "but on any given day, one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt.")

23. B (para 5, first 2 lines: "The primary reason for such increases is what is known as 'In-Season Abundance-Based Management")

24. A (para 6, first 3 lines: "In 1999, the Marine Stewardship Council (MSC)*** commissioned a review of the Alaska salmon fishery. The Council, which was founded in 1996, certifies fisheries that meet high environmental standards")

25. K (para 7, last 4 lines: "completely collapsed. In the Yukon and Kuskokwim rivers, chinook and chum runs were probably the poorest since statehood; subsistence

communities throughout the region, who normally have priority over commercial fishing, were devastated.")

26. F (para 9, line 2-4: "salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products.)

READING PASSAGE 3

Question 27-29:

27. D (para 1, line 3-5: "to adjust to sleeping in the mountains or the countryside because it was initially 'too quiet', an experience that suggests that humans are capable of adapting to a wide range of noise levels")

28. C (para 1, line 9-11: "noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise.")

29. A (para 2, line 6-7: "controller (Broadbent, I957). Similarly, noise did not affect a subject's ability to track a moving line with a steering wheel")

Question 30-34:

30. B - unexpected (para 3, line 4: "than to work under circumstances with unexpected intrusions of noise")

31. D – the same amount of (para 3, line 10-11: "(unpredictable noise). Subjects reported finding the predictable and unpredictable noise equally annoying")

32. F – performed as about the same level as (para 3, line 11-12: "unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment")

33. I – made more mistakes than (para 3, line 15-16: "under conditions of no noise. As shown in Table l the unpredictable noise produced more errors in the later proofreading task than predictable noise")

34. B – unexpected (para 4, first line: "Apparently, unpredictable noise produces more fatigue than predictable noise")

Question 35-40:

35. A (para 1, line 6-8: "this view. For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological
reactions to the noise")

36. D (para 6, line 4-7: "noise may produce serious, lasting effects. One study, suggesting that this worry is a realistic one, compared elementary school pupils who attended schools near Los Angeles's busiest airport with students who attended schools in quiet neighborhoods (Cohen et al., 1980

Line 13-15: "A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools (Cohen et al, 1981).")

37. A (para 5, line 4-6: "the individual never actually exercises his or her option to turn the noise off (Glass and Singer, 1972).")

38. E
39. B (para 2, line 3-6: "one task. For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, I957).")

40. C (para 2, last 3 lines: "ability to track a moving line with a steering wheel, but it did interfere with the subject's ability to repeat numbers while tracking (Finkelman and Glass, 1970).")

CAMBRIDGE IELTS 8 - TEST 1 - READING

READING PASSAGE 1

Question 1-4:

1. D (para D, last three lines: "satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe."

2. B (para B, line 2-4: "social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons.")

3. F (para F, last three lines: "the changing tension of its mainspring. By the 16th century, a pendulum clock had been devised, but the pendulum swung in a large arE and thus was not very efficient.")

4. E (para E, line 7-9: ": Italian hours began at sunset, Babylonian hours at sunrise, astronomical hours at midday and 'great clock' hours, used for some large public clocks in Germany, at midnight.")

Question 5-8:

5. B (para C, first 2 lines: "Centuries before the Roman Empire, the Egyptians had formulated a municipal calendar having 12 months of 30 days")

6. F (para E, last 2 lines: "these were superseded by 'small clock', or French, hours, which split the day into two 12-hour periods commencing at midnight.")

7. D (para G, first 3 lines: "To address this, a variation on the original escapement was invented in 1670, in England. It was called the anchor escapement, which was a lever-based device shaped like a ship's anchor.")

8. A (para E, line 8-9: "astronomical hours at midday and 'great clock' hours, used for some large public clocks in Germany, at midnight."

Question 9-13:

9. (ship's)anchor/(an/the) anchor
10. (escape) wheel
11. tooth
12. (long) pendulum
13. second

(para G, line 2-10: “invented in 1670, in England. It was called the anchor escapement, which was a lever-based device shaped like a ship's **anchor**. The motion of a pendulum rocks this device so that it catches and then releases each **tooth of the escape wheel**, in turn allowing it to turn a precise amount. Unlike the original form used in early pendulum clocks, the anchor escapement permitted the pendulum to travel in a very small arc. Moreover, this invention allowed the use of a **long pendulum** which could beat once a **second** and thus led to the development of a new”)

READING PASSAGE 2

Question 14-19:

14. ii (para A, first 3 lines: “An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA)”)

15. iii (para C, line 4-7: “remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes”)

16. v (para D, first 4 lines: “Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation‘s airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture”)

17. iv (para E, line 3-7: “. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface”)

18. viii (para F, line 8-11: “fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or lFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace”)

19. vii (para G, first 2 lines: “Controlled airspace is divided into several different types, designated by letters of the alphabet”)

Question 20-26:

20. FALSE (para A, first 3 lines: "An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA)")

21. FALSE (para B, first 2 lines: "Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster")

22. NOT GIVEN
23. TRUE (para C, first three lines: "In the 1940s, ATC centers could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War")

24. TRUE (para E, line 12: "only to stay in uncontrolled airspace, below 365m"
    Para G, line 2-3: "designated by letters of the alphabet. Uncontrolled airspace is designated Class F")

25. FALSE (para G, line 11-13: "engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are lFR, and pilots must be instrument-rated")

26. TRUE (para G, line 16-18: "airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively")

READING PASSAGE 3

Question 27-30:

27. E (para 2, line 4-6: "proof and failed. Sceptics and advocates alike do concur on one issue, however: that the most impressive evidence so far has come from the so-called 'ganzfeld' experiments, a German term that means 'whole field'.")

28. B (para 2, line 7-10: "'. Reports of telepathic experiences had by people during meditation led parapsychologists to suspect that telepathy might involve 'signals' passing between people that were so faint that they were usually swamped by normal brain activity")

29. A (para 7: "What they are certainly not finding, however, is any change in attitude of mainstream scientists: most still totally reject the very idea of telepathy. The problem stems at least in part from the lack of any plausible mechanism for telepathy.")

30. F (para 6, line 5-7: "as current results suggest, telepathy produces hit-rates only marginally above the 25 per cent expected by chance, it's unlikely to be detected by a typical ganzfeld study involving around 40 people")

Question 31-40:

31. sender
32. picture/image
33. receiver

    (para 3, line 5-9: "telepathy test involved identification of a **picture** chosen from a random selection of four taken from a large image bank. The idea was that a person acting as a **'sender'** would attempt to beam the image over to the **'receiver'** relaxing in the sealed room. Once the session was over, this person was asked to identify which of the four images had been used")

34. sensory leakage
35. (outright) fraud

    (para 4, line 5-8: "telepathy must exist; there were many other ways of getting positive results. These ranged from 'sensory leakage' — where clues about the pictures accidentally reach the receiver ~ to outright fraud.")

36. computers
37. human involvement
38. meta-analysis

    (para 5, line 2-6: "automated variant of the technique which used computers to perform many of the key tasks such as the random selection of images. By minimizing human involvement, the idea was to minimize the risk of flawed results. In 1987, results from hundreds of autoganzfeld tests were studied by Honorton in a 'meta-analysis', a statistical technique")

39. lack of consistency (para 6, first 2 lines: "Yet some parapsychologists remain disturbed by the lack of consistency between individual ganzfeld studies")

40. big/large enough (para 6, line 7-8; "above the 25 per cent expected by chance, it's unlikely to be detected by a typical ganzfeld study involving around 40 people: the group is just not big enough")

CAMBRIDGE IELTS 8 - TEST 2 – READING

READING PASSAGE 1

Question 1-8:

1. Spinning (para 1, line 4-5: "mass that hardens when slowly cooled. The first successful method for making clear, flat glass involved **spinning**")

2. (perfectly) unblemished (para 1, line 6-7: "effective as the glass had not touched any surfaces between being soft and becoming hard, so it stayed **perfectly unblemished**")

3. labor/labour intensive (para 1, last line: "However, the process took a long time and was **labour intensive**.")

4. thickness (para 2, line 4-5: "through two hot rollers, similar to an old mangle. This allowed glass of virtually any **thickness** to be made non-stop")

5. marked (para 2, line 5-6: "but the rollers would leave both sides of the glass **marked**, and these would then need to be")

6. (molten) glass (para 3, line 2-3: "Pilkington. This process allows the manufacture of clear, tinted and coated **glass** for buildings, and clear and tinted glass for vehicles.")

7. (molten) tin/metal
8. rollers
   (para 3, line 5-6: "and in 1952 he had the idea of using a bed of **molten metal** to form the flat glass, eliminating altogether the need for **rollers** within the float bath.")

9. TRUE (para 3, line 7-8: "bath. The metal had to melt at a temperature less than the hardening point of glass (about 600°C)")

10. NOT GIVEN
11. FALSE (para 5 line 2-4: "company to build a full—scale plant. However, it took 14 months of non-stop production, costing the company £100,000 a month, before the plant produced any usable glass")

12. TRUE (para 5, last 3 lines: "They finally succeeded in 1959 and there are now float plants all over the world, with each able to produce around 1000 tons of glass every day, non-stop for around 15 years")

13. TRUE (para 7, line 5: "ensure the highest quality, inspection takes place at every stage"
Line 8: "Automated on-line inspection does two things."
Last 2 lines: "see. Secondly, it enables computers downstream to steer cutters around flaws")

READING PASSAGE 2

Question 14-17:

14. ii (para B, line 5-7: "pack ice surrounded Iceland for much of the year. The climatic events of the Little lce Age did more than help shape the modern world. They are the deeply important context for the current unprecedented global warming")

15. vii (para D, first 3 lines: "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")

16. ix (para E, last 3 lines: "The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine.")

17. iv (para F, line 8-11: "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")

Question 18-22:

18. C – tree rings
19. B – ice cores
(para C, line 4-6: "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")

20. A – climatic shifts (para D, first line: "This book is a narrative history of **climatic shifts** during the")

21. H – storms
22. G – heat waves
(para B, last 4 lines: "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")

Question 23-26:

23. C (para F, line 2-3: "beginning of the Modern Warm Period. There was a vast migration from Europe by land-hungry farmers and others, to which the")

24. C (para F, line 5-7: "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")

25. A (para D, line 4-6: "Period, roughly 900 to 1200. During these three centuries. Norse voyagers from Northern Europe explored northern seas, settled Greenland, and visited North America")

26. B (para E, line 13-14: "the staples of the European fish trade, but changes in water temperatures forced fishing fleets to work further offshore")

READING PASSAGE 3

Question 27-32:

27. viii (para A, line 3-4: "smell was to them in their lives. It became apparent that smell can evoke strong emotional responses")

28. ii (para B, line 3-4: "without touching and smelling a loved one. In fact, infants recognise the odours of their mothers soon after birth and adults"
line 6-8: "well-known test, women and men were able to distinguish by smell alone clothing worn by their marriage partners from similar clothing worn by other people")

29. vi (para C, line 3-8: "The reason often given for the low regard in which smell is held is that, in comparison with its importance among animals, the human sense of smell is feeble and undeveloped. While it is true that the olfactory powers of humans are nothing like as tine as those possessed by certain animals, they are still remarkably acute")

30. i (para D, line first 3 lines: “Smell, however, is a highly elusive phenomenon. Odours, unlike colours, for instance, cannot be named in many languages because the specific vocabulary simply doesn‘t exist.”)

31. iii (para E, last 3 lines: “objectively given the non- physical components. Questions like these mean that interest in the psychology of smell is inevitably set to play an increasingly important role for researchers”)

32. v (para F, line 10-11: “way. importantly, our commonly held feelings about smells can help distinguish us from other cultures”)

Question 33-36:

33. C (introduction: “aware of their importance to us. lt is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the”)

34. A (para B, line 5-8: “can often identify their children or spouses by scent. In one well-known test, **women and men were able to distinguish by smell alone clothing worn by their marriage partners** from similar clothing worn by other people” and 2 last lines: “test, but as the experiment revealed, even **when not conciously considered, smells register**”) register: notice something

35. C (para C, first 2 lines: “ln spite of its importance to our emotional and sensory lives, smell is probably the most undervalued sense in many cultures”)

36. D (para E, line 5-6: “answered. Researchers have still to decide whether smell is one sense or two - one responding to odours proper and”)

Question 37-40:

37. clothing (para B, line 6-8: “well-known test, women and men were able to distinguish by smell alone **clothing** worn by their marriage partners from similar clothing worn by other people”)

38. vocabulary (para D, first 3 lines: “Smell, however, is a highly elusive phenomenon. Odours, unlike colours, for instance, cannot be named in many languages because the specific **vocabulary** simply doesn‘t exist.”)

39. chemicals (para E, line 6-7: “one sense or two - one responding to odours proper and the other registering odourless **chemicals** in the air”)

40. cultures (para F, line 3-5: “phenomenon. Odours are invested with cultural values: smells that are considered to be offensive in some **cultures** may be perfectly acceptable in others”)

CAMBRIDGE IELTS 8 - TEST 3 – READING

READING PASSAGE 1

Question 1-3:

1. D
2. A (elimination method)
3. A (para 3, line 6-8: "University of Florida, with support from the Electrical Power Research Institute [EPRl), based in California. EPRI, which is funded by power companies, is looking at ways to protect the United States"
   para 5, line 3-4: "of the University of New Mexico. Diels is leading a project, which is backed by EPRI, to try to use lasers to discharge lightning safely")

Question 4-6:

4. power companies (para 3, line 7-8: "Institute [EPRl), based in California. EPRI, which is funded by **power companies**, is looking at ways to protect the United States]

5. safely (para 5, line 4-5: "backed by EPRI, to try to use lasers to discharge lightning **safely** and safety is a basic requirement since no one wants to put themselves")

6. size (para 7, line 2-3: "portable: it's a monster that takes up a whole room. Diels is trying to cut down the **size** and says that a laser around the size of a small table is in the offing")

Question 7-10:

7. B – atoms
8. C – storms clouds
   (para 6, line 2-4: "revealing their ability to extract electrons out of atoms and create ions. If a laser could generate a line of ionisation in the air all the way up to a storm cloud, this conducting path could be used to guide")

9. G – rockets (para 5, first 3 lines: "And anyway, who would want to fire streams of rockets in a populated area? 'What goses up must come down,' points out Jean-Claude Diels of the University of New Mexico.")

10. D – mirrors (para 6, line 8-9: "Instead it would be directed at a mirror, and from there into the sky. The mirror would be protected by placing lightning conductors close by.")

Question 11-13:

11. NO (para 8, line 2-3: "the power companies. But they have not yet come up with the $5 million that EPRI says will be needed to develop a commercial system")

12. YES (para 8, line 5-6: "money yet, but I'm working on it,' says Bernstein. He reckons that the forthcoming field tests will be the turning point — and he's hoping for good news")

13. NOT GIVEN

READING PASSAGE 2

Question 14-18:

14. B (para 2, line 5-6: "in another, that intellectuals are impractical, that prodigies burn too brightly too soon and burn out")

15. C (para 2, line 12-13: " unrewarded, that adversity makes men wise or that people with gift have responsibility to use them")

16. F (para 2, line 8: "and madness, that genius runs in family…")
17. H (para 2, line 11-12: " mathematical than others, that genius goes unrecognized and unrewarded")

18. J (para 2, line 8-9: "and madness, that genius runs in family, that gifted are so clever they don't need special help")

Question 19-26:

19. TRUE (para 3, line 12-15: "call norm-referenced. In other words, then, for instance, information is collated about early illnesses, methods of upbringing, schooling, etc. we must also take into account information from the other historical sources about how common or exceptional these were at the time.")

20. TRUE (para 3, last 3 lines: of paediatrics and psychology in the twentieth century that studies could be carried out on a more objective, if still not always very scientific, basis.")

21. FALSE (para 4, line 9-10: "Dr Samuel Johnson's observation, 'The true genius is a mind of large general powers, accidentally determined to some particular direction'")

22. TRUE (para 5, first 3 lines: What we appreciate, enjoy or man/el at in the works of genius or the achievements of prodigies are the manifestations of skills or abilities which are similar to, but so much superior to, our own")

23. TRUE (para 5, line 5-9: "the fact that the hard-won discoveries of scientists like Kepler or Einstein **become the commonplace knowledge of schoolchildren** … soon appear on the fabrics we wear. **This does not minimize the supremacy of their achievements**"

24. NOT GIVEN
25. TRUE (para 6, line 8-12: "unpalatable. We may envy their achievements and fame, but we should also recognise the price they may have paid in terms of perseverance, single-mindedness, dedication, restrictions on their personal lives")

26. NOT GIVEN

READING PASSAGE 3

Question 27-32:

27. ix (para B, line 2-7: "'older'. Ageing in this case must occur according to the laws of physical chemistry and of thermodynamics. Although the same law holds for a living organism, the result of this law is not inexorable in the same way. At least as long as a biological system has the ability to renew itself it could actually become older without ageing")

28. ii (para C, line 4-7: "system to age and die. Nevertheless, a restricted life span, ageing, and then death are basic characteristics of life. The reason for this is easy to recognise: in nature, the existent organisms either adapt or are regularly replaced by new types")

29. vii (para D, line 4-8: "constant. For example, the average duration of human life has hardly changed in thousands of years. Although more and more people attain an advanced age as a result of developments in medical care and better nutrition, the characteristic upper limit for most remains 80 years")

30. i (para E, first 3 lines: "If a life span is a genetically determined biological characteristic, it is logically necessary to propose the existence of an internal clock, which in some way measures")

31. viii (para F, line 5-10: "captivity. Animals which save energy by hibernation or lethargy (e.g. bats or hedgehogs) live much longer than those which are always active. The metabolic rate of mice can be reduced by a very low consumption of food (hunger diet). They then may live twice as long as their well fed comrades. Women become distinctly (about 10 per cent) older than men")

32. iv (para G, first 2 lines: "It follows from the above that sparing use of energy reserves should tend to extend lite. Extreme high performance sports")

Question 33-36:

33. physical chemistry
34. thermodynamics
    (para B, line 4-5: "Ageing in this case must occur according to the laws of **physical chemistry** and of **thermodynamics**. Although the")

35. adapt (para C, line 9-10: "characteristics and in the course of their individual lives they are tested for optimal or **better adaptation** to the environmental conditions")

36. Immortality (para C, last 3 lines: "conditions. Immortality would disturb this system — it needs room for new and better life. This is the basic problem of evolution")

Question 37-40:

37. NO (para D, last 4 lines: "the simple wear and tear theory is the observation that the time within which organisms age lies between a few days (even a few hours for unicellular organisms) and several thousand years, as with mammoth trees.")

38. YES (para B, line 7-9: "is not inexorable in the same way. At least as long as a biological system has the ability to renew itself it could actually become older without ageing")

39. NOT GIVEN

40. YES (para G, first 2 lines: “It follows from the above that sparing use of energy reserves should tend to extend lite. Extreme high performance sports”)

CAMBRIDGE IELTS 8 - TEST 4 – READING

READING PASSAGE 1

Question 1-5:

1. vii (para B, line 2-6: "from the seventh grade (age 13) to the ninth grade (age 15). Virtually all pupils at this stage attend state schools: only 3 per cent are in the private sector. Schools are usually modem in design, set well back from the road and spacious inside. Classrooms are large 5 and pupils sit at single desks in rows")

2. i (para C, line 5-8: "education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed")

3. v (para D, first 4 lines: "Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle")

4. ii (para E, line 3-9: "schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other — anyway, it is in their interests since the class progresses together.")

5. viii (para F, line 4-6: "an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy")

Question 6-9:

6. YES (para A, line 4-7: "the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of 'low' attainers in England, where, incidentally, the variation in attainment scores was much greater")

7. NO (para A, line 8-11: "much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?")

8. NOT GIVEN

9. NO (para D, line 3-4: "teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle")

10. B (para C, line 6-8: "free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed")

11. C (para D, line 9-11: "After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration")

12. A (para E, line 13-16: "almost anything'. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to ']uku' (private evening tuition) if extra help is needed and encouraging them to work harder")

13. C (para F, line 4-6: "an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy")

READING PASSAGE 2

Question 14-17:

14. B (para 1, last 3 lines: "proving to be counter-productive. Apart from engendering widespread ecological disorders, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly lethal superbugs")

15. A (para 2, first 2 lines: "According to a recent study by the Food and Agriculture Organisation (FAO), more than 300 species of agricultural pests have developed resistance to a wide range of potent chemicals")

16. D (para 4, line 4-5: "agriculture, the farmers avidly took to pesticides as a sure measure to boost crop yield. The insecticide was applied eight times a year in")

17. D (para 5, first 4 lines: "By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides.")

Question 18-21:

18. NOT GIVEN
19. YES (para 2, last 3 lines: "resistance to a wide range of potent chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become immune to a variety of insecticides now in use.")

20. NO (para 3, last 3 lines: "Because of their tremendous breeding potential and genetic diversity, many pests are known to withstand synthetic chemicals and bear offspring with a built-in resistance to pesticides.")

21. YES (para 7, last 2 lines: "When handled by experts, bio-control is safe, non—polluting and self-dispersing.")

Question 22- 26:

22. D (para 9, last 2 lines: "that prey on 'disapene scale' insects — notorious defoliants of fruit trees in the US and India")

23. H (para 10, line 5-6: "predator indigenous to India, Neodumetia sangawani, was found useful in controlling the Rhodes grass-scale insect that was devouring forage")

24. C (para 10, line 2-3: "by the following examples. In The late 1960s, when Sri Lanka's flourishing coconut groves were plagued by leaf-mining hispides, a larval parasite")

25. E (para 9, line 5-6: "supported by CIBC, is now trying out an Argentinian weevil for the eradication of water hyacinth, another dangerous weed")

26. B (para 10, last 3 lines: "12-kilometre- long canal from the clutches of the weed Salvinia molesta, popularly called 'African Payal' in Kerala. About 30,000 hectares of rice fields in Kerala are infested by this weed.")

READING PASSAGE 3

Question 27-30:

27. TRUE (para 1, line 5-8: "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")

28. NOT GIVEN
29. TRUE (para 1, line 8-10: "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")

30. FALSE (para 1, last 4 lines: "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.")

Question 31-36:

31. A (para 2, line 3-7: "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")

32. C (para 4, first 2 lines: "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.")

33. B (para 3, first 3 lines: "Baits can be used to attract and concentrate foragers. This often increases the number of individuals collected and attracts species that are otherwise elusive")

34. D (para 5, line 11-13: "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")

35. A (para 2, line 7-8: "tree trunks and under bark. When possible, collections should be made from nests or foraging columns and at least 20 to 25 individuals collected")

36. D (para 5, line 9-11: "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.")

Question 37-40:

37. Heat
38. Leaf litter
39. Screen
40. Alcohol

(para 4, line 5-8: "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 **alcoho**l **placed below** the funnel.")

CAMBRIDGE IELTS 9 - TEST 1 - READING

READING PASSAGE 1

Question 1-7:

1. FALSE (para 2, line 3-4: "chemistry. His talent and devotion to the subject were perceived by his teacher, Thomas Hall")

2. NOT GIVEN
3. FALSE (para 3, line 4-7: "Wilhelm Hofmann. Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant")

4. TRUE (para 3, last 4 lines: "Hofmann's youngest assistant. Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune.")

5. NOT GIVEN
6. TRUE (para 5, line 3-6: "top floor of his famiIy's house. He was attempting to manufacture quinine from aniline, an inexpensive and readily 5 available coal tar waste product. Despite")

7. NOT GIVEN

Question 8-13:

8. (the/only) rich (para 7, line 6-9: "expensive. Indeed, the purple colour extracted from a snail was once so costly that in society at the time only the rich could afford it")

9. commercial (possibilities) (para 8, last 5 lines: "in patenting it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities.")

10. mauve (para 9, first 4 lines: "Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet")

11. (Robert) Pullar (para 9, line 5-13: "He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost objections of his mentor Hofmann, he left college to give birth to the modern chemical industry.")

12. France (para 10, line 8-13: “in 1857.The company received a commercial boost from the Empress Eugénie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country”)

13. Malaria (para 11, last 4 lines: “play a crucial role today. And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria. “)

READING PASSAGE 2

Question14-17:

14. iv (para B, line 5-8: “emerges in the future]. Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate with it. In other words, the life form we are looking for may well have two green heads”)

15. vii (para C, first 3 lines: “Even when we make these assumptions, our understanding of other life forms is still severely limited. We do not even know, for example, how many stars have planets, and we certainly do not know how likely it is that life will arise naturally, given the right conditions”)

16. i (para D, line 3-6: “while traversing the vast distances across the galaxy. It turns out that, for a given amount of transmitted power, radio waves in the frequency range 1000 to 3000 MHZ travel the greatest distance, and so all searches to date have concentrated on looking for radio waves in this frequency range. So far there have been a number of searches by various groups”)

17. ii (para E, first 2 lines: “There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately. Quite apart from the”)

Question 18-20:

18. several billion years (para A, line 11-12: "tenuous. Will we last another two thousand years or will we wipe ourselves out? Since the lifetime of a planet like ours is several billion years, we can expect that, if other civilisations")

19. radio (waves/signals) para A, line 5-6: "we see around us on the planet. The simple detection of a radio signal will be sufficient to answer this most basic of all questions. ln this sense, SETI is another cog in the machinery")

20. 1000 (stars) (para D, line 15-16: "in France. This part of the project is searching the nearest 1000 likely stars with high sensitivity for signals in the frequency range 1000 to 3000 MHZ. The other part of the")

Question 21-26:

21. YES (para A, last 5 lines: "other civilisation that we hear from is likely to be far older, on average, than ourselves. The mere existence of such a civilisation will tell us that long-term survival is possible, and gives us some cause for optimism. lt is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered")

22. YES (para B, last 4 lines: "with it. In other words, the life form we are looking for may well have two green heads and seven fingers, but it will nevertheless resemble us in that it should communicate with its fellows, be interested in the Universe, live on a planet orbiting a star like our Sun, and perhaps most restrictively, have a chemistry, like us, based on carbon and water")

23. NOT GIVEN
24. NO (para D, line 8-9: "South Wales. Until now there have not been any detections from the few hundred stars which have been searched. The scale of the searches has been increased dramatically since")

25. NOT GIVEN
26. NO (para E, first 2 lines: "There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately. Quite apart from the")

READING PASSAGE 3

Question 27-30:

27. Plants (para 1, last 4 lines: "spiders and various worms. And we mustn't forget the plants, without Whose prior invasion of the land none of the other migrations could have happened")

28. breathing & reproduction (para 2, first 3 lines: "Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction")

29. gills (para 2, line 19-21: "still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went")

30. dolphins (para 3, line 13-17: "it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little")

Question 31-33:

31. NOT GIVEN
32. FALSE (para 3, line 9-13: "tutles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian")

33. TRUE (para 3, line 13-17: "it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little")

Question 34-39:

34. Three measurements
35. (triangle) graph
36. Cluster
    (para 4, line 4-8: "of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper")

37. Amphibious

38. Half way
    (para 4, line 11-15: "graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way")

39. Dry-land tortoise (para 4, line 19-23: "fell. The bones of P. quenstedti and P. talampayensis leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era")

Question 40: D (para 6, first 2 lines: "Tortoises therefore represent a remarkable double return. In common")

CAMBRIDGE IELTS 9 - TEST 2 - READING

READING PASSAGE 1

Question 1-6:

1. H (first 2 lines: "The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide—ranging consultation process. The strategy recognises that people")

2. C (last 4 lines: "increasing concern. The International Institute of Noise Control Engineering (l-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.")

3. B (first 2 lines: "A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organisation of desks")

4. I (last 2 lines: "auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future")

5. D (last 3 lines: "verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD)")

6. A (last 2 lines: "population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6—1O% of children in that country are affected by hearing loss")

Question 7-10:

7. 2 decades (para A, last 2 lines: "population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6—1O% of children in that country are affected by hearing loss")

8. Crowd (noise) (para E, part 2, line 2-3: "information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is")

9. Invisible (disabilities/disability) (para G, line 8-9: “function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with ‘invisible’ disabilities. Their needs are less likely to be met”)

10. Objective 3 (para H, line 4-8: “function deficit need thorough investigation. lt is probable that many undiagnosed children exist in the education system with ‘invisible’ disabilities. Their needs are less likely to be met”)

Question 11-12:

11. A
12. C

(para B, line 2-4: “concern for teachers and pupils. Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the”)

Question 13:

13. C

READING PASSAGE 2

Question 14-17:

14. F (para F, last 4 lines: “the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January — when Earth is at one point in its orbit — it will seem to be in a different position from where it appears six months later. Knowing the width of Earth’s orbit, the parallax shift lets astronomers calculate the distance”)

15. D (para D, first 3 lines: “Inspired by Halley’s suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren’t helped by Britain and France being at war. The”)

16. G (para G, the whole para: “June 2004’s transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos — detecting Earth-sized planets orbiting other stars”)

17. E (para E, first 2 lines: “While the early transit timings were as precise as instruments would allow, the measurements were dogged by the ‘black drop’ effect. When Venus begins to cross the”)

Question 18-21:

18. D (para F, first 4 lines: “But astronomers laboured hard to analyse the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today’s value of”)

19. A (para B, line 6-8: “differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle — the apparent difference in position of an astronomical body due to a difference in the observer’s position. Calculating this angle”)

20. B (para C, line 2-4: “measurements. Iohannes Kepler, in the early 17‘h century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable. But no-one had found a way to calculate accurate distances to the planets”)

21. C (para D, line 6-8: “Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit — but the ship’s pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping”)

Question 22-26:

22. FALSE (para C, last 5 lines: “larger, and Halley worked out that by would be possible to measure the Sun's distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 - though he didn’t survive to see either.”)

23. FALSE (para D, last 2 lines: “to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience”)

24. TRUE (para E, line 2-3: “measurements were dogged by the ‘black drop’ effect. When Venus begins to cross the Sun’s disc, it looks smeared not circular — which makes it difficult to establish timings.”)

25. NOT GIVEN
26. TRUE (para F, line 7-8: “the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January — when Earth is at one point in its orbit — it will”)

READING PASSAGE 3

Question 27-31:

27. C (para 1, line 3-5: “in specific parts of the brain. These discoveries have led to the field known as neuroeconomics, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is”)

28. B (para 2, first 2 lines: “This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social”)

29. D (para 3, line 5-6: “in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens”)

30. C (para 3, the last line: “More than the physical reality of photons or sound waves, perception is a product of the brain”)

31. B (para 4, first 2 lines: “Perception is central to iconoclasm, iconoclasts see things differently to other people. Their brains do not fall into efficiency pitfalls as much as the average person’s brain, iconoclasts, either”)

Question 32-37:

32. YES (para 5, first 2 lines: “The best way to see things differently to other people is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the chains”)

33. YES (para 5, line 3-4: “of past experience and forces the brain to make new judgments. Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation”)

34. NOT GIVEN
35. NO (para 6, line 3-4: “tracks. There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are fear of uncertainty and fear of public ridicule. These may”)

36. NOT GIVEN
37. NO (para 6, line 5-7: “seem like trivial phobias. But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder. It is simply a common variant of human nature, one which iconoclasts do not let”)

Question 38-40:

38. A (para 7, first 2 lines: “Finally, to be successful iconoclasts, individuals must sell their ideas to other people. This is where social intelligence comes in. Social intelligence is the ability to understand and”)

39. B (para 7, line 4-5: “knowledge about the social brain and how the brain works when groups coordinate decision making. Neuroscience has revealed which brain circuits are responsible for functions like”)

40. C (para 8, first 2 lines: “iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules”)

CAMBRIDGE IELTS 9 - TEST 3 - READING

READING PASSAGE 1

Question 1-8:

1. YES (para 1, first 2 lines: “It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic. Language belongs to everyone, so most”)

2. NO (para 1, last 2 lines: “can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education”)

3. YES (para 2, line 2-3: “and criticised. No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude”)

4. NOT GIVEN
5. YES (para 5, first 2 lines: “These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that”)

6. YES
7. NO
   (para 5, line 4-8: “summarised in the statement that it is the task of the grammarian to describe, not prescribe — to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments”)

8. YES (para 6, first 2 lines: “In our own time, the opposition between 'descriptivists’ and ‘prescriptivists’ has often become extreme, with both sides painting unreal pictures of the other. Descriptive”)

Question 9-12:

9. H – prescriptivists (para 3, first 2 lines: “In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of”)

10. F – rules (para 4, line 6-7: "to errors, in order to 'improve' the language. The authoritarian nature of the approach is best characterised by its reliance on 'rules' of grammar. Some usages are 'prescribed', to be")

11. A – descriptivists
12. C – popular speech
    (para 5, line 4-12: "summarised in the statement that it is the task of the grammarian to describe, not prescribe — to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments of English Grammar (1761) insists that 'the custom of speaking is the original and only just standard of any language'. Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis")

Question 13:

13. B

READING PASSAGE 2

Question 14-17:

14. C (para C, first 2 lines: "Work on designs for the new turbine blades and sites are well advanced at the University of Southampton's sustainable energy research group. The")

15. E (para E, last 3 lines: "powerful currents. The single undersea turbine farm would produce far more power than needed for the Channel Islands and most would be fed into the French Grid and be re-imported into Britain via the cable under the Channel")

16. A (para A, first 2 lines: "powerful currents. The single undersea turbine farm would produce far more power than needed for the Channel Islands and most would be fed into the French Grid and be re-imported into Britain via the cable under the Channel")

17. C (para C, line 8-9: "and constant. The technology for dealing with the hostile saline environment under the sea has been developed in the North Sea oil industry and much")

Question 18-22:

18. A (para A, line 3: “but, unlike wind, the tides are predictable and the power input is constant”)

19. D (para A, line 5: “but, unlike wind, the tides are predictable and the power input is constant”)

20. E (para A, line 6-7: “tide, wind and wave power are all developed, Britain would be able to close gas, coal and nuclear power plants and export renewable power to other”)

21. F (para A, line 8-11: “parts of Europe. Unlike wind power, which Britain originally developed and then abandoned for 2O years allowing the Dutch to make it a major industry, undersea turbines could become a big export earner to island nations such as Japan and New Zealand”)

22. J (para B, last 3 lines: “Britain’s largest and newest nuclear plant, Sizewell B, in Suffolk. Other sites identified include the Bristol Channel and the west coast of Scotland, particularly the channel between Campbeltown and Northern Ireland”)

Question 23-26:

23. Maintenance (para D, last 3 lines: “national power supply grid via underwater cables. The towers will stick out of the water and be lit, to warn shipping, and also be designed to be lifted out of the water for maintenance and to clean seaweed from the blades”)

24. Slow-turning (para D, line 4-5: “wind power, there are unlikely to be environmental objections. Fish and other creatures are thought unlikely to be at risk from the relatively slow-turning”)

25. Low-pressure
26. Cavitation
    (para F, first 2 lines: “0ne technical difficulty is cavitation, where low pressure behind a turning blade causes air bubbles. These can cause vibration and damage the blades”)

READING PASSAGE 3

Question27-32:

27. D (para D, line 2-5: "Information theory generalises this idea via theorems that capture the effects of noise with mathematical precision. In particular, Shannon showed that noise sets a limit on the rate at which information can pass along communication channels while remaining error-free. This rate depends on the relative strengths of the signal")

28. F (para F, line 3-4: "information. As mobile phone text messages like 'I CN C U' show, it is often possible to leave out a lot of data without losing much meaning. As with error correction")

29. B (para B, line 6-7: "computer technology when still a student. While at Bell Laboratories, Shannon developed information theory, but shunned the resulting acclaim. In the 1940s")

30. E (para E, line 2-5: "proved crucial in many technological feats. The Voyager spacecraft transmitted data using codes which added one extra bit for every single bit of information; the result was an error rate of just one bit in 10,000 — and stunningly clear pictures of the planets. Other codes have become part of everyday life — such as the Universal")

31. A (para A, line 2-7: "of information theory. The space probe, Voyager I, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars. After 25 years of exposure to the freezing temperatures of deep space, the probe was beginning to show its age. Sensors and circuits were on the brink of failing and NASA experts realised that they had to do something or lose contact with their probe forever. The solution was to get a message to Voyager")

32. C (para C, line 5-7: "of 'information'. The most basic form of information, Shannon argued, is whether something is true or false — which can be captured in the binary unit, or 'bit', of the form 1 or O. Having identified this fundamental unit, Shannon set about defining")

Question 33-37:

33. Jupiter & Saturn (para A, line 2-3: "of information theory. The space probe, Voyager I, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a")

34. Solar system (para A, line 3: "spectacular images of Jupiter and Saturn and then soared out of the Solar System on a")

35. Sensors & circuits (para A, line 4-6: "one-way mission to the stars. After 25 years of exposure to the freezing temperatures of deep space, the probe was beginning to show its age. Sensors and circuits were on the brink of failing and NASA experts realised that they had to do something or")

36. Spares (para A, line 7-8: "lose contact with their probe forever. The solution was to get a message to Voyager I to instruct it to use spares to change the failing parts. With the probe 12 billion")

37. Radio dish (para A, line 9-10: "kilometres from Earth, this was not an easy task. By means of a radio dish belonging to NASA's Deep Space Network, the message was sent out into the depths of space")

Question 38-40:

38. TRUE (para C, line 5-7: "of 'information'. The most basic form of information, Shannon argued, is whether something is true or false — which can be captured in the binary unit, or 'bit', of the form 1 or O. Having identified this fundamental unit, Shannon set about defining")

39. TRUE (para D, line 2-6: "Information theory generalises this idea via theorems that capture the effects of noise with mathematical precision. In particular, Shannon showed that noise sets a limit on the rate at which information can pass along communication channels while remaining error-free. This rate depends on the relative strengths of the signal and noise travelling down the communication channel, and on its capacity (its 'bandwidth')

40. FALSE (para E, last 4 lines: "crisps. As recently as 1993, engineers made a major breakthrough by discovering so-called turbo codes — which come very close to Shannon's ultimate limit for the maximum rate that data can be transmitted reliably, and now play a key role in the mobile videophone revolution")

CAMBRIDGE IELTS 9 - TEST 4 - READING

READING PASSAGE 1

Question 1-6:

1. FALSE (para 1, last 5 lines: "Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.")

2. NOT GIVEN
3. TRUE (para 2, last 3 lines: "bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education

   Para 3, first 2 lines: "In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more")

4. FALSE (para 6, first 2 lines: "The births of Marie's two daughters, Irene and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for")

5. TRUE (para 7, line 3-4: "the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to")

6. NOT GIVEN

Question 7-13:

7. Thorium (para 4, last 2 lines: "Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium")

8. Pitchblende (para 5, the first line: "Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral")

9. Radium (para 7, last 2 lines: "teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium")

10. Soldiers (para 8, first 3 lines: “During World War I, Marie Curie, with the help of her daughter Irene, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as ‘Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute”)

11. Illness (para8, last 3 lines: “physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications”)

12. Neutron (para 10, line 3-6: “abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irene and Frederic Joliot”)

13. Leukaemia (para 10, last 3 lines: “Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off”)

READING PASSAGE 2

Question 14-19:

14. G (para G, line 6-8: “observed how often they touched their noses. The psychologists reasoned that if the children knew what they usually looked like, they would be surprised by the unusual red mark and would start touching it. On the other hand, they found that”)

15. C (para C, last 3 lines: “developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they, can change the reflection in the mirror”)

16. G (para G, line 2-4: “reached when children become able to recognize themselves visually without the support of seeing contingent movement. This recognition occurs

around their second birthday. In one experiment, Lewis and Brooks-Gunn (1979) dabbed some")

17. D (para D, last 4 lines: "understanding of his- or herself emerges. Empirical investigations of the self—as- subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly")

18. H (para H, line 5-8: "increased sharply between the ages of 1 and 2 years. Often, the children's disagreements involved a struggle over a toy that none of them had played with before or after the tug-of-war: the children seemed to be disputing ownership rather than wanting to play with it. Although it may be less marked in other societies, the")

19. E (para E, last 4 lines: "been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother, colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trustworthiness, shyness, sporting ability)")

Question 20-23:

20. D (para F, last 4 lines: "reflected in others. Mead (1934) went even further, and saw the self and the social world as inextricably bound together: 'The self is essentially a social structure, and it arises in social experience it is impossible to conceive of a self arising outside of social experience")

21. B (para B, line 6-7: "explore their world and interact with caregivers. Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise")

22. E (para H, line 3-5: "years of age. In a longitudinal study of groups of three or four children, Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years. Often, the children's")

23. C (para C, line 7-9: "development). However, Lewis and Brooks-Gurm (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people")

Question 24-26:

24. ‘mirror’ (para C, line 4-7: “vocalizations and expressions. In addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their own movements. This is not to say that infants recognize the reflection as their own image (a later development). However, Lewis and Brooks-Gurm (1979) suggest that infants’)

25. ‘communication’ (para D, last 4 lines: “understanding of his- or herself emerges. Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly”)

26. ‘ownership’ (para H, last 3 lines: “than wanting to play with it. Although it may be less marked in other societies, the link between the sense of ‘self’ and of ‘ownership’ is a notable feature of childhood in Western societies”)

READING PASSAGE 3

Question 27-30:

27. ii (para B, first 3 lines: “Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now ’experience’ the more exciting the better and, if possible, involving all the senses. Good examples of this approach”)

28. vi (para C, first 2 lines: “In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already”)

29. i (para D, line 2-5: “social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and”)

30. iii (para E, first 2 lines: “It could be claimed that in order to make everything in heritage more ‘real’, historical accuracy must be increasingly altered. For example, Pithecanthropus erectus”)

Question 31-36:

31. B (para A, line 6-9: “museum displays. Museums used to look — and some still do - much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little”)

32. A (para B, line 2-3: “have altered. The key word in heritage display is now ’experience’ the more exciting the better and, if possible, involving all the senses. Good examples of this approach”)

33. D (para C, first 2 lines: “In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already”)

34. D (para D, line 7-8: “to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those”)

35. C (para E, line 4-7: “corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make”)

36. B (para F, first 3 lines: “Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and”)

Question 37 – 40:

37. FALSE (para D, first 3 lines: “Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This

development is a response to market forces and, although museums and heritage sites have a special")

38. NOT GIVEN
39. FALSE (para F, line 5-7: "applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more")

40. TRUE (para F, line 9-10: "lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder")

CAMBRIDGE IELTS 10 - TEST 1 - READING

READING PASSAGE 1

Question 1-5:

1. FALSE (para 2, the first line: "Unique to this region, stepwells are")
2. TRUE (para 1, line 4-8: "western India developed a method of gaining access to clean, fresh groundwater during the dry season for drinking, bathing, watering animals and irrigation. However, the significance of")
3. NOT GIVEN
4. NOT GIVEN
5. TRUE (para 3, last 4 lines: "When the water level was high, the user needed only to descend a few steps to reach it; when it was low, several levels would have to be negotiated")

Question 6-8:

6. 'pavilions'(para 4, line 7-9: "pillars, they also included pavilions that sheltered visitors from the relentless heat. But perhaps the most impressive")
7. 'drought'(para 5, last 3 lines: "recent dry spells: southern Rajasthan suffered an eight-year drought between 1996 and 2004")
8. 'tourists' (para 13, line 7-10: "rich history. Tourists flock to wells in far-flung corners of north-western India to gaze in wonder at these architectural marvels from hundreds of years ago")

Question 9-13:

9. 'earthquake' (para 7, last 6 lines: "meters wide and 27 meters deep, Rani Ki Vav features 500 sculptures carved into niches throughout the monument. Incredibly, in January 2001, this ancient structure survived an earthquake that measured 7.6 on the Richter scale")
10. '4 sides' (para 8, line 8-10: "architecture, including four sides of steps that descend to the bottom in a stunning geometrical formation. The")
11. 'tank' (para 8, line 4-6: "1026 to honour the sun god Surya. It actually resembles a tank(kund means reservoir or pond) rather than a well, but")
12. 'verandas'/'verandahs' (para 11, last 3 lines: "pattern when seen from afar. On the fourth side, verandas which are supported by ornate pillars overlook the steps")

13. ‘underwater’(para 12, line 3-5: “high way. Constructed in around 1700. It is nine storeys deep, with the last two being underwater. At ground water”)

READING PASSAGE 2

Question 14-21:

14. viii (para A, last 3 lines: “spectacular growth in car use. The number of cars on European Union (EU) roads saw an increase of three million cars each year from 1990 to 2010, and in next decade the EU will see a further substantial increase in its fleet”)

15. iii (para B, last 3 lines: “intensive, to reduce production costs, even though the production site is hundreds or even thousands of kilometers away from the final assembly plant or away from users”)

16. xi (para C, first 3 lines: “The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic.in 1998, some of these countries already exported more than twice”)

17. I (para D, first 2 lines: “However, a new imperative – sustainable development – offers an opportunity for adapting the EU’s common transport policy. This objective”)

18. v (par E, line 6-7: “in 1990. Once again, road transport is the main culprit since it alone accounts for 84% of the CO2 emissions attributable to transport. Using”)

19. x (para G, first 2 lines: “The first approach would consist of focusing on road transport solely through pricing. This option would not be caccompanied by complementary measures in”)

20. ii (para H, first 3 lines: “The second approach also concentrates on road transport pricing but is accompanied by measures to increase the efficirncy of the other modes (better quality of dervices, logistics, technology). However, this approach”)

21. iv (para I, first 3 lines: “the third approach, which is not new, comprises a series of measures ranging from pricing to revitalising alternative modes of transport and targeting investment in the trans-European network. This intergrated”)

Question 22-26:

22. TRUE (para A, line 2-4: "transport system. Although modern information technologies can reduce the demand for physical transport by facilitating teleworking and teleservices, the requirement for transport continues to increase.")

23. FALSE (para B, line 2-4: "changes in the European economy and its system of production. In the last 20 years, as internal frontiers have been abolished. The EU has moved from s 'stock' economy to a 'flow' economy. This phenomenon has been emphasized")

24. NOT GIVEN
25. NOT GIVEN
26. FALSE (para E, line 4-5: "emissions from transport can be expected to increase by around 50% to 1,113 billion tonnes by 2020, compared with the 739 billion tonnes recorded")

READING PASSAGE 3

Question 27-30:

27. C (para 3, line 11-16: "owned Sun, wanted to revolutionise popular music with songs that fused black and white music, and country and blues. Presley, Cash, Perkins and Lewis instingctively understood Phillips's ambition and believe in it.")

28. A (para 6, line 15-18: "said something that stunned me. He said he and Crick had succeded because they were aware that they weren't the most intelligent of the scientists prusuing the answer")

29. D (para 8, line 5-9: "something as simple as writing deepensevery individual's engagement in the project. It is, he says, the reason why all those competition on the breakfast cereal packets encouraged us to write in saying, in")

30. B (para 11, line 4-9: "where it is due. Cialdini says: 'leaders shouls encourage everyone to contribute and simultaneously assure all concerned that every recommendation is important to makring the right decision and will be given full attention")

Question 31-35:

31. G (para 2,line 5-10: “with recruitment. Research shows that the fit betwwen an employee’s values and a company’s values makes a difference to what contribution they make and whether, two year after they join, they’re still at the company. Studies at Harvard Business”)

32. E (para 4, line 4-5: “behave differently, ‘When things change, we are hard-wired to play it safe’. Managers”)

33. A (para 4, last 3 lines: “invariably take more gambles when threatened with a loss than when offered a reward”)

34. F (para 9,line 2-6: “but it often does. The wrong kind of leadership will lead to what Cialdini calls ‘captanitis, the regrettable tendency of team members to opt out of team responsibilities that are prperly theirs’. He”)

35. B (para 10. Last 4 lines: “environment encouraged a free interchange of ideas, which led to more creativity with from, function, colour and materials that revolutionised attitudes to furniture design”)

Question 36-40:

36. NO (para 1, line 4-10: “There are, nevertheless, people working in luxurious, state-of-the-art centers designed to stimulate innovation who find that their environment doesn’t make them feel at all creative. And there are those who don’t have a budget, or much space, but who innovate successfully”)

37. YES(para 2, last 2 lines: “others, almost every individual can be creative in the right circumstances”)

38. NOT GIVEN
39. NOT GIVEN
40. NO (para 7, line 8-11: “alone in advocating this strategy. Research shows that peer power, used horizontally not vertically, is much more powerful than any boss’s speech”)

CAMBRIDGE IELTS 10 - TEST 2 - READING

READING PASSAGE 1

Question 1-7:

1. iv (para A, last 2 lines: "Revolution. Why did this particular Big Bang – the wold-changing birth of industry – happen in Britain? And why did it srike at the end of the 18th centutry?

2. viii (para B, line 3-6: "industry to take off, three needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move gods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other")

3. vii (paraC, first 2 lines: "the missing factors, he proposes, are to be found in almost every kitchen cupbroad. Tea and beer, two of the nation's favourite drinks, fuelled the revolution. The antiseptic")

4. i (para D, line 2-4: "Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population in Britain was stactic. But then there was a burst in population growth.")

5. vi (para E, last 2 lines: "ingredient of beer.the poor turned to water and gin and in the 1720s thr mortality rate began to rise again. Then it suddenly dropped again. What caused this?")

6. ix (para F, first 2 lines: "macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Water-borne diseases had a much looser grip on the Japanense")

7. ii (para G, line 4-5: "the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work. So, the nation that we now think")

Question 8-13:

8. NOT GIVEN
9. TRUE (para C, line 3-5: "properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are madee with boiled water – allowed urban communities

to flourish at close quaters without succumbing to water-borne diseases such as dysentery")

10. FALSE (para C, last 3 lines: "scepticism gives way to wary admiration. Macfarlane's case has been strengthened by support from notable quarters – Roy Porte, the distinguished medical historian, recently wrote a favourable appraisal of his research")

11. FALSE (para D, line 3-4: "required explanation. Between about 1650 and 1740, the population in Britain was stactic. But then there was a burst in population growth.")

12. NOT GIVEN
13. TRUE (para E, last 3 lines: "help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer.the poor turned to water and gin and in the 1720s thr mortality rate began to rise again. Then it suddenly dropped again. What caused this?")

READING PASSAGE 2

Question 14-17:

14. A (para A, line 6-9: "compared with their home educational provision (Freeman, 2010). The higher children's IQ score, especially over IQ 130, the better quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests")

15. D (para D, line 5-6: "by equally impressive life successes. Too much dependence on the teacher risks loss of autonomy and motivation to discover. However, when teachers")

16. F (para F, line 3-5: "learning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behavior. In Boekaerts' (1991)

17. D (para D, last 3 lines: "new methods which can help, such as child-initiated learning, ability-peer tutoring, etc. Such practice have been found to be particularly useful for bright children from deprived area")

Question 18-22:

18. B (para C, line 6-9: "highly able children, (Shore and Kanevsky, 1993) put the instructor's problem succinctly: "If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'. But of course, this is not entirely the case;")

19. D (para E, line 4-7: "(Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the")

20. E (para F, last 5 lines: "because it motivates problem-solving behavior. In Boekaerts' (1991) review of emotion in the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong

21. A (para A, line 4-6: "contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010)

22. C (para E, first 3 lines: "But scientific progress is not all theoretical, knowledge is also vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995)

Question 23-26:

23. 'books & activities' (para A, line 6-9: "compared with their home educational provision (Freeman, 2010). The higher children's IQ score, especially over IQ 130, the better quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests")

24. 'internal regulation/self-regulation' (para B, line 5-7: "a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation")

25. 'emotional awareness' (para B, line 11: "to learn. Emotional awareness is also part of metacognition, so children")

26. 'spoon-feeding' (para D, line 3-5: "diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not

always followed by equally impressive life successes. Too much dependence on the teacher")

READING PASSAGE 3

Question 27-31:

27. B – mass production (para 2, line 6-9: "by the fact that the novel has evolved precisely because of technological developments that made it possible to print out huge numbers of texts")

28. H – underlying ideas (para 2, line 14-17: "follows different conventions. With novels, the reader attend mainly to the meaning of words rather than the way they are printed on the page, whereas")

29. L – assistants (para 3, line 6-12: "artists seemed perfectly content to assign the reproduction of their creations to their workshop apprentices as regular")

30. G – size 9para 3, line 14-19: "task of reproducing pictures is incomparably more simple and reliable, with reprographic techniques that allow the production of high-quality prints made exactly to the original scale, with faithful colour values, and even with duplication")

31. D – public (para 4, last 3 lines: "can be culturally valuable, museums continue to promote the special status of original work"

    Para 5: "Unfortunately, this seems to place severe of interpreting limitations on the kind of experience offered to visitors")

Question 32 – 35:

32. C (para 6, last 7 lines: "one of which is likely to be worth more than all the average visitor possesses. In a society that judges the personal status of the individual so much by their material worth, it is therefore difficult not to be impressed by one's own relative 'worthlessness' in such an environment")

33. D (para 7, line 4-10: "that, since these works were originally produced, they have been assigned a huge monetary value by some person or institution more powerful than themselves. Evidently, nothing the viewer thinks about the work is going to after that value, and so today's viewer is")

34. A (para 8, first 5 lines: "The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created")

35. D (para 9, line 13-14: "a picture has no clear place at which to start viewing, or at which to finish. Thus")

Question 36-40:

36. NOT GIVEN
37. NO (para 10, first 7 lines: "Consequently, the dominant critical approach becomes that of the art historian, a specialized academic approach devoted to 'discovering the meaning' of art within the cultural context of its time. This is in perfect harmony with the museum's function, since the")

38. YES (para 11, line 4-8: "criticism is suppressed. The museum public, like any other audience, experience art more rewardingly when given the confidence to express their views. If appreciate works of fine art")

39. NOT GIVEN
40. NO (para 11, line 8-13: "views. If appreciate works of fine art could be rendered permanently accessible to the public by means of high-fidelity reproductions, as literature and music already are, the public may feel somewhat less in awe of them.")

CAMBRIDGE IELTS 10 - TEST 3 - READING

READING PASSAGE 1

Question 1-4:

1. ii (para B, first 2 lines: "Tourism in the mass form as we know it today is as distinctly twentieth-century phenomenon. Historians suggest that the advent of mass tourism began in England")

2. i (para C, the first line: "Tourism today has grown significantly in both economic and social importance.")

3. v (para D, first 3 lines: "However, the major problems of the travel and tourism industry that have hidden, or obscured, its economic impact are the diversity and fragmentation of the industry itself. The travel industry includes: hotels, motels and other types of accommodation")

4. vii (para E, first 2 lines: "Once the exclusive province of the wealthy, travel and tourism have become an institutionalized way of life for most of the population. In fact, McIntosh and")

Question 5-10:

5. TRUE (para C, line 9-10: "spending. The travel and tourism industry is the world's largest employer with almost 130 million jobs, or almost 7 per cent of all employees. The industry is the world's")

6. NOT GIVEN
7. NOT GIVEN
8. TRUE (para C, last 3 lines: "indirect and personal taxes each year. Thus, tourism has a profound impact both on the world economy and, because of the educative effect of travel and the effects on employment, on society itself.")

9. NOT GIVEN
10. FALSE (para D, line 9-12: "amorphous to both analysts and decision makers. Moreover, in all nations this problem has made it difficult for the industry to develop any type of reliable or credible tourism information base in order to estimate the contribution it makes to regional, national and global economies. However, the nature of this very diversity")

Question 11-13:

11. 'source of income/industry' ((para E, line 5-6: "ranks second or third. For example, tourism is the major source of income in Bermuda, Greece, Italy, Spain, Switzerland and most Caribbean countries. In addition")

12. 'employer' ((para E, line 8-10: "Company, suggest that the travel and tourism industry is the number one ranked employer in the Bahamas, Brazil, Canada, France, (the former) West Germany, Hong Kong, Italy, Jamaica, Japan, Singapore, the United Kingdom and the United States")

13. 'domestic tourism' (para E, last 2 lines: "impact. In many cases, similar difficulties arise when attempts are made to measure domestic tourism")

READING PASSAGE 2

Question 14-18:

14. C (para C, first 3 lines: "The source of the red is widely known: it is created by anthocyanins, water-soluble plants pigments reflecting the red to blue range of the visible spectrum. They belong to a class of sugar-based chemical compounds also known as flavonoids. What's")

15. B (para B, line 5-7: "best strategy is to abandon photosynthesis until the spring. So rather than maintaining the now redundant leaves throughout the winter, the tree saves its precious resources and discards them. But before letting its leaves go, the tree")

16. H (para H, first 2 lines: "Even if you had never suspected that this is what was going on when leaves turn red, there are clues out there. One is straightforward: on many trees, the leaves that are the")

17. B (para b, line 8-10: "dismantles their chlorophyll molecules and ships their valuable nitrogen back into the twigs. As chlorophyll is depleted, other colours that have been dominated by it throughout the summer begin to revealed. This unmasking explains the autumn")

18. E (para E, first 3 lines: "It has also been proposed that trees may produce vivid red colours to convince herbivorous insects that they are healthy and robust and would be

easily able to mount chemical defences against infestation. If insects paid attention to such advertisements")

Question 19-22:

19. 'sun(light)' (para H, line 3: "reddest are those on the side of the tree which gets most sun. Not only that, but the red")

20. 'upper' (para H, line 3-4: "reddest are those on the side of the tree which gets most sun. Not only that, but the red is brighter on the upper side of the leaf. It has also been recognized for decades that")

21. 'dry' (para H, line 5: "the best conditions for intense red colours are dry, sunny days and cool night. And")

22. 'north' (para h, line 7-8: "finally, trees such as maples usually get much redder the more north you travel in the northern hemisphere. It's colder there, they're more stressed, their chlorophyll is more")

Question 23-25:

23. FALSE (para D, first 3 lines: "Some theories about anthocyanins have argued that they might act as a chemical defence against attacks by insects or fungi, or that they might at attract fruit-eating birds or increase a leaf's tolerance to freezing. However there are problems with each of")

24. TRUE (para F, line 3-5: "as the 'light screen' hypothesis. It sounds paradoxical, because the idea behind this hypothesis is that the red pigment is made in autumn leaves to protect chlorophyll, the light-absorbing chemical, from too much light. Why does chlorophyll need protection")

25. NOT GIVEN

Question 26:

26. B (para I, first 2 lines: "What is still not fully understood, however, is why some trees resort to producing red pigments while others don't bother, and simply reveal their orange or yellow hues. Do")

READING PASSAGE 3

Question 27-31:

27. B - plantation
28. F – archaeological discovery

    (para 1, last 7 lines: "chance. An agricultural worker, digging in the grounds of a derelict plantation, scraped open a grave – the first of dozens in a burial ground some 3,000 years ago. It is the oldest cemetery ever found in the Pacific islands, and it habours the remains of an ancient people archaeologists call the Lapita")

29. I (para 2, line 4-6: "pioneers who carried with them everything they would need to build new lives – their livestock, taro seedlings and stone tools. Within the span")

30. G
31. D

    (para 3, line 6-12: "find six complete Lapita pots. Other items included a Lapita burial urn with modeled birds arranged on the rim as though peering down at the human remains sealed inside. 'It's an important discovery,' say Matthew Spriggs, professor of archaeology at the Australian National University and head of the")

Question 32-35:

32. C (para 5, last 3 lines: "traditions of later Polynesians offer any insights, for they turn into myths long before they reach as far back in time as the Lapita")

33. A (para 6, line 11-16: "islands. The real adventure didn't begin, however, until their Lapita descendants sailed out of land, with empty hozirons on every side. This must have been as difficult for them as landing on the moon is for us today. Certainly it distinguished them from")

34. D (para 7, line 6-10: "the unknown and assess the area, secure in the knowledge that if they didn't find anything, they could turn about and catch a swift ride back on the trade winds. This is what would have made the whole thing work')

35. C (para 8, line 3-6: "would have provided a safety net. Without this to go by, overshooting their home ports, getting lost and sailing off into eternity would have been too easy, Vanuatu, for example")

Question 36-40:

36. NO (para 9, line 3-6: "at the Australian National University: the Lapita had mastered the advanced art of sailing against the wind. And there's no proof they could do any such thing,' Anderson says")

37. YES (para 10, line 3-5: "El Nino, the same climate disruption that affects the pacific today, may have helped scatter the Lapita, Anderson suggests. He")

38. NOT GIVEN
39. YES (para 11, first 4 lines: "However they did it, the Lapita spread themselves a third of the way across the Pacific, then called it quits for reasons known only to them. Ahead lay the vast emptiness of")

40. NOT GIVEN

CAMBRIDGE IELTS 10 - TEST 4 - READING

READING PASSAGE 1

Question 1-6:

1. 'spread' (para 1, last 3 lines: "wildfires themselves, experts say, are generally hotter, faster, and spread more erratically than in the past")

2. '10 times' (para 2, line 2-4: "the increasingly frequent blazes that burn 500,000 acres or more – 10 times the size of the average forest fire of 20 years ago")

3. 'below' (para 3, line 2-5: "superhot fires is that the region, which usually has dry summers, has had significantly below normal precipitation in many recent years. Another reason, experts")

4. 'fuel' (para 3,last 3 lines: "consequence has been to halt the natural eradication of underbrush, now the primary fuel for megafires")

5. 'seasons' (para 4,line 5-7: "western states. Second is fire seasons that on average are 79 days longer than they were 20 years ago. Third is increased")

6. 'homes/housing' (para 4, last 2 lines: "were 20 years ago. Third is increased construction of homes in wooded areas")

Question 7-13:

7. TRUE (para 6, line 2-6: "has averaged more than 600,000 a year for at least a decade, more residential housing is being built. 'What once was open space is now residential homes providing fuel to make fires burn with greater intensity,' say")

8. FALSE (para 7, first 3 lines: "That said, many experts give California high marks for making progress on preparedness in recent years, after some")

9. TRUE (para 7, line 6-10: "homes, and killed numerous people. Stung in the past by criticism of bungling that allowed fires to spread when they might have been contained, personel are meeting the peculiar challenges of neighborhood-")

10. TRUE (para 8, first 3 lines: "State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled. Firefighters")

11. NOT GIVEN

12. FALSE (para 10, line 4-10: "professional and responsive.' He says. There is a sense among both government officials and residents that the speed, dedication, and coordination of firefighters from several states and jurisdictions are resulting in greater efficiency than in past 'siege fire' situations")

13. FALSE (para 11, last 6 lines: "Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place,' he say")

READING PASSAGE 2

Question 14-18:

14. 'transformation/change' (part A, para 1, first 2 lines: "Psychologists have long held that a person's character cannot undergo a transformation in any meaningful way and that the key traits of personality are")

15. 'young age' (part A, para 1, line 2-3: "transformation in any meaningful way and that the key traits of personality are determined at a very young age. However, researchers have begun looking more")")

16. 'optimism' (part A, para 2, first line: "Some qualities are less challenging to develop than others, optimism being one of them. However, developing qualities requires mastering a ranges of skills which are")

17. 'skills/techniques' (part A, para 2, line 2: "them. However, developing qualities requires mastering a ranges of skills which are")

18. 'negative emotions/feelings' (part A, para 2, line 3-4: "diverse' and sometimes surprising. For example, to bring more joy and passion into your life, you must be open to experiencing negative emotions. Cultivating such")

Question 19-22:

19. E (part F, last 3 lines: "rewarding.' Psychologist Todd Kashdan has this advice for those people taking up a new passion: 'As a newcomer, you also have to tolerate and laugh at your own ignorance. You must be willing to accept the negative feelings that come your ways.' He say")

20. C (part D, first 4 lines: "Suzanne Segerstrom, professor of psychology at the University of Kentucky, believes that the key to increasing optimism is through cultivating optimism behavior, rather than positive thinking. She recommended you train yourself to pay attention to good")

21. G (part H, para 1, line 6-8: "Eventually the manager was the one to go. According to Cynthia Pury, a psychologist at Clemson University, Pedeleose's story proves the point that courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can")

22. A (part B: "The evidence is good that most personality traits can be altered,' say Christopher Peterson, professor of psychology at the University of Michigan, who cites himself as an example. Inherently introverted, he realized early on that as an academic, his reticence would prove disastrous in the lecture hall. So he learned to be more outgoing and to entertain his classes. 'Now my extroverted behavior is spontaneous,' he says")

Question 23-26:

23. E (part C, last 2 lines: "He therefore launched a support group to help others in similar situations. He took action despite his own pain – a typical responses of an optimist")

24. C (part E, last 3 lines: "overwhelming. Streeter learned to untangle her fears from her judgment of what her body and mind could do, 'In my career as a competitive freediver, there was a limit to what I could do – but it wasn't anywhere near what I thought it was,' she says")

25. G (para G, line 3-7: "his curiosity about healing. He finally took a break and during eight months in Santa Fe, Zappaterra learned about alternative healing techniques not taught at Harvard. When he got back, he switched labs to study how cerebrospinal fluid nourishes the developing nervous system. He also vowed to look for the joy in everything, including failure, as this could help him learn about his research and himself.")

26. H (part H, para 1, line 2-6: "else. For marketing excusive Kenneth Pedeleose, it meant speaking out against something he thought was ethically wrong. The new manager was intimidating staff so Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened. Eventually the manager was the one to go.")

READING PASSAGE 3

Question 27-31:

27. C (para 3, line 3-10: "Louis Dollo was studying fossil records and coming to the opposite conclusion. In 1890 he proposed that evolution was irreversible: that 'an organism is unable to return, even partially, to a previous stage already realized in the ranks of its ancestors'. Early 20th-century biologists came to a similar conclusion. Though they")

28. D (para 4, first 9 lines: "If Dollo's law is right, atavisms should occur only very rarely, if at all. Yet almost since the idea took root, exceptions have been cropping up. In 1919, for example, a humpback whale with a pair of leg-like appendages over a metre long, complete with a full set of limb bones, was caught off Vancouver Island in Canada. Explorer Roy")

29. C (para 5, last 3 lines: "off. If these silent genes are somehow switched back on, they argued, long-lost traits could reappear")

30. B (para 6, first 2 lines: "Raff's team went on to calculate the likelihood of it happening. Silent"

    Para 7, first 3 lines: "As a possible example, the team pointed to the mole salamanders of Mexico and California. Like most")

31. A (para 8, last 6 lines: "differ. According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years")

Question 32-36:

32. F (para 1, line 3-7: "For the better part of a century, most biologists have been reluctant to use those words, mindful of a principle of evolution that says 'evolution cannot run backwards', But as more and more")

33. G (para 3, first 4 lines: "While Lombroso was measuring criminals, a Belgian palaeontologist called Louis Dollo was studying fossil records and coming to the opposite conclusion. In")

34. A (para 5, first 6 lines: "Since then, so many other examples have been discovered that it no longer makes sense to say that evolution is as good as irreversible. And this poses a puzzle: how can characteristics that disappeared millions of years ago suddenly reappear? In 1994, Rudolf Raff and")

35. B (para 9, first 7 lines: “So what’s going on? One possibility is that these traits are lost and then simply reappear, in much the same way that similar structures can independently arise in unrelated species, such as the dorsal fins of sharks and killer whales. Another more”)

36. D (para 9, line 7-12: “sharks and killer whales. Another more u=intriguing possibility is that the genetic formation needed to make toes somehow survived for tens or perhaps hundreds of millions of years in the lizards and was reactivated. These”)

Question 37-40:

37. NOT GIVEN
38. YES (para 8, line 16-19: “never lost their toes, but Wagner begs to differ. According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors”)

39. NO (para 10, first 6 lines: “But if silent genes degrade within 6 to 10 million years, how can long-lost traits be reactivated over longer timescales? The answer may lie in the womb. Early embryos of many species develop ancestral features. Snakes”)

40. YES (para 10, last 6 lines: “buds. Later in development these features disappear thanks to developmental programs that say ‘lose the leg’. If for any reason this does not happen, the ancestral feature may not disappear, leading to an atavism”)