IELTS READING (ACADEMIC)

Actual Tests With Answers

MAY - AUGUST 2022

TARGET SERIES



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Preface

As far as you know, IELTS candidates will have only 60 minutes for this IELTS Reading part with a total of 40 questions. Therefore, it is absolutely necessary that you invest time in practicing the real IELTS reading tests for this module.

Besides Cambridge IELTS Practice Tests series published by Oxford University Press, IELTS Reading Recent Actual Tests with Answers aims to develop both test-taking skills and language proficiency to help you achieve a high IELTS Reading score. It contains IELTS Reading Tests in the chronological order starting from the recent tests and an Answer Key. Each test contains three reading passages which cover a rich variety of topics and give a lot of practice for a wide range of question types used in the IELTS Exam such as multiple-choice questions, short- answer questions, sentence completion, summary completion, classification, matching lists / phrases, matching paragraph headings, identification of information – True/False/Not Given, etc. When studying IELTS with this e-book, you can evaluate at the nearest possibility how difficult the IELTS Reading Section is in the real exam, and what the top most common traps are. Moreover, these tests are extracted from authentic IELTS bank source; therefore, you are in all probability to take these tests in your real examinations.

The authors are convinced that you will find IELTS Reading Recent Actual Tests extremely helpful on your path to success with the International English Language Testing System.

Don’t just trust luck in your IELTS exam – the key is practice!

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Table of Contents

IELTS Reading Test 1	2
IELTS Reading Test 2	19
IELTS Reading Test 3	36
IELTS Reading Test 4	52
IELTS Reading Test 5	68
IELTS Reading Test 6	85
IELTS Reading Test 7	105
IELTS Reading Test 8	123
IELTS Reading Test 9	142
IELTS Reading Test 10	159
IELTS Reading Test 11	176
IELTS Reading Test 12	193
Answer Keys	210

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IELTS Reading Test 1

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1.

"The Forgotten Forest"

Found only in the Deep South of America, longleaf pine woodlands have dwindled to about 3 percent of their former range, but new efforts are under way to restore them.

The beauty and the biodiversity of the longleaf pine forest are well-kept secrets, even in its native South. Yet it is among the richest ecosystems in North America, rivaling tallgrass prairies and the ancient forests of the Pacific Northwest in the number of species it shelters. And like those two other disappearing wildlife habitats, longleaf is also critically endangered.

In longleaf pine forests, trees grow widely scattered, creating an open, parklike environment, more like a savanna than a forest. The trees are not so dense as to block the sun. This openness creates a forest floor that is among the most diverse in the world, where plants such as many-flowered grass pinks, trumpet pitcher plants, Venus flytraps, lavender ladies and pineland bog-buttons grow. As many as 50 different species of wild1owers, shrubs, grasses and ferns have been cataloged in just a single square meter.

Once, nearly 92 million acres of longleaf forest flourished from Virginia to Texas, the only place in the world where it is found. By the turn of the 2lst century, however, virtually all of it had been

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logged, paved or farmed into oblivion. Only about 3 percent of the original range still supports longleaf forest, and only about 10,000 acres of that is uncut old-growth—the rest is forest that has regrown after cutting. An estimated 100,000 of those acres are still vanishing every year. However, a quiet movement to reverse this trend is rippling across the region. Governments, private organisations (including NWF) and individual conservationists are looking for ways to protect and preserve the remaining longleaf and to plant new forests for future generations.

Figuring out how to bring back the piney woods also will allow biologists to help the plants and animals that depend on this habitat. Nearly two-thirds of the declining, threatened or endangered species in the southeastern United States are associated with longleaf. The outright destruction of longleaf is only part of their story, says Mark Danaher, the biologist for South Carolina's Francis Marion National Forest. He says the demise of these animals and plants also is tied to a lack of fire, which once swept through the southern forests on a regular basis. "Fire is absolutely critical for this ecosystem and for the species that depend on it," says Danaher.

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Name just about any species that occurs in longleaf and you can 0nd a connection to fire. Bachman's sparrow is a secretive bird with a beautiful song that echoes across the longleaf flatwoods. It tucks its nest on the ground beneath clumps of wiregrass and little bluestem in the open under-story. But once fire has been absent for several years, and a tangle of shrubs starts to grow, the sparrows disappear. Gopher tortoises, the only native land tortoises east of the Mississippi, are also abundant in longleaf. A keystone species for these forests, its burrows provide homes and safety to more than 300 species of vertebrates and invertebrates ranging from eastern diamond-back rattlesnakes to gopher frogs. If 0re is suppressed, however, the tortoises are choked out. "If we lose the fire," says Bob Mitchell, an ecologist at the Jones Center,”we lose wildlife”.

Without fire, we also lose longleaf. Fire knocks back the oaks and other hardwoods that can grow

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up to overwhelm longleaf forests. "They are fire forests," Mitchell says. "They evolved in the lightning capital of the eastern United States." And it wasn't only lightning strikes that set the forest aflame. "Native Americans also lit fires to keep the forest open," Mitchell says. "So did the early pioneers. They helped create the longleaf pine forests that we know today."

Fire also changes how nutrients how throughout longleaf ecosystems, in ways we are just beginning to understand. For example, researchers have discovered that frequent fires provide extra calcium, which is critical for egg production, to endangered red-cockaded woodpeckers. Frances James, a retired avian ecologist from Florida State University, has studied these small black-and-white birds for more than two decades in Florida's sprawling Apalachicola National Forest. When she realised female woodpeckers laid larger clutches in the 0rst breeding season after their territories were burned, she and her colleagues went searching for answers. "We learned calcium is stashed away in woody shrubs when the forest is not burned," James says. "But when there is a fire, a pulse of calcium moves down into the soil and up into the longleaf." Eventually, this calcium makes its way up the food chain to a tree-dwelling species of ant, which is the red-cockaded's favorite food. The result: more calcium for the birds, which leads to more eggs, more younger and more woodpeckers.

Today, fire is used as a vital management tool for preserving both longleaf and its wildlife. Most of these fires are prescribed burns, deliberately set with a drip torch. Although the public often opposes any type of fire—and the smoke that goes with it—these frequent, low-intensity burns reduce the risk of catastrophic conflagrations. "Forests are going to burn," says Amadou Diop, NWF's southern forests restoration manager. "It's just a question of when. With prescribed burns, we can pick the time and the place."

Diop is spearheading a new NWF effort to restore longleaf. "It's a species we need to go back to," he says. Educating landowners about the advantages of growing longleaf is part of the program,

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he adds, which will soon be under way in nine southern states. "Right now, most longleaf is on public land," says Jerry McCollum, president of the Georgia Wildlife Federation. "Private land is where we need to work," he adds, pointing out that more than 90 percent of the acreage within the historic range of longleaf falls under this category.

Interest among private landowners is growing throughout the South, but restoring longleaf is not an easy task. The herbaceous layer—the understory of wiregrasses and other plants - also needs to be re-created. In areas where the land has not been chewed up by farming, but converted to loblolly or slash pine plantations, the seed bank of the longleaf forest usually remains viable beneath the soil. In time, this original vegetation can be coaxed back. Where agriculture has destroyed the seeds, however, wiregrass must be replanted. Right now, the expense is prohibitive, but researchers are searching for low-cost solutions.

Bringing back longleaf is not for the short-sighted, however. Few of us will be alive when the pines being planted today become mature forests in 70 to 80 years. But that is not stopping longleaf enthusiasts. "Today, it's getting hard to find longleaf seedlings to buy," one of the private landowners says. "Everyone wants them. Longleaf is in a resurgence."

Questions 1-5

Instructions to follow

- Complete the notes below.
- Write NO MORE THAN TWO WORDS for each answer.
- Write your answers in boxes 1-5 on your answer sheet.

Forest fire ensures that:

• Birds can locate their ..... 1 ..... in the ground.

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• The burrows of a species of ..... 2 ..... provide homes to many other animals.

• Hardwoods such as ..... 3 ..... can grow and outnumber long-leaf trees.

Apart from fires lit by lightning:

• Fires are created by ..... 4 ..... and settlers.

• Fires deliberately lit are called ..... 5 ..... .

Questions 6-9

Instructions to follow

- Complete the flow-chart below.
- Write ONE WORD ONLY for each answer.

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How to increase the number of cockaded woodpeckers?

Calcium stored in (6) _____

⇩

Shrubs are burned. Calcium released into (7) _____ and travels up to the leaves.

⇩

a kind of (8) _____ eats the leaves

⇩

Red-cockaded woodpeckers eat those

⇩

The number of (9) _____ increases

⇩

More cockaded woodpeckers

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Questions 10-13

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 1?
- In boxes 10-13 on your answer sheet, write:

- TRUE If the statement agrees with the information
- FALSE If the statement contradicts the information
- NOT GIVEN If the information is not given in the passage

10 The sparse distribution of longleaf pine trees leads to the most diversity of species.

11 It is easier to restore forests converted to farms than forests converted to plantations.

12 The cost to restore forest is increasing recently.

13 Few can live to see the replanted forest reach its maturity.

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2.

Food for Thought

A. There are not enough classrooms at the Msekeni primary school, so half the lessons take place in the shade of yellow-blossomed acacia trees. Given this shortage, it might seem odd that one of the school's purpose-built classrooms has been emptied of pupils and turned into a storeroom for sacks of grain. But it makes sense. Food matters more than shelter.

B. Msekeni is in one of the poorer parts of Malawi, a landlocked southern African country of exceptional beauty and great poverty. No war lays waste Malawi, nor is the land unusually crowed or infertile, but Malawians still have trouble finding enough to eat. Half of the children under five are underfed to the point of stunting. Hunger blights most aspects of Malawian life, so the country is as good a place as any to investigate how nutrition affects development, and vice versa.

C. The headmaster at Msekeni, Bernard Kumanda, has strong views on the subject. He thinks food is a priceless teaching aid. Since 1999, his pupils have received free school lunches. Donors such as the World Food Programme (WFP) provide the food: those sacks of grain (mostly mixed maize and soya bean flour, enriched with vitamin A) in that converted classroom. Local volunteers do the cooking – turning the dry ingredients into a bland but nutritious slop and spooning it out on to plastic plates. The children line up in large crowds, cheerfully singing a song called "We are getting porridge".

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D. When the school's feeding programme was introduced, enrolment at Msekeni doubled. Some of the new pupils had switched from nearby schools that did not give out free porridge, but most were children whose families had previously kept them at home to work. These families were so poor that the long-term benefits of education seemed unattractive when setting against the short-term gain of sending children out to gather firewood or help in the fields. One plate of porridge a day completely altered the calculation. A child fed at school will not howl so plaintively for food at home. Girls, who are more likely than boys to be kept out of school, are given extra snacks to take home.

E. When a school takes in a horde of extra students from the poorest homes, you would expect standards to drop. Anywhere in the world, poor kids tend to perform worse than their better-off classmates. When the influx of new pupils is not accompanied by an increase in the number of teachers, as was the case at Msekeni, you would expect standards to fall even further. But they have not. Pass rates at Msekeni improved dramatically, from 30% to 85%. Although this was an exceptional example, the nationwide results of school feeding programmes were still pretty good. On average, after a Malawian school started handing out free food it attracted 38% more girls and 24% more boys. The pass rate for boys stayed about the same, while for girls it improved by 9.5%.

F. Better nutrition makes for brighter children. Most immediately, well-fed children find it easier to concentrate. It is hard to focus the mind on long division when your stomach is screaming for food. Mr Kumanda says that it used to be easy to spot the kids who were really undernourished. "They were the ones who stared into space and didn't respond when you asked the question," he says. More crucially, though, more and better food helps brains grow and develop. Like any other organ in the body, the brain needs nutrition and exercise. But if it is starved of the necessary calories, proteins and micronutrients, it is stunted, perhaps not as severely as a muscle would be,

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but stunted nonetheless. That is why feeding children at schools work so well. And the fact that the effect of feeding was more pronounced in girls than in boys gives a clue to who eats first in rural Malawian households. It isn't the girls.

G. On a global scale, the good news is that people are eating better than ever before. Homo sapiens has grown 50% bigger since the industrial revolution. Three centuries ago, chronic malnutrition was more or less universal. Now, it is extremely rare in rich countries. In developing countries, where most people live, plates and rice bowls are also fuller than ever before. The proportion of children under five in the developing world who are malnourished to the point of stunting fell from 39% in 1990 to 30% in 2000, says the World Health Organisation (WHO). In other places, the battle against hunger is steadily being won. Better nutrition is making people cleverer and more energetic, which will help them grow more prosperous. And when they eventually join the ranks of the well off, they can start fretting about growing too fast.

Questions 14-20

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Instructions to follow

- The reading passage has seven paragraphs, A-G.
- Choose the correct heading for paragraphs A-G from the list below.
- Write the correct number, i-xi, in boxes 14-20 on your answer sheet.

List of Headings

I Why better food helps students' learning

II A song for getting porridge

III Surprising use of school premises

IV Global perspective

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V Brains can be starved

VI Surprising academics outcome

VII Girls are specially treated in the program

VIII How food program is operated

IX How food program affects school attendance

X None of the usual reasons

XI How to maintain an academic standard

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

Questions 21-24

Instructions to follow

- Complete the sentences below using NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage.

21 ..... are exclusively offered to girls in the feeding programme.

22 Instead of going to school, many children in poverty are sent to collect ..... in

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the fields.

23 The pass rate as Msekeni has risen to …….. with the help of the feeding programme.

24 Since the industrial revolution, the size of the modern human has grown by ……..

Questions 25-26

Instructions to follow

- Choose TWO letters, A-F.
- Write your answers in boxes 25 and 26 on your answer sheet.

Which TWO of the following statements are true?

A Some children are taught in the open air.

B Malawi has trouble to feed its large population.

C No new staffs were recruited when attendance rose.

D Girls enjoy a higher status than boys in the family

E Boys and girls experience the same improvement in the pass rate.

F WHO has cooperated with WFP to provide grain to the school at Msekeni.

25 _____

A ○ B ○ C ○ D ○ E ○ F ○

26 _____

A ○ B ○ C ○ D ○ E ○ F ○

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3.

Inside the mind of a Fan

How watching sport affects the brain

A. At about the same time that the poet Homer invented the epic here, the ancient Greeks started a festival in which men competed in a single race, about 200 metres long. The winner received a branch of wild olives. The Greeks called this celebration the Olympics. Through the ancient sprint remains, today the Olympics are far more than that. Indeed, the Games seem to celebrate the dream of progress as embodied in the human form. That the Games are intoxicating to watch is beyond question. During the Athens Olympics in 2004, 3.4 billion people, half the world, watched them on television. Certainly, being a spectator is a thrilling experience: but why?

B. In 1996, three Italian neuroscientists, Giacomo Rizzolatti, Leonardo Forgassi and Vittorio Gallese, examined the premotor cortex of monkeys. The discovered that inside these primate brains there were groups of cells that 'store vocabularies of motor actions'. Just as there are grammars of movement. These networks of cells are the bodily 'sentences' we use every day, the ones our brain has chosen to retain and refine. Think, for example, about a golf swing. To those who have only watched the Master's Tournament on TV, golfing seems easy. To the novice, however, the skill of casting a smooth arc with a lop-side metal stick is virtually impossible. This is because most novices swing with their consciousness, using an area of brain next to the premotor cortex. To the expert, on the other hand, a perfectly balanced stroke is second nature. For him, the motor action has become memorized, and the movements are embedded in the

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neurons of his premotor cortex. He hits the ball with the tranquility of his perfected autopilot.

C. These neurons in the premotor cortex, besides explaining why certain athletes seem to possess almost unbelievable levels of skill, have an even more amazing characteristic, one that caused Rizzolatti, Fogassi and Gallese to give them the lofty title 'mirror neurons'. They note, The main functional characteristic of mirror neurons is that they become active both when the monkey performs a particular action (for example, grasping an object or holding it) and, astonishingly, when it sees another individual performing a similar action.' Humans have an even more elaborate mirror neuron system. These peculiar cells mirror, inside the brain, the outside world: they enable us to internalize the actions of another. In order to be activated, though, these cells require what the scientists call 'goal-orientated movements'. If we are staring at a photograph, a fixed image of a runner mid-stride, our mirror neurons are totally silent. They only fire when the runner is active: running, moving or sprinting.

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D. What these electrophysiological studies indicate is that when we watch a golfer or a runner in action, the mirror neurons in our own premotor cortex light up as if we were the ones competing. This phenomenon of neural mirror was first discovered in 1954, when two French physiologists, Gastaut and Berf, found that the brains of humans vibrate with two distinct wavelengths, alpha and mu. The mu system is involved in neural mirroring. It is active when your bodies are still, and disappears whenever we do something active, like playing a sport or changing the TV channel. The surprising fact is that the mu signal is also quiet when we watch someone else being active, as on TV, these results are the effect of mirror neurons.

E. Rizzolatti, Fogassi and Gallese call the idea for mirror neurons the 'direct matching hypothesis'. They believe that we only understand the movement of sports stars when we 'map the visual representation of the observed action onto our motor representation of the same action'. According to this theory, watching an Olympic athlete 'causes the motor system of the observer

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to resonate. The “motor knowledge” of the observer is used to understand the observed action.’ But mirror neurons are more than just the neural basis for our attitude to sport. It turns out that watching a great golfer makes us better golfers, and watching a great sprinter actually makes us run faster. This ability to learn by watching is a crucial skill. From the acquisition of language as infants to learning facial expressions, mimesis (copying) is an essential part of being conscious. The best athletes are those with a premotor cortex capable of imagining the movements of victory, together with the physical properties to make those movements real.

F. But how many of us regularly watch sports in order to be a better athlete? Rather, we watch sport for the feeling, the human drama. This feeling also derives from mirror neurons. By letting spectators share in the motions of victory, they also allow us to share in its feelings. This is because they are directly connected to the amygdale, one of the main brain regions involved in emotion. During the Olympics, the mirror neurons of whole nations will be electrically identical, their athletes causing spectators to feel, just for a second or two, the same thing. Watching sports brings people together. Most of us will never run a mile in under four minutes, or hit a home run. Our consolation comes in watching, when we gather around the TV, we all feel, just for a moment, what it is to do something perfectly.

Questions 27-32

Instructions to follow

- Reading Passage 3 has six paragraphs, A-F.
- Which paragraph contains the following information?
- NB: You may use any letter more than once.

27 An explanation of why watching sport may be emotionally satisfying

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28 An explanation of why beginners find sporting tasks difficult

29 A factor that needs to combine with mirroring to attain sporting excellence

30 A comparison of human and animal mirror neurons

31 The first discovery of brain activity related to mirror neurons

32 A claim linking observation to improvement in performance

Questions 33-35

Instructions to follow

- Choose the correct answer A, B, C or D.
- Write your answers in boxes 33-35 on your answer sheet.

33 The writer uses the term 'grammar of movement' to mean

A a level of sporting skill.

B a system of words about movement.

C a pattern of connected cells.

D a type of golf swing.

34 The writer states that expert players perform their actions

A without conscious thought.

B by planning each phase of movement.

C without regular practice.

D by thinking about the actions of others.

35 The writer states that the most common motive for watching sport is to

A improve personal performance.

B feel linked with people of different nationalities.

C experience strong positive emotions.

D realize what skill consists of.

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Questions 36-40

Instructions to follow

- Do the following statements agree with the views of the writer in Reading Passage 3?
- In boxes 36-40 on your answer sheet, write

- YES If the statement is true
- NO If the statement is false
- NOT GIVEN If the information is not given in the passage

36 Inexpert sports players are too aware of what they are doing.

37 Monkeys have a more complex mirror neuron system than humans.

38 Looking at a photograph can activate mirror neurons.

39 Gastaut and Bert were both researchers and sports players.

40 The Mu system is at rest when we are engaged in an activity.

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IELTS Reading Test 2

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1.

Development of Adolescence

A. The American Academy of Pediatrics recognizes three stages of adolescence. These are early, middle and late adolescence, and each has its own developmental tasks. Teenagers move through these tasks at their own speed depending on their physical development and hormone levels. Although these stages are common to all teenagers, each child will go through them in his or her own highly individual ways.

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B. During the early years young people make the first attempts to leave the dependent, secure role of a child and to establish themselves as unique individuals, independent of their parents. Early adolescence is marked by rapid physical growth and maturation. The focus of adolescents' self-concepts is thus often on their physical self and their evaluation of their physical acceptability. Early adolescence is also a period of intense conformity to peers. 'Getting along,' not being different, and being accepted seem somehow pressing to the early adolescent. The worst possibility, from the view of the early adolescent, is to be seen by peers as 'different'.

C. Middle adolescence is marked by the emergence of new thinking skills. The intellectual world of the young person is suddenly greatly expanded. Their concerns about peers are more directed toward their opposite sexed peers. It is also during this period that the move to establish

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psychological independence from one's parents accelerates. Delinquency behavior may emerge since parental views are no longer seen as absolutely correct by adolescents. Despite some delinquent behavior, middle adolescence is a period during which young people are oriented toward what is right and proper. They are developing a sense of behavioral maturity and learning to control their impulsiveness.

D. Late adolescence is marked by the final preparations for adult roles. The developmental demands of late adolescence often extend into the period that we think of as young adulthood. Late adolescents attempt to crystallize their vocational goals and to establish a sense of personal identity. Their needs for peer approval are diminished and they are largely psychologically independent from their parents. The shift to adulthood is nearly complete.

E. Some years ago, Professor Robert Havighurst of the University of Chicago proposed that stages in human development can best be thought of in terms of the developmental tasks that are part of the normal transition. He identified eleven developmental tasks associated with the adolescent transition. One developmental task an adolescent needs to achieve is to adjust to a new physical sense of self. At no other time since birth does an individual undergo such rapid and profound physical changes as during early adolescence. Puberty is marked by sudden rapid growth in height and weight. Also, the young person experiences the emergence and accentuation of those physical traits that make him or her a boy or girl. The effect of this rapid change is that young adolescent often becomes focused on his or her body.

F. Before adolescence, children's thinking is dominated by a need to have a concrete example for any problem that they solve. Their thinking is constrained to what is real and physical. During adolescence, young people begin to recognize and understand abstractions. The adolescent must adjust to increased cognitive demands at school. Adults see high school in part as a place where adolescents prepare for adult roles and responsibilities and in part as preparatory for further

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education. School curricula are frequently dominated by the inclusion of more abstract, demanding material, regardless of whether the adolescents have achieved formal thought. Since not all adolescents make the intellectual transition at the same rate, demands for abstract thinking prior to achievement of that ability may be frustrating.

G. During adolescence, as teens develop increasingly complex knowledge systems and a sense of self, they also adopt an integrated set of values and morals. During the early stages of moral development, parents provide their child with a structured set of rules of what is right and wrong, what is acceptable and unacceptable. Eventually, the adolescent must assess the parents' values as they come into conflict with values expressed by peers and other segments of society. To reconcile differences, the adolescent restructures those beliefs into a personal ideology.

H. The adolescent must develop expanded verbal skills. As adolescents mature intellectually, as they face increased school demands, and as they prepare for adult roles, they must develop new verbal skills to accommodate more complex concepts and tasks. Their limited language of childhood is no longer adequate. Adolescents may appear less competent because of their inability to express themselves meaningfully.

I. The adolescent must establish emotional and psychological independence from his or her parents. Childhood is marked by a strong dependence on one's parents. Adolescents may yearn to keep that safe, secure, supportive, dependent relationship. Yet, to be an adult implies a sense of independence, of autonomy, of being one's own person. Adolescents may vacillate between their desire for dependence and their need to be independent. In an attempt to assert their need for independence and individuality, adolescents may respond with what appears to be hostility and lack of cooperation.

J. Adolescents do not progress through these multiple developmental tasks separately. At any

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given time, adolescents may be dealing with several. Further, the centrality of specific developmental tasks varies with early, middle, and late periods of the transition.

Questions 1-6

Instructions to follow

- Write the correct letter, A, B or C, in boxes 1-6 on your answer sheet.

Match the following characteristics with the correct stages of the adolescent.

A early adolescence

B middle adolescence

C later adolescence

1 interested in the opposite sex

A ○ B ○ C ○

2 exposure to danger

A ○ B ○ C ○

3 the same as others

A ○ B ○ C ○

4 beginning to form individual thinking without family context

A ○ B ○ C ○

5 less need the approval of friends

A ○ B ○ C ○

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6 intellectual booming

A ○ B ○ C ○

Questions 7-10

Instructions to follow

- Complete each sentence with the correct ending, A-F, below.
- Write the correct letters, A-F, in boxes 7-10 on your answer sheet.

7 One of Havighurst's research

A ○ B ○ C ○ D ○ E ○ F ○

8 High School Courses

A ○ B ○ C ○ D ○ E ○ F ○

9 Adolescence is a time when young people

A ○ B ○ C ○ D ○ E ○ F ○

10 The developmental speed of thinking patterns

A ○ B ○ C ○ D ○ E ○ F ○

List of the statements

A form personal identity with a set of morals and values

B develops a table and productive peer relationships

C are designed to be more challenging than some can accept

D varies from people to people

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E focuses on creating a self-image

F become an extension of their parents

Questions 11-13

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 1? Write
- TRUE If the statement is true
- FALSE If the statement is false
- NOT GIVEN If the information is not given in the passage

11 The adolescent lacks the ability to think abstractly.

12 Adolescents may have a deficit in their language ability.

13 The adolescent experiences a transition from reliance on his parents to independence.

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2.

Intelligence and Giftedness

A. In 1904 the French minister of education, facing limited resources for schooling, sought a way to separate the unable from the merely lazy. Alfred Binet got the job of devising selection principles and his brilliant solution put a stamp on the study of intelligence and was the forerunner of intelligence tests still used today, he developed a thirty-problem test in 1905, which tapped several abilities related to intellect, such as judgment and reasoning, the test determined a given child's mental age'. The test previously established a norm for children of a given physical age. (for example, five-year-old on average get ten items correct), therefore, a child with a mental age of five should score 10, which would mean that he or she was functioning pretty much as others of that age. The child's mental age was then compared to his physical age.

B. A large disparity in the wrong direction (e.g., a child of nine with a mental age of four) might suggest inability rather than laziness and mean he or she was earmarked for special schooling, Binet, however, denied that the test was measuring intelligence, its purpose was simply diagnostic, for selection only. This message was however lost and caused many problems and misunderstanding later.

C. Although Binet's test was popular, it was a bit inconvenient to deal with a variety of physical and mental ages. So in 1912, Wilhelm Stern suggested simplifying this by reducing the two to a single number, he divided the mental age by the physical age and multiplied the result by 100.

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An average child, irrespective of age, would score 100. A number much lower than 100 would suggest the need for help, and one much higher would suggest a child well ahead of his peer.

D. This measurement is what is now termed the IQ (for intelligence quotient) score and it has evolved to be used to show how a person, adult or child, performed in relation to others. (the term IQ was coined by Lewis M. Terman, professor of psychology and education of Stanford University, in 1916. He had constructed an enormously influential revision of Binet's test, called the Stanford-Binet test, versions of which are still given extensively).

E. The field studying intelligence and developing tests eventually coalesced into a sub-field of psychology called psychometrics (psycho for 'mind' and metrics for 'measurements'). The practical side of psychometrics (the development and use of tests) became widespread quite early, by 1917, when Einstein published his grand theory of relativity, mass-scale testing was already in use. Germany's unrestricted submarine warfare (which led to the sinking of the Lusitania in 1915) provoked the United States to finally enter the First World War in the same year. The military had to build up an army very quickly; it had two million inductees to sort out. Who would become officers and who enlisted men? Psychometricians developed two intelligence tests that help sort all these people out, at least to some extent, this was the first major use of testing to decide who lived and who died, as officers were a lot safer on the battlefield, the tests themselves were given under horrendously bad conditions, and the examiners seemed to lack commonsense, a lot of recruits simply had no idea what to do and in several sessions most inductees scored zero! The examiners also came up with the quite astounding conclusion from the testing that the average American adult's intelligence was equal to that of a thirteen-year-old!

F. Intelligence testing enforced political and social prejudice, their results were used to argue that Jews ought to be kept out of the united states because they were so intelligently inferior that

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they would pollute the racial mix, and blacks ought not to be allowed to breed at all. And so abuse and test bias controversies continued to plaque psychometrics.

G. Measurement is fundamental to science and technology, science often advances in leaps and bounds when measurement devices improve, psychometrics has long tried to develop ways to gauge psychological qualities such as intelligence and more specific abilities, anxiety, extroversion, emotional stability, compatibility, with a marriage partner, and so on. Their scores are often given enormous weight, a single IQ measurement can take on a life of its own if teachers and parents see it as definitive, it became a major issue in the 70s, when court cases were launched to stop anyone from making important decisions based on IQ test scores, the main criticism was and still is that current tests don't really measure intelligence, whether intelligence can be measured at all is still controversial, some say it cannot others say that IQ tests are psychology's greatest accomplishments.

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Questions 14-17

Instructions to follow

- The Reading Passage has seven paragraphs A-G.
- Which paragraph contains the following information?

14 IQ is just one single factor of human characteristics.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

15 Discussion of the methodology behind Professor Stern's test.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

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16 Inadequacy of IQ test from Binet.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

17 The definition of IQ was created by a professor.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

Questions 18-21

Instructions to follow

- Choose the correct answer A, B, C or D.
- Write your answers in boxes 18-21 on your answer sheet.

18 Professor Binet devises the test to ……

A ○ find those who do not perform satisfied.
B ○ choose the best one.
C ○ measure the intelligence.
D ○ establish the standard of intelligence.

19 The test is designed according to ……

A ○ math.
B ○ age.
C ○ reading skill.
D ○ gender.

20 U.S. Army used Intelligence tests to select……

A ○ Officers.
B ○ Normal Soldiers.
C ○ Examiners.
D ○ Submarine drivers.

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21 The purpose of the text is to……

A ○ give credit to the contribution of Binet in IQ test.

B ○ prove someone's theory is feasible.

C ○ discuss the validity and limitation of the test.

D ○ outline the history of the test.

Questions 22-26

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 2? Write:
- YES If the statement is true
- NO If the statement is false
- NOT GIVEN If the information is not given in the passage

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22 Part of the intension in designing the test by professor Binet has been misunderstood.

23 Age as a factor is completely overlooked in the simplified tests by Wilhelm Stern

24 Einstein was a counter-example of IQ test conclusion.

25 IQ test may probably lead to racial discrimination as a negative effect.

26 The author regards measuring intelligent test as a goal hardly meaningful.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3.

Communicating Styles and Conflict

Knowing your communication style and having a mix of styles on your team can provide a positive force for resolving conflict.

A. As far back as Hippocrates's time (460-370 B.C.), people have tried to understand other people by characterizing them according to personality type or temperament. Hippocrates believed there were four different body fluids that influenced four basic types of temperament. His work was further developed 500 years later by Galen. These days there is any number of self-assessment tools that relate to the basic descriptions developed by Galen, although we no longer believe the source to be the types of body fluid that dominate our systems.

B. The values in self-assessments that help determine personality style. Learning styles, communication styles, conflict-handling styles, or other aspects of individuals is that they help depersonalize conflict in interpersonal relationships. The depersonalization occurs when you realize that others aren't trying to be difficult, but they need different or more information than you do. They're not intending to be rude: they are so focused on the task they forget about greeting people. They would like to work faster but not at the risk of damaging the relationships needed to get the job done. They understand there is a job to do. But it can only be done right with the appropriate information, which takes time to collect. When used appropriately,

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understanding communication styles can help resolve conflict on teams. Very rarely are conflicts true personality issues. Usually, they are issues of style, information needs, or focus.

C. Hippocrates and later Galen determined there were four basic temperaments: sanguine, phlegmatic, melancholic and choleric. These descriptions were developed centuries ago and are still somewhat apt, although you could update the wording. In today's world, they translate into the four fairly common communication styles described below:

D. The sanguine person would be the expressive or spirited style of communication. These people speak in pictures. They invest a lot of emotion and energy in their communication and often speak quickly. Putting their whole body into it. They are easily sidetracked onto a story that may or may not illustrate the point they are trying to make. Because of their enthusiasm, they are great team motivators. They are concerned about people and relationships. Their high levels of energy can come on strong at times and their focus is usually on the bigger picture, which means they sometimes miss the details or the proper order of things. These people find conflict or differences of opinion invigorating and love to engage in a spirited discussion. They love change and are constantly looking for new and exciting adventures.

E. Tile phlegmatic person – cool and persevering – translates into the technical or systematic communication style. This style of communication is focused on facts and technical details. Phlegmatic people have an orderly methodical way of approaching tasks, and their focus is very much on the task, not on the people, emotions, or concerns that the task may evoke. The focus is also more on the details necessary to accomplish a task. Sometimes the details overwhelm the big picture and focus needs to be brought back to the context of the task. People with this style think the facts should speak for themselves, and they are not as comfortable with conflict. They need time to adapt to change and need to understand both the logic of it and the steps involved.

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F. Tile melancholic person who is softhearted and oriented toward doing things for others translates into the considerate or sympathetic communication style. A person with this communication style is focused on people and relationships. They are good listeners and do things for other people – sometimes to the detriment of getting things done for themselves. They want to solicit everyone's opinion and make sure everyone is comfortable with whatever is required to get the job done. At times this focus on others can distract from the task at hand. Because they are so concerned with the needs of others and smoothing over issues, they do not like conflict. They believe that change threatens the status quo and tends to make people feel uneasy, so people with this communication style, like phlegmatic people, need time to consider the changes in order to adapt to them.

G. The choleric temperament translates into the bold or direct style of communication. People with this style are brief in their communication – the fewer words the better. They are big-picture thinkers and love to be involved in many things at once. They are focused on tasks and outcomes and often forget that the people involved in carrying out the tasks have needs. They don't do detail work easily and as a result, can often underestimate how much time it takes to achieve the task. Because they are so direct, they often seem forceful and can be very intimidating to others. They usually would welcome someone challenging them. But most other styles are afraid to do so. They also thrive on change, the more the better.

H. A well-functioning team should have all of these communications styles for true effectiveness. All teams need to focus on the task, and they need to take care of relationships in order to achieve those tasks. They need the big picture perspective or the context of their work, and they need the details to be identified and taken care of for success. We all have aspects of each style within us. Some of us can easily move from one style to another and adapt our style to the needs of the situation at hand-whether the focus is on tasks or relationships. For others, a dominant style is very evident, and it is more challenging to see the situation from the perspective of another style.

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The work environment can influence communication styles either by the type of work that is required or by the predominance of one style reflected in that environment. Some people use one style at work and another at home. The good news about communication styles is that we have the ability to develop flexibility in our styles. The greater the flexibility we have, the more skilled we usually are at handling possible and actual conflicts. Usually, it has to be relevant to us to do so, either because we think it is important or because there are incentives in our environment to encourage it. The key is that we have to want to become flexible with our communication style. As Henry Ford said, "Whether you think you can or you can't, you're right!"

Questions 27-34

Instructions to follow

- Choose the correct heading for each section from the list of headings below.
- Write the correct number i-x in boxes 27-34 on your answer sheet.

List of Headings

I Different personality types mentioned

II recommendation of combined styles for group

III Historical explanation of understanding personality

IV A lively and positive attitude person depicted

V A personality likes a challenge and direct communication

VI different characters illustrated

VII Functions of understanding communication styles

VIII Cautious and considerable person cited

IX Calm and Factual personality illustrated

X Self-assessment determines one's temperament

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27 Paragraph A

28 Paragraph B

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

33 Paragraph G

34 Paragraph H

Questions 35-39

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 3?
- In boxes 35-39 on your answer sheet, write
- TRUE if the statement is true
- FALSE if the statement is false
- NOT GIVEN if the information is not given in the passage

35 It is believed that sanguine people do not like variety

36 Melancholic and phlegmatic people have similar characteristics

37 It is the sanguine personality that needed most in the workplace.

38 It is possible for someone to change a type of personality.

39 Work surrounding can affect which communication style is the most effective.

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Questions 40

Instructions to follow

- Choose the correct answer A, B, C or D.
- Write your answers in box 40 on your answer sheet.

40 The author thinks self-assessment tools can be able to

A ○ assist to develop one's personality in a certain scenario.

B ○ help to understand colleagues and resolve problems.

C ○ improve the relationship with the boss of the company.

D ○ change others behaviour and personality.

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IELTS Reading Test 3

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1.

The Dover Bronze-Age Boat

A beautifully preserved boat, made around 3,000 years ago and discovered by chance in a muddy hole, has had a profound impact on archaeological research.

It was 1992. In England, workmen were building a new road through the heart of Dover, to connect the ancient port and the Channel Tunnel, which, when it opened just two years later, was to be the first land link between Britain and Europe for over 10,000 years. A small team from the Canterbury Archaeological Trust (CAT) worked alongside the workmen, recording new discoveries bought to light by the machines.

At the base of the deep shaft six meters below the modern streets, a wooden structure was revealed. Cleaning away the waterlogged site overlying the timbers, archaeologists realized its true nature. They had found a prehistoric boat, preserved by the type of sediment in which it was buried. It was then named by Dover Bronze- Age Boat.

About nine meters of the boat's length was recovered; one end lay beyond the excavation and had to be left. What survived consisted essentially of four intricately carved oak planks: two on the bottom, joined along a central seam by a complicated system of wedges and stitched to the

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others. The seams had been made watertight by pads of moss, fixed by wedges and yew stitches.

The timbers that closed the recovered end of the boat had been removed in antiquity when it was abandoned, but much about its original shape could be deduced. There was also evidence for missing upper side planks. The boat was not a wreck, but had been deliberately discarded, dismantled and broken. Perhaps it had been “ritually killed” at the end of its life, like other Bronze-Age objects.

With hindsight, it was significant that the boat was found and studied by mainstream archaeologists who naturally focused on its cultural context. At the time, ancient boats were often considered only from a narrower technological perspective, but news about the Dover boat reached a broad audience. In 2002, on the tenth anniversary of the discovery, the Dover Bronze-Age Boat Trust hosted a conference, where this meeting of different traditions became apparent. Alongside technical papers about the boat, other speakers explored its social and economic contexts, and the religious perceptions of boats in Bronze- Age societies. Many speakers came from overseas, and debate about cultural connections was renewed.
Within seven years of excavation, the Dover boat had been conserved and displayed, but it was apparent that there were issues that could not be resolved simply by studying the old wood.

Experimental archaeology seemed to be the solution: a boat reconstruction, half-scale or full-sized, would permit assessment of the different hypotheses regarding its build and the missing end. The possibility of returning to Dover to search for a boat’s unexcavated northern end was explored, but practical and financial difficulties were insurmountable- and there was no guarantee that the timbers had survived the previous decade in the changed environment.

Detailed proposals to reconstruct the boat were drawn up in 2004. Archaeological evidence was beginning to suggest a Bronze- Age community straddling the Channel, brought together by the

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sea, rather than separated by it. In a region today divided by languages and borders, archaeologists had a duty to inform the general public about their common cultural heritage.

The boat project began in England but it was conceived from the start as a European collaboration. Reconstruction was only part of a scheme that would include a major exhibition and an extensive educational and outreach programme. Discussions began early in 2005 with archaeological bodies, universities and heritage organizations either side of the Channel. There was much enthusiasm and support, and an official launch of the project was held at an international seminar in France in 2007. Financial support was confirmed in 2008 and the project then named BOAT 1550BC got under way in June 2011.

A small team began to make the boat at the start of 2012 on the Roman Lawn outside Dover museum. A full- scale reconstruction of a mid-section had been made in 1996, primarily to see how Bronze- Age replica tools performed. In 2012, however, the hull shape was at the centre of the work, so modern power tools were used to carve the oak planks, before turning to prehistoric tools for finishing. It was decided to make the replica haft-scale for reasons of cost and time, any synthetic materials were used for the stitching, owing to doubts about the scaling and tight timetable.

Meanwhile, the exhibition was being prepared ready for opening in July 2012 at the Castle Museum in Boulogne-sur-Mer. Entitled 'Beyond the Horizon: Societies of the Channel & North Sea 3,500 years ago' it brought together for the first time a remarkable collection of Bronze- Age objects, including many new discoveries for commercial archaeology and some of the great treasure of the past. The reconstructed boat, as a symbol of the maritime connections that bound together the communities either side of the Channel, was the centrepiece.

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Questions 1-5

Instructions to follow

- Choose ONE WORD ONLY from the text for each answer.

Key events

1992- the boat was discovered during the construction of a ……1…….

2002- an international ……2…… was held to gather information.

2004- ……3…… for the reconstruction were produced.

2007- the ……4…… Of BOAT 1550BC took place.

2012- the Bronze-Age ……5…… featured the boat and other object.

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Questions 6-9

Instructions to follow

- Do the following statements agree with the information given in the text?
  Write
- TRUE if the statement agrees with the information
- FALSE if the statement contradicts the information
- NOT GIVEN if there is no information on this

6 Archaeologists realized that the boat had been damaged on purpose.

7 Initially, only the technological aspects of the boat were examined.

8 Archaeologists went back to the site to try and find the missing northern.

9 Evidence found in 2004 suggested that the Bronze-Age Boat had been used for trade.

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Questions 10-13

Instructions to follow

- Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer.

10 How far under the ground was the boat found?

11 What natural material had been secured to the boat to prevent water entering?

12 What aspect of the boat was the focus of the 2012 reconstruction?

13 Which two factors influenced the decision not to make a full-scale reconstruction of the boat?

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2.

Antarctic Research

A. A little over a century ago, men of the ilk of Scott, Shackleton and Mawson battled against Antarctica's blizzards, cold and deprivation. In the name of Empire and in an age of heroic deeds they created an image of Antarctica that was to last well into the 20th century – an image of remoteness, hardship, bleakness and isolation that was the province of only the most courageous of men. The image was one of a place removed from everyday reality, of a place with no apparent value to anyone.

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B. As we enter the 21st century, our perception of Antarctica has changed. Although physically Antarctica is no closer and probably no warmer, and to spend time there still demands a dedication not seen in ordinary life, the continent and its surrounding ocean are increasingly seen to an integral part of Planet Earth, and a key component in the Earth System. Is this because the world seems a little smaller these days, shrunk by TV and tourism, or is it because Antarctica really does occupy a central spot on Earth's mantle? Scientific research during the past half-century has revealed – and continues to reveal – that Antarctica's great mass and low temperature exert a major influence on climate and ocean circulation, factors which influence the lives of millions of people all over the globe.

C. Antarctica was not always cold. The slow break-up of the super-continent Gondwana with the northward movements of Africa, South America, India and Australia eventually created enough

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space around Antarctica for the development of an Antarctic Circumpolar Current (ACC), that flowed from west to east under the influence of the prevailing westerly winds. Antarctica cooled, its vegetation perished, glaciation began and the continent took on its present-day appearance. Today the ice that overlies the bedrock is up to 4km thick, and surface temperatures as low as –89.2deg C have been recorded. The icy blast that howls over the ice cap and out to sea – the so-called katabatic wind – can reach 300 km/hr, creating fearsome wind-chill effects.

D. Out of this extreme environment come some powerful forces that reverberate around the world. The Earth's rotation, coupled to the generation of cells of low pressure off the Antarctic coast, would allow Astronauts a view of Antarctica that is as beautiful as it is awesome. Spinning away to the northeast, the cells grow and deepen, whipping up the Southern Ocean into the mountainous seas so respected by mariners. Recent work is showing that the temperature of the ocean may be a better predictor of rainfall in Australia than is the pressure difference between Darwin and Tahiti – the Southern Oscillation Index. By receiving more accurate predictions, graziers in northern Queensland are able to avoid overstocking in years when rainfall will be poor. Not only does this limit their losses but it prevents serious pasture degradation that may take decades to repair. CSIRO is developing this as a prototype forecasting system, but we can confidently predict that as we know more about the Antarctic and the Southern Ocean we will be able to enhance and extend our predictive ability.

E. The ocean's surface temperature results from the interplay between deep-water temperature, air temperature and ice. Each winter between 4 and 19 million square km of sea ice form, locking up huge quantities of heat close to the continent. Only now can we start to unravel the influence of sea ice on the weather that is experienced in southern Australia. But in another way, the extent of sea ice extends its influence far beyond Antarctica. Antarctic krill – the small shrimp-like crustaceans that are the staple diet for baleen whales, penguins, some seals, flighted sea birds and many fish – breed well in years when sea ice is extensive and poorly when it is not. Many

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species of baleen whales and flighted sea birds migrate between the hemispheres and when the krill are less abundant they do not thrive.

F. The circulatory system of the world's oceans is like a huge conveyor belt, moving water and dissolved minerals and nutrients from one hemisphere to the other, and from the ocean's abyssal depths to the surface. The ACC is the longest current in the world and has the largest flow. Through it, the deep flows of the Atlantic, Indian and Pacific Oceans are joined to form part of single global thermohaline circulation. During winter, the howling katabatics sometimes scour the ice off patches of the sea's surface leaving large ice-locked lagoons, or 'polynyas'. Recent research has shown that as fresh sea ice forms, it is continuously stripped away by the wind and maybe blown up to 90km in a single day. Since only freshwater freezes into ice, the water that remains becomes increasingly salty and dense, sinking until it spills over the continental shelf. Coldwater carries more oxygen than warm water, so when it rises, well into the northern hemisphere, it reoxygenates and revitalises the ocean. The state of the northern oceans and their biological productivity owe much to what happens in the Antarctic.

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Questions 14-18

Instructions to follow

- The Reading Passage 2 has six paragraphs A-F.
- Which paragraph contains the following information?
- Write the correct letter A-F, in boxes 14-18 on your answer sheet.

14 The example of research on weather prediction on agriculture.

A ○ B ○ C ○ D ○ E ○ F ○

15 Antarctic sea ice brings life back to the world oceans' vitality.

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A ○ B ○ C ○ D ○ E ○ F ○

16 A food chain that influences the animals living pattern based on Antarctic fresh sea ice.

A ○ B ○ C ○ D ○ E ○ F ○

17 The explanation of how atmosphere pressure above Antarctica can impose an effect on global climate change.

A ○ B ○ C ○ D ○ E ○ F ○

18 Antarctica was once thought to be a forgotten and insignificant continent.

A ○ B ○ C ○ D ○ E ○ F ○

Questions 19-21

Instructions to follow

- Please match the natural phenomenon with correct determined factor.
- Write the correct letter A-F, in boxes 19-21 on your answer sheet.

19 Globally, mass Antarctica's size and …… influence climate change.

A ○ B ○ C ○ D ○ E ○ F ○

20 …… contributory to western wind.

A ○ B ○ C ○ D ○ E ○ F ○

21 Southern Oscillation Index based on air pressure can predict …… in Australia.

A ○ B ○ C ○ D ○ E ○ F ○

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A Antarctic Circumpolar Current (ACC)

B katabatic winds

C rainfall

D temperature

E glaciers

F pressure

Questions 22-26

Instructions to follow

- Choose the correct answer A, B, C or D.
- Write your answer in box 22-26 on your answer sheet.

22 In Paragraph B, the author wants to tell which of the following truth about the Antarctic?

A To show Antarctica has been a central topic of global warming in Mass media

B To illustrate its huge sea ice brings food to million lives to places in the world

C To show it is the heart and its significance to the global climate and current

D To illustrate it locates in the central spot on Earth geographically

23 Why do Australian farmers keep an eye on the Antarctic Ocean temperature?

A Help farmers reduce their economic or ecological losses

B Retrieve grassland decreased in the overgrazing process

C Prevent animal from dying

D A cell provides fertilizer for the grassland

24 What is the final effect of katabatic winds?

A Increase the moving speed of ocean current

B Increase salt level near the ocean surface

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C Bring fresh ice into southern oceans

D Pile up the mountainous ice cap respected by mariners

25 The break of the continental shelf is due to the

A salt and density increase.

B salt and density decrease.

C global warming resulting in a rising temperature.

D fresh ice melting into ocean water.

26 The decrease in the number of Whales and seabirds is due to

A killers whales are more active around.

B Sea birds are affected by high sea level salty.

C less sea ice reduces the productivity of food source.

D seals fail to reproduce babies.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3.

When conversation flows

We spend a large part of our daily life talking with other people and, consequently, we are very accustomed to the art of conversing. But why do we feel comfortable in conversations that have flow, but get nervous and distressed when a conversation is interrupted by unexpected silences? To answer this question we will first look at some of the effects of conversational flow. Then we will explain how flow can serve different social needs.

The positive consequences of conversational flow show some similarities with the effects of 'processing fluency'. Research has shown that processing fluency – the ease with which people process information – influences peoples judgments across a broad range of social dimensions. For instance, people feel that when something is easily processed, it is more true or accurate. Moreover, they have more confidence in their judgments regarding information that came to them fluently, and they like things that are easy to process more than things that are difficult to process. Research indicates that a speaker is judged to be more knowledgeable when they answer questions instantly; responding with disfluent speech markers such as 'uh' or 'urn or simply remaining silent for a moment too long can destroy that positive image.

One of the social needs addressed by conversational flow is the human need for 'synchrony' – to be 'in sync' or in harmony with one another. Many studies have shown how people attempt to synchronise with their partners, by coordinating their behaviour. This interpersonal coordination

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underlies a wide array of human activities, ranging from more complicated ones like ballroom dancing to simply walking or talking with friends.

In conversations, interpersonal coordination is found when people adjust the duration of their utterances and their speech rate to one another so that they can enable turn-taking to occur, without talking over each other or experiencing awkward silences. Since people are very well-trained in having conversations, they are often able to take turns within milliseconds, resulting in a conversational flow of smoothly meshed behaviours. A lack of flow is characterised by interruptions, simultaneous speech or mutual silences. Avoiding these features is important for defining and maintaining interpersonal relationships.

The need to belong has been identified as one of the most basic of human motivations and plays a role in many human behaviours. That conversational flow is related to belonging may be most easily illustrated by the consequences of flow disruptions. What happens when the positive experience of flow is disrupted by, for instance, a brief silence? We all know that silences can be pretty awkward, and research shows that even short disruptions in conversational flow can lead to a sharp rise in distress levels.

In movies, silences are often used to signal non-compliance or confrontation (Piazza, 2006). Some researchers even argue that ‘silencing someone’ is one of the most serious forms of exclusion. Group membership is of elementary importance to our wellbeing and because humans are very sensitive to signals of exclusion, a silence is generally taken as a sign of rejection . In this way, a lack of flow in a conversation may signal that our relationship is not as solid as we thought it was.

Another aspect of synchrony is that people often try to validate their opinions to those of others. That is, people like to see others as having similar ideas or worldviews as they have themselves, because this informs people that they are correct and their worldviews are justified. One way in

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which people can justify their worldviews is by assuming that, as long as their conversations run smoothly, their interaction partners probably agree with them. This idea was tested by researchers using video observations.

Participants imagined being one out of three people in a video clip who had either a fluent conversation or a conversation in which flow was disrupted by a brief silence. Except for the silence, the videos were identical. After watching the video, participants were asked to what extent the people in the video agreed with each other. Participants who watched the fluent conversation rated agreement to be higher than participants watching the conversation that was disrupted by a silence, even though participants were not consciously aware of the disruption. It appears that the subjective feeling of being out of sync informs people of possible disagreements, regardless of the content of the conversation.

Because people are generally so well- trained in having smooth conversations, any disruption of this flow indicates that something is wrong, either interpersonally or within the group as a whole. Consequently, people who do not talk very easily may be incorrectly understood as being less agreeable than those who have no difficulty keeping up a conversation.

On a societal level, one could even imagine that a lack of conversational flow may hamper the integration of immigrants who have not completely mastered the language of their new country yet. In a similar sense, the ever- increasing number of online conversations may be disrupted by misinterpretations and anxiety that are produced by insuperable delays in the Internet connection. Keeping in mind the effects of conversational flow for feelings of belonging and validation may help one to be prepared to avoid such misunderstandings in future conversations.

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Questions 27-32

Instructions to follow

- Do the following statements agree with the claims of the writer in the text? Write
- YES if the statement agrees with the claims of the writer
- NO if the statement contradicts the claims of the writer
- NOT GIVEN if it is impossible to say what the writer thinks about this

27 Conversations occupies much of our time.

28 People assess information according to how readily they can understand it.

29 A quick response to a question is thought to show lack of knowledge.

30 Video observations have often been used to assess conversational flow.

31 People who talk less often have clearer ideas than those who talk a lot.

32 Delays in online chat fail to have the same negative effect as disruptions that occur in natural conversation.

Questions 33-40

Instructions to follow

- Choose NO MORE THAN TWO WORDS from the text for each answer.

There is a human desire to co-ordinate ……33…… in an effort to be 'in harmony'. This co-ordination can be seen in conversations when speakers alter the speed and extent of their speech in order to facilitate ……34…… . This is often achieved within milliseconds: only tiny pauses take place when a conversation flows; when it doesn't, there are ……35……

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and silences, or people talk at the same time.

Our desire to ……36…… is also an important element of conversation flow. According to research, our……37…… increase even if silences are brief. Humans have a basic need to be part of a group, and they experience a sense of ……38…… if silences exclude them.

People also attempt to coordinate their opinions in conversation. In an experiment, participants' judgement of the overall ……39…… among speakers was tested using videos of fluent and a slightly disrupted conversation. The results showed that the ……40…… of the speakers' discussions was less important than the perceived synchrony of the speakers.

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IELTS Reading Test 4

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-14 which are based on Reading Passage 1.

How to handle the Sun

A. The medical world appears to be divided on the effects of the sun upon the human body. From statements like, "There is no known relationship between a tan and health" to "perhaps sun-tanned skin absorbs the ultraviolet rays and converts them into helpful energy", there are some things which are still the topic of research. Doctors agree on one of the benefits of the sun – vitamin D.

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It is well known that vitamin D is acquired from the direct rays of the sun – an entirely separate miracle from sun tanning. The sun's ultraviolet rays penetrate only a tiny amount into the human skin, but in the process, they irradiate an element in the skin called ergosterol, which is a substance that stores up reserves of vitamin D received from the sun. This is both healthy and beneficial for human skin.

B. All around the Western World, people have developed an obsession with the sun. In many western countries, a suntan has become the trade-mark of a healthy, active, outdoor person. The basic reddish hue just beneath the surface of our skin is the outward reflection of the millions of red corpuscles flowing through tiny blood vessels. This is most noticeable in the pure skin of a baby which can change in a moment from porcelain white (with anger or a switch in

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temperature) to crimson. In Caucasians, this colouring is somewhat hidden by an acquired layer of sun-made pigment, which varies in tone according to the complexion and occupation of the individual.

C. Locale plays a big part in the effectiveness of the suntan. Mountain tops and beaches are nonpareil sun spas because they receive far purer sunlight than the rest of the land. Urban areas with their smoke and smog act as a filter removing all the healthy properties of the sun. Perhaps the seashore is best of all, with its air estimated to have at least a fifth of a per cent more oxygen than inland ether – free of city and inland dust, tars, pollen, and allergens.

D. The sun has long been called nature's greatest health giver and healer and has played a chief role at health resorts ever since August Rollick, the Swiss father of heliotherapy, opened his first high-Alps sanatorium in 1903. Dr. W. W. Coblenz suggests that the sun cure is a major factor in the treatment of at least 23 skin diseases, ranging from acne and eczema to ulcers and wounds. Another specialist, Dr. Richard Kovacs writes, "Sun treatment is often helpful to persons suffering from general debility – repeated colds, respiratory diseases, influenza and the like". After a long winter, the return to the sun writes Dr. Leonard Dodds, the British sunlight scholar, "is a general stimulus to the body, more potent if applied after a period when it has been lacking which gradually loses its effect if exposure is over prolonged, even when not excessive".

E. Over many years of study, dermatologists have proven that excessive exposure to sunlight for years is responsible for a large proportion of skin cancer amongst the population. Those with the greatest chance of doing permanent damage to their skin are the year-round outdoor workers – 90% of which occurs on the heavily exposed hands and face. The first line of defense against permanent sun damage is the skin's own natural fatty matter and sweat, which combine to form an oily acid surface shield against the ultraviolet rays.

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At the beach, the saltwater washes away this natural oily coat, the hot sun overworks the sweat glands so that the excess becomes ineffective and the dry wind and hot sun combine to dehydrate the skin itself. Over the years, women have shown far greater wisdom in the care of their skin than men. Since the ladies of ancient Egypt first began to apply the fat of the so-called sacred temple cats to their faces, women have been tireless in waging this battle against damage to the skin from the sun. Both sexes now contribute annually to a multi-million dollar global sunscreen business.

F. Other pans of the human body which tend to suffer from exposure to the sun are the eyes and hair. Many years ago, optometrists undertook studies in America to examine the influence of the sun upon the eyes by studying Atlantic City lifeguards and found that even a few hours in the bright sun without sunglasses could cause a significant loss of vision – a loss that might take several weeks from which to recover.

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So gradual was the change that the lifeguards were unaware that their sight had been affected. The solution to this problem was to introduce sunglasses as a standard part of the lifeguard uniform. These were dark enough to absorb the sun's harmful UV rays and most of its infrared and ultraviolet rays.

G. Of a lesser impact is the effect of the sun upon the hair. The penalty of the sun parching is a brittle dryness. Haircare professionals recommend a nutritional cream treatment with a substance containing lanolin to bring your hair back its natural softness, these usually come in the form of leave-in conditioners, and should be applied frequently, just as you would a sunscreen for the skin. Or, easier still, wear a hat. Wearing a hat has a dual effect: it protects the hair and helps to prevent the most dangerous of outdoor afflictions: sunstroke.

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Questions 1-4

Instructions to follow

- Look at the following people (Questions 1-4) and the list of statements below.
- Match each person with the correct statement.
- Write the correct letter A-H in boxes 1-4 on your answer sheet.

1 Richard Kovacs

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

2 August Rollick

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

3 W. Coblenz

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

4 Leonard Dodds

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

A believes that the benefits of the sun are not scientifically provable

B claims to have discovered the vitamin released in the skin by the sun

C suggests that the sun is an excellent healer

D invented the first sunscreen

E suggests that the sun assists with common illnesses

F thinks that initially, the sun is of benefit to the body

G is unsure about the benefits of the sun

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H thinks the location is very important in maximizing the benefit from the sun.

Questions 5-9

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 1? Write
- TRUE if the statement agrees with the information
- FALSE if the statement contradicts the information
- NOT GIVEN if there is no information on this

5 Most doctors agree when it comes to the health benefits of the sun.

6 Beaches are best for a suntan because the air has far less pollution.

7 Women applied fat to their skin for protection from the sun.

8 Extended exposure of the eyes to the sun can lead to blindness.

9 The human eye cannot heal itself when it is damaged by the sun.

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Questions 10-14

Instructions to follow

- Complete the summary using the words from the box.

Handling the Sun

Many doctors agree that skin cancer can be caused by excessive exposure to the sun. As far as the human body is concerned, it is primarily the face and hands that are .....10..... . When human skin is exposed to the sun, the body has a defense: an .....11..... of the skin's natural oils and acids. For some time, women have been more effective than men in

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……12…… for their skin. Eyes are a significant part of the body that are negatively affected by the sun.

The damage often goes undetected because it happens quite ……13…… On the other hand, hair becomes quite dry and brittle when exposed to the sun for an extended period. A lanolin-based conditioner is recommended by hair care professionals to ……14…… this problem. Perhaps a simple hat may be the best solution for hair.

overcome	maintaining	located
mixed	quickly	extended
prolonged	blend	arrangement
succeed	combined	surprisingly
slowly	triumph	affected
caring	minding	

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 15-26 which are based on Reading Passage 2.

Locked Doors Open Access

A. The word, 'security', has both positive and negative connotations. Most of us would say that we crave security for all its positive virtues, both physical and psychological – its evocation of the safety of home, of undying love, or of freedom from need. More negatively, the word nowadays conjures up images of that huge industry that has developed to protect individuals and property from invasion by 'outsiders', ostensibly malicious and intent on theft or wilful damage.

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B. Increasingly, because they are situated in urban areas of escalating crime, those buildings which used to allow free access to employees and other users (buildings such as offices, schools, colleges, or hospitals) now do not. Entry areas which in another age were called 'Reception' are now manned by security staff. Receptionists, whose task it was to receive visitors and to make them welcome before passing them on to the person they had come to see, have been replaced by those whose task it is to bar entry to the unauthorized, the unwanted or the plain unappealing.

C. Inside, these buildings are divided into 'secure zones' which often have all the trappings of combination locks and burglar alarms. These devices bar entry to the uninitiated, hinder circulation and create parameters of time and space for user access. Within the spaces created by these zones, individual rooms are themselves under lock and key, which is a particular problem when it means that working space becomes compartmentalized.

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D. To combat the consequent difficulty of access to people at a physical level, we have now developed technological access. Computers sit on every desk and are linked to one another, and in many cases to an external universe of other computers so that messages can be passed to and fro. Here too, security plays a part, since we must not be allowed access to messages destined for others. And so the password was invented. Now correspondence between individuals goes from desk to desk and cannot be accessed by colleagues. Library catalogues can be searched from one's desk.

E. Papers can be delivered to, and received from, other people at the press of a button. And yet it seems that, just as work is isolating individuals more and more, organizations are recognizing the advantages of 'team-work'; perhaps in order to encourage employees to talk to one another again. Yet, how can groups work in teams if the possibilities for communication are reduced? How can they work together if e-mail provides a convenient electronic shield behind which the blurring of public and private can be exploited by the less scrupulous? If voice-mail walls up messages behind a password? If I can't leave a message on my colleague's desk because his office is locked?

F. Team-work conceals the fact that another kind of security, 'job security', is almost always not on offer. Just as organizations now recognize three kinds of physical resources: those they buy, those they lease long-term, and those they rent short-term – so it is with their human resources. Some employees have permanent contracts, some have short-term contracts, and some are regarded simply as casual labour.

G. Telecommunication systems offer us the direct line, which means that individuals can be contacted without the caller having to talk to anyone else. Voice-mail and the answer-phone mean that individuals can communicate without ever actually talking to one another. If we are unfortunate enough to contact organizations with sophisticated touch-tone systems, we can buy

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things and pay for them without ever speaking to a human being.

H. To combat this closing in on ourselves we have the Internet, which opens out communication channels more widely than anyone could possibly want or need. An individual's electronic presence on the Internet is known as a 'Home Page' – suggesting the safety and security of an electronic hearth. An elaborate system of 3-dimensional graphics distinguishes this very 2-dimensional the medium of 'web sites'. The nomenclature itself creates the illusion of a geographical entity, that the person sitting before the computer is travelling, when in fact the 'site' is coming to him. 'Addresses' of one kind or another move to the individual, rather than the individual moving between them, now that location is no longer geographical.

I. An example of this is the mobile phone. I am now not available either at home or at work, but wherever I take my mobile phone. Yet, even now, we cannot escape the security of wanting to 'locate' the person at the other end. It is no coincidence that almost everyone we see answering or initiating a mobile phone-call in public begins by saying where he or she is.

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Questions 15-18

Instructions to follow

- Choose the correct answer A, B, C or D.

15 According to the author, one thing we long for is

A ○ the safety of the home

B ○ security

C ○ open access

D ○ positive virtues

16 Access to many buildings

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A is unauthorized

B is becoming more difficult

C is a cause of crime in many urban areas

D used to be called 'Reception'

17 Buildings used to permit access to any users

A but now they do not

B and still do now

C especially offices and schools

D especially in urban areas

18 Secure zones

A do not allow access to the user

B compartmentalize the user

C are often like traps

D are not accessible to everybody

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Questions 19-24

Instructions to follow

- Complete the summary below using words from the box.

The problem of physical access to buildings has now been ..... 19 ..... by technology. Messages are ..... 20 ..... with passwords not allowing ..... 21 ..... to read someone else's messages. But, while individuals are becoming increasingly ..... 22 ..... Socially by the way, they do their job, at the same time more value is being put on ..... 23 ..... However, e-mail and voice-mail have led to a ..... 24 ..... opportunities for person-to-person communication.

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Reducing off	Computer	Other people	Isolating
Teamwork	Decrease in	Similar	Solved
No different from	Overcame	Physical	Protected
Combat	Developed	Cut-off	

Questions 25-26

Instructions to follow

- Complete the sentences below, with words taken from Reading Passage 2.
- Use NO MORE THAN THREE WORDS for each answer.

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25 The writer does not like……

26 An individual's Home Page indicates their……on the Internet.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3.

THE MPEMBA EFFECT

In 300 BC, the famous philosopher Aristotle wrote about a strange phenomenon that he had observed: “Many people, when they want to cool water quickly, begin by putting it in the sun.” Other philosophers over the ages noted the same result, but were unable to explain it.

In 1963, a young Tanzanian student named Erasto Mpemba noticed that the ice cream he was making froze faster if the mix was placed in the freezer while warm than if it were at room temperature. He persisted in questioning why this occurred, and eventually physicist Denis Osborne began a serious investigation into what is now known as the Mpemba Effect. He and Mpemba co-authored a paper in New Scientist in 1969, which produced scientific descriptions of some of the many factors at work in freezing water.

It was initially hypothesised that the warm bowl melted itself a place in the ice on the freezer shelf, thus embedding its base in a ‘nest’ of ice, which would accelerate freezing. The hypothesis was tested by comparing the result when bowls of warm water were placed on ice and on a dry wire shelf; this demonstrated that the ice nest actually had little effect. A second suggestion was that the warmer water would be evaporating at its surface, thus reducing the volume needing to be frozen, but this idea was also shown to be insignificant.

Thermometers placed in the water showed that the cooler water dropped to freezing temperature well before the warmer bowlful, and yet the latter always froze solid first. Experiments at different temperatures showed that water at 50C took longest to freeze in a

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conventional freezer, while water initially at 350C was quickest. On further examination, an explanation for this paradox began to emerge. Losing heat from the water occurs at the points where it is in touch with the colder atmosphere of the freezer, namely the sides of the bowl and the water surface.

A warm surface will lose heat faster than a cold one because of the contrast between the temperatures; but of course there is more heat to be lost from one bowl than the other! If the surface can be kept at a higher temperature, the higher rate of heat loss will continue. As long as the water remains liquid, the cooling portion on top will sink to the bottom of the bowl as the warmer water below rises to take its place. The early freezing that may occur on the sides and base of the container will amplify the effect.

The bowl that is more uniformly cold will have far less temperature difference so the water flow will be minimal. Another inhibiting factor for this container is that ice will also form quite quickly on the surface. This not only acts as insulation, but will virtually stop the helpful effects of the water circulating inside the bowl.

Ultimately, the rate of cooling the core of this body of water becomes so slow that the other warmer one is always fully frozen first. While there are limitations to this comparison (for example, we would not see such a result if one quantity were at 10C and another at 990C) this counter-intuitive result does hold true within the 5–350C range of temperatures indicated previously.

Since this paper was published, the validity of the research findings has been questioned by a number of reviewers. They point out that the initial experimental question was not clearly defined; for example, the researchers needed to decide on exactly what constituted freezing the water. They also state that the rate at which water freezes depends on a large number of variables.

Container size is one of these; for the Mpemba Effect to be noticed, the container must be large enough to allow a free circulation of water to take place, yet small enough for the freezing areas of the side and base to be effective at extracting heat too. Secondly, research at a University in

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St Louis, Missouri, suggests that the Mpemba Effect may be affected by water purity, or by dissolved gas in the water.

Distilled water is totally free of the particles that are common in normal drinking water or mineral water. When suspended in water, these particles may have a small effect on the speed of cooling, especially as ice molecules tend to expel them into the surrounding water, where they become more concentrated. Just as salt dissolved in water will raise the boiling point and lower the temperature at which it freezes, the researchers found that the final portion of ordinary water needed extra cooling, below zero, before all was frozen solid.

One more factor that can distort the effect is observed if the bowls are not placed simultaneously into the same freezer. In this case, the freezer thermostat is more likely to register the presence of a hotter bowl than a colder one, and therefore the change in internal temperature causes a boost of freezing power as the motor is activated.

The Mpemba Effect is still not fully understood, and researchers continue to delve into its underlying physics. Physicists cannot reach consensus. Some suggest that supercooling1 is involved; others that the molecular bonds in the water molecules affect the rate of cooling and freezing of water. A 2013 competition to explain the phenomenon run by the Royal Society of Chemistry attracted more than 22,000 entries, with the winning one suggesting supercooling as an important factor so it seems the question and its underlying explanation continue to fascinate.

Questions 27-33

Instructions to follow

- Write the correct letter, A–O, in boxes 27–33 on your answer sheet.

For more than 2000 years people have wondered why raising the ……27…… of cold water before cooling it results in more rapid cooling. At first researchers thought that a warm container created its own icy ……28…… which made the water freeze faster, but

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comparisons with containers resting on a dry ..... 29 ..... indicated that this was inaccurate. Evaporation of water proved not to be a..... 30 ..... .

Temperature measurements showed that, although the water in the cooler container reached 00C before the warmer one, it took longer to actually solidify. The water temperature drops the most at the top and sides of the container. Provided there is a temperature ..... 31 ..... , the water will continue to circulate and to cool down. Cooler water will have less water ..... 32 ..... , and thus a slower rate of freezing. If ice forms on the top of the water, this will further slow the ..... 33 ..... of freezing, but if it forms on the bottom and the sides of the container, this will increase the rate of cooling.

A melt
B element
C process
D centre
E acceleration
F surfaces
G factor
H hollow
I matter
J circulation
K limit
L significance
M theory
N difference
O result
P temperature

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Questions 34-39

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 3? In boxes 34-39 on your answer sheet, write
- TRUE if the statement agrees with the information
- FALSE if the statement contradicts the information
- NOT GIVEN if there is no information on this

34 The Mpemba Effect cannot be seen when comparing liquids with an extreme temperature difference.

35 Osborne and Mpemba's results are still widely accepted today.

36 The size of the container does not alter the Mpemba Effect.

37 Osborne and Mpemba experimented on both pure and impure water.

38 One variable is the timing of containers in a freezer.

39 Physicists now agree that supercooling accounts for the Mpemba Effect.

Questions 40

Instructions to follow

- Choose the correct answer A, B, C or D.

40 The Mpemba Effect is best summed up as the observation that

A ice cream freezes at different temperatures.

B different sources of heat result in water cooling at different rates.

C salt water freezes at a lower temperature than ordinary water.

D warmer water can freeze faster than colder water.

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IELTS Reading Test 5

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-14 which are based on Reading Passage 1.

A Watchful Eye on the Bridges

A. Most road and rail bridges are only inspected visually, if at all. Every few months, engineers have to clamber over the structure in an attempt to find problems before the bridge shows obvious signs of damage. Technologies developed at Los Alamos National Laboratory, New Mexico, and Texas A&M University may replace these surveys with microwave sensors that constantly monitor the condition of bridges.

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B. "The device uses microwaves to measure the distance between the sensor and the bridge, much like radar does," says Albert Migliori, a Los Alamos physicist "Any load on the bridge – such as traffic induces displacements, which change that distance as the bridge moves up and down." By monitoring these movements over several minutes, the researchers can find out how the bridge resonates. Changes in its behaviour can give an early warning of damage.

C. The Interstate 40 bridge over the Rio Grande river in Albuquerque provided the researchers with a rare opportunity to test their ideas. Chuck Farrar, an engineer at Los Alamos, explains: "The New Mexico authorities decided to raze this bridge and replace it. We were able to mount instruments on it, test it under various load conditions and even inflict damage just before it was demolished." In the 1960s and 1970s, 2500 similar bridges were built in the US. They have two

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steel girders supporting the load in each section. Highway experts know that this design is "fracture critical" because a failure in either girder would cause the bridge to fail.

D. After setting up the microwave dish on the ground below the bridge, the Los Alamos team installed conventional accelerometers at several points along the span to measure its motion. They then tested the bridge while traffic roared across it and while subjecting it to pounding from a "shaker", which delivered precise punches to a specific point on the road.

E. "We then created damage that we hoped would simulate fatigue cracks that can occur in steel girders," says Farrar. They first cut a slot about 60 centimetres long in the middle of one girder. They then extended the cut until it reached the bottom of the girder and finally they cut across the flange – the bottom of the girder's "I" shape.

F. The initial, crude analysis of the bridge's behaviour, based on the frequency at which the bridge resonates, did not indicate that anything was wrong until the flange was damaged. But later the data were reanalysed with algorithms that took into account changes in the mode shapes of the structure – shapes that the structure takes on when excited at a particular frequency. These more sophisticated algorithms, which were developed by Norris Stubbs at Texas A&M University, successfully identified and located the damage caused by the initial cut.

G. "When any structure vibrates, the energy is distributed throughout with some points not moving, while others vibrate strongly at various frequencies," says Stubbs. "My algorithms use pattern recognition to detect changes in the distribution of this energy." NASA already uses Stubbs' method to check the behaviour of the body flap that slows space shuttles down after they land.

H. A commercial system based on the Los Alamos hardware is now available, complete with the

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Stubbs algorithms, from the Quatro Corporation in Albuquerque for about $100,000. Tim Darling, another Los Alamos physicist working on the microwave interferometer with Migliori, says that as the electronics become cheaper, a microwave inspection system will eventually be applied to most large bridges in the US. “In a decade I would like to see a battery or solar-powered package mounted under each bridge, scanning it every day to detect changes,” he says.

Questions 1-4

Instructions to follow

- Choose the correct answer A, B, C or D.
- Write your answers in boxes 1-4 on your answer sheet.

1 How did the traditional way to prevent damage to the bridges before the invention of the new monitoring system?

A Bridges have to be tested in every movement on two points.

B Bridges have to be closely monitored by microwave devices.

C Bridges have already been monitored by sensors.

D Bridges have to be frequently inspected by professional workers with naked eyes.

2 The defect was not recognized by a basic method in the beginning

A until the mid of faces of bridges has fractured.

B until the damage appears along and down to the flanges.

C until the points on the road have been punched.

D until the frequency of resonates appears disordered.

3 Why did the expert believe there is a problem for the design called “fracture critical”?

A Engineers failed to apply the newly developed construction materials.

B The supporting parts of the bridges may crack and cause the bridge to fail.

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C There was not enough finance to repair the bridges.

D There were bigger traffic load conditions than the designers had anticipated.

4 How does the new microwave monitors find out the problems of bridges?

A by changeling the distance between the positions of devices

B by controlling the traffic flow on the bridges

C by monitoring the distance caused by traffic between two points

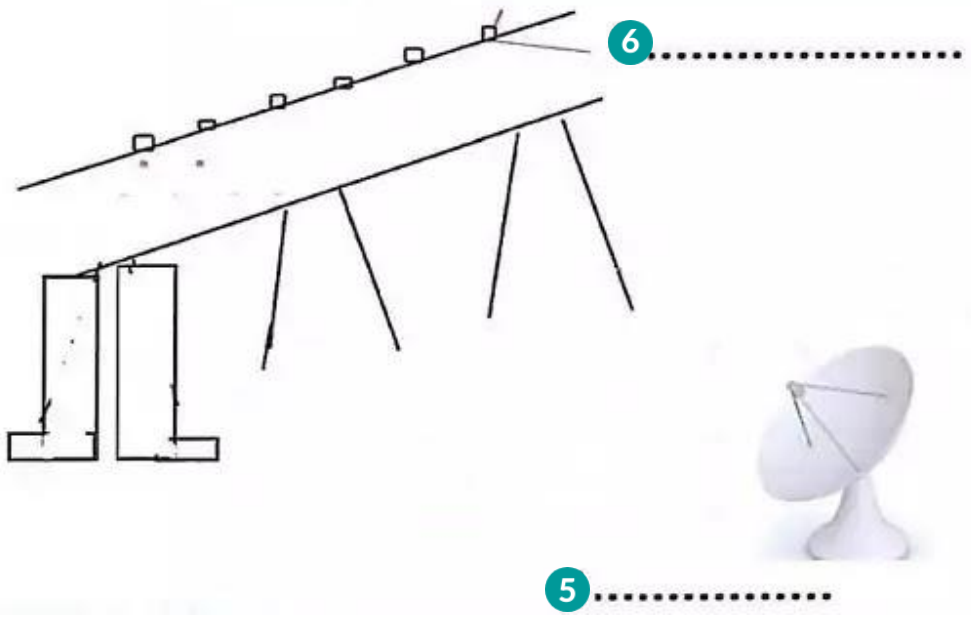
D by displacement of the several critical parts in the bridges

Questions 5-6

Instructions to follow

- Filling the blanks in the diagram below.
- Write the correct answer in boxes 5-6 on your answer sheet.

The diagram of monitoring a bridge



Questions 7-13

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Instructions to follow

- The reading Passage has eight paragraphs, A–H.
- Which paragraph contains the following information?
- Write the correct letter, A-H, in boxes 7-13 on your answer sheet.

7 trying to find problems before the bridge shows obvious signs of damage.

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

8 the shapes that the structure takes when it enjoys a certain frequently.

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

9 the chance they get an honourable contract.

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

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10 hit it with a "shaker" at a certain point on the road.

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

11 how is the pressure that they have many a great chance to test bridges

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

12 how the damage was deliberately created by the researchers

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

13 explanation of the mechanism for the new microwave monitoring to work

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2.

The Ant and the Mandarin

In 1476, the farmers of Berne in Switzerland decided there was only one way to rid their fields of the cutworms attacking their crops. They took the pests to court. The worms were tried, found guilty and excommunicated by the archbishop. In China, farmers had a more practical approach to pest control. Rather than relying on divine intervention, they put their faith in frogs, ducks and ants. Frogs and ducks were encouraged to snap up the pests in the paddies and the occasional plague of locusts. But the notion of biological control began with an ant.

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More specifically, it started with the predatory yellow citrus ant Oeco-phylla smaragdina, which has been polishing off pests in the orange groves of southern China for at least 1,700 years. The yellow citrus ant is a type of weaver ant, which binds leaves and twigs with silk to form a neat, tent-like nest. In the beginning, farmers made do with the odd ants' nests here and there. But it wasn't long before growing demand led to the development of a thriving trade in nests and a new type of agriculture – ant farming.

For an insect that bites, the yellow citrus ant is remarkably popular. Even by ant standards, Oecophylla smaragdina is a fearsome predator. It's big, runs fast and has a powerful nip – painful to humans but lethal to many of the insects that plague the orange groves of Guangdong and Guangxi in southern China. And for at least 17 centuries, Chinese orange growers have harnessed

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these six-legged killing machines to keep their fruit groves healthy and productive.

Citrus fruits evolved in the Far East and the Chinese discovered the delights of their flesh early on. As the ancestral home of oranges, lemons and pomelos, China also has the greatest diversity of citrus pests. And the trees that produce the sweetest fruits, the mandarins – or kan – attract a host of plant-eating insects, from black ants and sap-sucking mealy bugs to leaf-devouring caterpillars. With so many enemies, fruit growers clearly had to have some way of protecting their orchards.

The West did not discover the Chinese orange growers' secret weapon until 1 the early 20th century. At the time, Florida was suffering an epidemic of citrus canker and in 1915 Walter Swingle, a plant physiologist working for the US f Department of Agriculture, was sent to China in search of varieties of orange that were resistant to the disease. Swingle spent some time studying the citrus orchards around Guangzhou, and there he came across the story of the cultivated ant. These ants, he was told, were "grown" by the people of a small village nearby who sold them to the orange growers by the nestful.

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The earliest report of citrus ants at work among the orange trees appeared in a book on tropical and subtropical botany written by Hsi Han in AD 304. "The people of Chiao-Chih sell in their markets ants in bags of rush matting. The nests are like silk. The bags are all attached to twigs and leaves which, with the ants inside the nests, are for sale. The ants are reddish-yellow in colour, bigger than ordinary ants. In the south, if the kan trees do not have this kind of ant, the fruits will all be damaged by many harmful insects, and not a single fruit will be perfect."

Initially, farmers relied on nests which they collected from the wild or bought in the market where trade in nests was brisk. "It is said that in the south orange trees which are free of ants will have wormy fruits. Therefore, people race to buy nests for their orange trees," wrote Liu Hsun in Strange Things Noted in the South in about 890.

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The business quickly became more sophisticated. From the 10th century, country people began to trap ants in artificial nests baited with fat. “Fruit-growing families buy these ants from vendors who make a business of collecting and selling such creatures,” wrote Chuang Chi-Yu in 1130. “They trap them by filling hogs’ or sheep’s bladders with fat and placing them with the cavities open next to the ants’ nests. They wait until the ants have migrated into the bladders and take them away. This is known as ‘rearing orange ants’.” Farmers attached k the bladders to their trees, and in time the ants spread to other trees and built new nests.

By the 17th century, growers were building bamboo walkways between their trees to speed the colonisation of their orchards. The ants ran along these narrow bridges from one tree to another and established nests “by the hundreds of thousands”.

Did it work? The orange growers clearly thought so. One authority, Chhii Ta-Chun, writing in 1700, stressed how important it was to keep the fruit trees free of insect pests, especially caterpillars. “It is essential to eliminate them so that the trees are not injured. But hand labour is not nearly as efficient as ant power…”

Swingle was just as impressed. Yet despite his reports, many Western biologists t were sceptical. In the West, the idea of using one insect to destroy another was new and highly controversial. The first breakthrough had come in 1888, when the infant orange industry in California had been saved from extinction by the Australian vedalia beetle. This beetle was the only thing that had made any in- T roads into the explosion of cottony cushion scale that was threatening to destroy the state’s citrus crops. But, as Swingle now knew, California’s “first” was nothing of the sort. The Chinese had been expert in biocontrol for many centuries.

The long tradition of ants in the Chinese orchards only began to waver in the 1950s and 1960s with the introduction of powerful organic insecticides. Although most fruit growers switched to

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chemicals, a few hung onto their ants. Those who abandoned ants in favour of chemicals quickly became disillusioned. As costs soared and pests began to develop resistance to the chemicals, growers began to revive the old ant patrols in the late 1960s. They had good reason to have faith in their insect workforce.

Research in the early 1960s showed that as long as there were enough ants in the trees, they did an excellent job of dispatching some pests – mainly the larger insects – and had modest success against others. Trees with yellow ants produced almost 20 per cent more healthy leaves than those without. More recent trials have shown that these trees yield just as big a crop as those protected by expensive chemical sprays.

One apparent drawback of using ants – and one of the main reasons for the early scepticism by Western scientists – was that citrus ants do nothing to control mealy bugs, waxy-coated scale insects which can do considerable damage to fruit trees. In fact, the ants protect mealy bugs in exchange for the sweet honey-dew they secrete. The orange growers always denied this was a problem but Western scientists thought they knew better.

Research in the 1980s suggests that the growers were right all along. Where X mealy bugs proliferate under the ants' protection, they are usually heavily parasitised and this limits the harm they can do.

Orange growers who rely on carnivorous ants rather than poisonous chemicals maintain a better balance of species in their orchards. While the ants deal with the bigger insect pests, other predatory species keep down the numbers of smaller pests such as scale insects and aphids. In the long run, ants do a lot less damage than chemicals – and they're certainly more effective than excommunication.

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Questions 14-18

Instructions to follow

- Look at the following events (Questions 14-18) and the list of dates below.
- Match each event with the correct time A-G.
- Write the correct letter A-G in boxes 14-18 on your answer sheet.

14 The first description of citrus ants is traded in the marketplace.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

15 Swingle came to Asia for research.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

16 The first record of one insect is used to tackle other insects in the western world.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

17 Chinese fruit growers started to use pesticides in place of citrus ants.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

18 Some Chinese farmers returned to the traditional bio-method

A ○ B ○ C ○ D ○ E ○ F ○ G ○

List of Dates

A 1888

B AD 890

C AD 304

D 1950s

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E 1960s

F 1915

G 1130

Questions 19-26

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 2? Write
- TRUE if the statement agrees with the information
- FALSE if the statement contradicts the information
- NOT GIVEN if there is no information on this

19 China has more citrus pests than any other country in the world.

20 Swingle came to China to search for an insect to bring back to the US.

21 Many people were very impressed by Swingle's discovery.

22 Chinese farmers found that pesticides became increasingly expensive.

23 Some Chinese farmers abandoned the use of pesticide.

24 Trees with ants had more leaves fall than those without.

25 Fields using ants yield as large a crop as fields using chemical pesticides.

26 Citrus ants often cause considerable damage to the bio-environment of the orchards

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3.

Sand Dunes

A. One of the main problems posed by sand dunes is their encroachment on human habitats. Sand dunes move by different means, all of them aided by the wind. Sand dunes threaten buildings and crops in Africa, the Middle East, and China. Preventing sand dunes from overwhelming cities and agricultural areas has become a priority for the United Nations Environment Program. On the other hand, dune habitats provide niches for highly specialized plants and animals, including numerous rare and endangered species.

B. Sand is usually composed of hard minerals such as quartz that cannot be broken down into silt or clay. Yellow, brown and reddish shades of sand indicate their presence of iron compounds. Red sand is composed of quartz coated by a layer of iron oxide. White sands are nearly pure gypsum. Sand with a high percentage of silicate can be used in glassmaking. Sandstone is created by sand, mixed with lime, chalk or some other material that acts as a binding agent, that is deposited in layers at the bottom of a sea or other area and pressed together into rock by the great pressure of sediments that are deposited on top of it over thousands or millions of years.

C. The most common dune form on Earth and on Mars is crescentic. Crescent-shaped mounds are generally wider than they are long. The slipfaces are on the concave sides of the dunes. These dunes form under winds that blow consistently from one direction, and they also are known as

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barchans or transverse dunes. Some types of crescentic dunes move more quickly over desert surfaces than any other type of dune. A group of dunes moved more than 100 metres per year between 1954 and 1959 the China's Ningxia Province, and similar speeds have been recorded in the Western Desert of Egypt. The largest crescentic dunes on Earth, with mean crest-to-crest widths of more than 3 kilometres, are in China's Taklamakan Desert.

D. Radially symmetrical, star dunes are pyramidal sand mounds with slipfaces on there or more arms that radiate from the high center of the mound. They tend to accumulate in areas with multidirectional wind regimes. Star dunes grow upward rather than laterally. They dominate the Grand Erg Oriental of the Sahara. In other deserts, they occur around the margins of the sand seas, particularly near topographic barriers. In the southeast Badain Jaran Desert of China, the star dunes are up to 500 metres tall and may be the tallest dunes on Earth. Straight or slightly sinuous sand ridges typically much longer than they are wide are known as linear dunes. They may be more than 160 kilometres (99 mi) long. Some linear dunes merge to form Y-shaped compound dunes. Many forms in bidirectional wind regimes. The long axes of these dunes extend in the resultant direction of sand movement. Linear loess hills known as pahas are superficially similar.

E. Once sand begins to pile up, ripples and dunes can form. Wind continues to move sand up to the top of the pile until the pile is so steep that it collapses under its own weight. The collapsing sand comes to rest when it reaches just the right steepness to keep the dune stable. This angle, usually about 30-34°, is called the angle of repose. Every pile of loose particles has a unique angle of repose, depending upon the properties of the material it's made of, such as the grain size and roundness. Ripples grow into dunes with the increase of wind and sand input.

F. The repeating cycle of sand inching up the windward side to the dune crest, then slipping down the dune's slip face allows the dune to inch forward, migrating in the direction the wind blows.

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As you might guess, all of this climbing then slipping leaves its mark on the internal structure of the dune. The image on the right shows fossil sand dune structure preserved in the Merced Formation at Fort Funston, Golden Gate National Recreation Area. The sloping lines or laminations you see are the preserved slip faces of a migrating sand dune. This structure is called cross-bedding and can be the result of either wind or water currents. The larger the cross-bedded structure, however, the more likely it is to be formed by wind, rather than water.

G. Sand dunes can "sing" at a level up to 115 decibels and generate sounds in different notes. The dunes at Sand Mountain n Nevada usually sing in a low C but can also sing in B and C sharp. The La Mar de Dunas in Chile hum in F while those at the Ghord Lahmar in Morocco howl in G sharp. The sounds are produced by avalanches of sand generated by blowing winds. For a while, it was thought that the avalanches caused the entire dune to resonate like a flute or violin but if that were true then different size dunes would produce different notes. In the mid 2000s, American, French and Moroccan scientists visiting sand dunes in Morocco, Chile, China and Oman published a paper in the Physical Review Letters that determined the sounds were produced by collisions between grains of sand that caused the motions of the grains to become synchronized, causing the outer layer of a dune to vibrate like the cone of a loudspeaker, producing sound. The tone of the sounds depended primarily on the size of the grains.

H. Scientists performed a computer simulation on patterns and dynamics of desert dunes in laboratory. Dune patterns observed in deserts were reproduced. From the initial random state, stars and linear dunes are produced, depending on the variability of the wind direction. The efficiency in sand transport is calculated through the course of development. Scientists found that the sand transport is the most efficient in the linear transverse dune. The efficiency in sand transport always increased through the evolution, and the way it increases was stepwise.
They also found that the shadow zone, the region where the sand wastes the chance to move, shrinks through the course of evolution, which greatly helps them build a model to simulate a

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sand move.

Questions 27-34

Instructions to follow

- Choose the correct heading for paragraphs A-H from the list below.
- Write the correct number, i-x, in boxes 27-34 on your answer sheet.

List of Headings

i. potential threat to buildings and crops despite of benefit.

ii. the cycle of sand moving forward with wind

iii. protection method in various countries.

iv. scientists simulate sand move and build model in lab

v. sand composition explanation

vi. singing sand dunes

vii. other types of sand dunes

viii. the personal opinion on related issues.

ix. reasons why sand dunes form

x. the most common sand type

27 Paragraph A

28 Paragraph B

29 Paragraph C

30 Paragraph D

31 Paragraph E

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32 Paragraph F

33 Paragraph G

34 Paragraph H

Questions 35-36

Instructions to follow

- Answer the questions 35-36 and choose correct letter A, B, C or D.

35 What is the main composition of white sand made of according to the passage?

A Quartz

B Gypsum

C Lime

D Iron

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36 Which one is not mentioned as a sand type in this passage?

A Linear

B Crescentic

C Overlap

D Star

Questions 37-40

Instructions to follow

- Complete the summary using the list of words, A-J below.
- Write the correct letter, A-J in boxes 37-40 on your answer sheet.

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Crescentic is an ordinary ……37…… on both Earth and Mars, apart from which, there are also other types of sand dunes. Different color of the sand reflects different components, some of them are rich in ……38…… that can not be easily broken into clay. Sand dunes can “sing” at a level up to 115 decibels and generate sounds in different notes. Sand dunes can be able to ……39…… at a certain level of sound intensity, and the different size of grains creates different ……40…… of the sounds.

List of Words:

A quartz
B shape
C pressure
D tone
E protection
F category
G minerals
H sing
I lab
J direction

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IELTS Reading Test 6

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-14 which are based on Reading Passage 1

Persistent Bullying Is One of The Worst Experiences A Child Can Face

How can it be prevented? Peter Smith, Professor of Psychology at the University of Sheffield, directed the Sheffield Anti-Bullying Intervention Project, funded by the Department for Education.

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Here he reports on his findings.

A. Bullying can take a variety of forms, from the verbal – being taunted or called hurtful names – to the physical – being kicked or shoved – as well as indirect forms, such as 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. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

B. Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships

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as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

C. 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 deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately, more schools are now saying: There is not much bullying here, but when it occurs, we have a clear policy for dealing with it.'

D. Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year.

In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions 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. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

E. Evidence suggests 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 occurs, what records will be kept, who will be informed, what sanctions will be employed. The policy

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should be developed through consultation, over a period of time – not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

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. These are useful for raising awareness, and can best be tied in to early phases of development, while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

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 conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

F. With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying – and the consequent improvement in pupil happiness – is surely a worthwhile objective.

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Questions 1-4

Instructions to follow

- Reading Passage 1 has six sections, A-F. Choose the correct heading for sections A-D from the list of headings below.
- Write the correct number, i-vii, in boxes 1-4 on your answer sheet.

List of Headings

i. The role of video violence

ii. The failure of government policy

iii. Reasons for the increased rate of bullying

iv. Research into how common bullying is in British schools

v. The reaction from schools to enquiries about bullying

vi. The effect of bullying on the children involved

vii. Developments that have led to a new approach by schools

1 Section A

2 Section B

3 Section C

4 Section D

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Questions 5-8

Instructions to follow

- Choose the correct answer A, B, C or D.

5 A recent survey found that in British secondary schools

- A ○ there was more bullying than had previously been the case.
- B ○ there was less bullying than in primary schools.
- C ○ cases of persistent bullying were very common.
- D ○ indirect forms of bullying were particularly difficult to deal with.

6 Children who are bullied

- A ○ are twice as likely to commit suicide as the average person.
- B ○ find it more difficult to relate to adults.
- C ○ are less likely to be violent in later life.
- A ○ may have difficulty forming relationships in later life.

7 The writer thinks that the declaration 'There is no bullying at this school'

- A ○ is no longer true in many schools.
- B ○ was not in fact made by many schools.
- C ○ reflected the school's lack of concern.
- A ○ reflected a lack of knowledge and resources.

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8 What were the findings of research carried out in Norway?

- A ○ Bullying declined by 50% after an anti-bullying campaign.
- B ○ Twenty-one schools reduced bullying as a result of an anti-bullying campaign.
- C ○ Two years is the optimum length for an anti-bullying campaign.
- A ○ Bullying is a less serious problem in Norway than in the UK.

Questions 9-13

Instructions to follow

- Choose NO MORE THAN TWO WORDS from the passage for each answer.

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a 9 ..... which makes the school's attitude towards bullying quite clear.

It should include detailed 10 ..... as to how the school and its staff will react if bullying occurs.

In addition, action can be taken through the 11 ..... .

This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion.

On its own, however, it is insufficient to bring about a permanent solution.

Effective work can also be done with individual pupils and small groups.

For example, potential 12 ..... of bullying can be trained to be more self-confident.

Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective.

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Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere 13 ..... .

Questions 14

Instructions to follow

- Choose the correct letter A, B, C or D.

Which of the following is the most suitable title for Reading Passage?

A Bullying: what parents can do

B Bullying: arc the media to blame?

C Bullying: the link with academic failure

A Bullying: from crisis management to prevention

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 15-27 which are based on Reading Passage 2

The Left or Right Handed

A. The probability that two right-handed people would have a left-handed child is only about 9.5 percent. The chance rises to 19.5 percent if one parent is a lefty and 26 percent if both parents are left-handed: The preference, however, could also stem from an infant's imitation of his parents. To test genetic influence, starting in the 1970s British biologist Marian Annett of the University of Leicester hypothesized that no single gene determines handedness. Rather, during fetal development, a certain molecular factor helps to strengthen the brain's left hemisphere, which increases the probability that the right hand will be dominant because the left side of the brain controls the right side of the body, and vice versa. Among the minority of people who lack this factor, handedness develops entirely by chance.

Research conducted on twins complicates the theory, however. One in five sets of identical twins involves one right-handed and one left-handed person, despite the fact that their genetic material is the same. Genes, therefore, are not solely responsible for handedness.

B. The genetic theory is also undermined by results from Peter Hepper and his team at Queen's University in Belfast, Ireland. In 2004 the psychologists used ultrasound to show that by the 15th week of pregnancy, fetuses already have a preference as to which

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thumb, they suck. In most cases, the preference continued after birth. At 15 weeks, though, the brain does not yet have control over the body's limbs. Hepper speculates that fetuses tend to prefer whichever side of the body is developing quicker and that their movements, in turn, influence the brain's development. Whether this early preference is temporary or holds up throughout development and infancy is unknown. Genetic predetermination is also contradicted by the widespread observation that children do not settle on either their right or left hand until they are two or three years old.

C. But even if these correlations were true, they did not explain what actually causes left-handedness. Furthermore, specialization on either side of the body is common among animals. Cats will favor one paw over another when fishing toys out from under the couch. Horses stomp more frequently with one hoof than the other. Certain crabs motion predominantly with the left or right claw. In evolutionary terms, focusing power and dexterity in one limb is more efficient than having to train two, four or even eight limbs equally. Yet for most animals, the preference for one side or the other is seemingly random. The overwhelming dominance of the right hand is associated only with humans. That fact directs attention toward the brain's two hemispheres and perhaps toward language.

D. Interest in hemispheres dates back to at least 1836. That year, at a medical conference, French physician Marc Dax reported on an unusual commonality among his patients. During his many years as a country doctor, Dax had encountered more than 40 men and women for whom speech was difficult, the result of some kind of brain damage. What was unique was that every individual suffered damage to the left side of the brain. At the conference, Dax elaborated on his theory, stating that each half of the brain was responsible for certain functions and that the left hemisphere controlled speech. Other

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experts showed little interest in the Frenchman's ideas.

Over time, however, scientists found more and more evidence of people experiencing speech difficulties following an injury to the left brain. Patients with damage to the right hemisphere most often displayed disruptions in perception or concentration. Major advancements in understanding the brain's asymmetry were made in the 1960s as a result of so-called split-brain surgery, developed to help patients with epilepsy. During this operation, doctors severed the corpus callosum – the nerve bundle that connects the two hemispheres. The surgical cut also stopped almost all normal communication between the two hemispheres, which offered researchers the opportunity to investigate each side's activity.

E. In 1949 neurosurgeon Juhn Wada devised the first test to provide access to the brain's functional organization of language. By injecting an anesthetic into the right or left carotid artery, Wada temporarily paralyzed one side of a healthy brain, enabling him to more closely study the other side's capabilities. Based on this approach, Brenda Milner and the late Theodore Rasmussen of the Montreal Neurological Institute published a major study in 1975 that confirmed the theory that country doctor Dax had formulated nearly 140 years earlier: in 96 percent of right-handed people, language is processed much more intensely in the left hemisphere. The correlation is not as clear in lefties, however. For two-thirds of them, the left hemisphere is still the most active language processor. But for the remaining third, either the right side is dominant or both sides work equally, controlling different language functions.

That last statistic has slowed acceptance of the notion that the predominance of right-handedness is driven by left-hemisphere dominance in language processing. It is not at all clear why language control should somehow have dragged the control of body

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movement with it. Some experts think one reason the left hemisphere reigns over language is that the organs of speech processing – the larynx and tongue – are positioned on the body's symmetry axis. Because these structures were centered, it may have been unclear, in evolutionary terms, which side of the brain should control them, and it seems unlikely that shared operation would result in smooth motor activity.

Language and handedness could have developed preferentially for very different reasons as well. For example, some researchers, including evolutionary psychologist Michael C. Corballis of the University of Auckland in New Zealand, think that the origin of human speech lies in gestures. Gestures predated words and helped language emerge. If the left hemisphere began to dominate speech, it would have dominated gestures, too, and because the left brain controls the right side of the body, the right hand developed more strongly.

F. Perhaps we will know more soon. In the meantime, we can revel in what, if any, differences handedness brings to our human talents. Popular wisdom says right-handed, left-brained people excel at logical, analytical thinking. Left-handed, right-brained individuals are thought to possess more creative skills and maybe better at combining the functional features emergent on both sides of the brain. Yet some neuroscientists see such claims as pure speculation. Fewer scientists are ready to claim that left-handedness means greater creative potential. Yet lefties are prevalent among artists, composers and the generally acknowledged great political thinkers. Possibly if these individuals are among the lefties whose language abilities are evenly distributed between hemispheres, the intense interplay required could lead to unusual mental capabilities.

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G. Or perhaps some lefties become highly creative because they must be more clever to get by in our right-handed world. This battle, which begins during the very early stages of childhood, may lay the groundwork for exceptional achievements.

Questions 15-19

Instructions to follow

- The Reading Passage has seven paragraphs A-G. Which paragraph contains the following information?
- Write the correct letter, A-G, in boxes 15-19 on your answer sheet.
- **NB** You may use any letter more than once.

15 The phenomenon of using one side of their body for animals.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

16 Statistics on the rate of one-handedness born.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

17 The age when the preference for using one hand is fixed.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

18 great talents of occupations in the left-handed population.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

19 The earliest record of researching hemisphere's function.

A ○ B ○ C ○ D ○ E ○ F ○ G ○

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Questions 20-23

Instructions to follow

- Look at the following researchers and the lists of findings below.
- Match each researcher with the correct findings

A Brenda Milner

B Marian Annett

C Peter Hepper

D Michale Corballis

20 Ancient language evolution is connected to body gesture and therefore influences handedness.

A ○ B ○ C ○ D ○

21 A child handedness is not determined by just biological factors.

A ○ B ○ C ○ D ○

22 Language process is generally undergoing in the left hemisphere of the brain.

A ○ B ○ C ○ D ○

23 The rate of development of one side of the body has an influence on hemisphere preference in the fetus.

A ○ B ○ C ○ D ○

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Questions 24-27

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 2? Write

  YES if the statement is true
  NO if the statement in false
  NOT GIVEN if the information is not given in the passage

24 The study of twins shows that genetic determination is not the only factor for left Handedness.

25 The number of men with left-handedness is more than that of women.

26 Marc Dax's report was widely recognized in his time.

27 Juhn Wada based his findings on his research of people with language problems.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 28-40 which are based on Reading Passage 3

Deafhood

A. At this point, you might be wondering: what does 'deafhood' mean? Is it a synonym for 'deafness'? Is it a slightly more politically correct term to express the very same concept you've grown accustomed to-a person who lacks the power of hearing, or a person whose hearing is impaired? What's wrong with terms like 'hard of hearing' or 'deafness'? Have they not represented the deaf community just fine for the past few centuries? Who came up with the term 'Deafhood' anyway, and why?

B. The term 'Deafhood' was first coined in 1993 by Dr Paddy Ladd, a deaf scholar in the Deaf Studies Department at the University of Bristol in England. First explored through his doctoral dissertation in 1998, and later elaborated on in his 2003 book, *'Understanding Deaf Culture – In Search of Deafhood*', the idea behind Deafhood is twofold: first, it seeks to collect everything that is already known about the life, culture, politics, etc. of Sign Language Peoples (SLPs); secondly, it attempts to remove the limitations imposed on SLPs through their colonization from hearing people.

C. In order to understand what Deafhood represents, it's first important to understand what is meant by colonisation. To do that, we need to examine two terms: Oralism and Audism. Oralism is a philosophy that first emerged in the late 19th century, and which suggests that reduced use of sign language would be more beneficial to SLPs, as it would allow them to integrate better to the hearing world. In that respect, sign language is dismissively

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regarded as a mere obstacle to listening skills and acquisition of speech-treated, in effect, in the same manner as the languages of other peoples who were oppressed and colonised, e.g., the Maori in New Zealand, or the Aborigines in Australia.

Audism, however, is an even more sinister ideology: first coined in 1975 by Dr Tom Humphries of the University of California in San Diego, it describes the belief that deaf people are somehow inferior to hearing people, and that deafhood – or, in this case, we should say 'deafness' – is a flaw, a terrible disability that needs to be eliminated. It is the effect of these two ideologies that Deafhood seeks to counter, by presenting SLPs in a positive light, not as patients who require treatment.

D. But even if we understand the oppression that SLPs have suffered at the hands of hearing people since the late 1800s, and even if we acknowledge that 'deafness' is a medical term with negative connotations that need to be replaced, that doesn't mean it's easy to explain what the term Deafhood represents exactly. This is because Deafhood is, as Dr Donald Grushkin puts it, a 'physical, emotional, mental, spiritual, cultural and linguistic' journey that every deaf person is invited-but not obligated-to embark on.

E. Deafhood is essentially a search for understanding: what does being 'Deaf' mean? How did deaf people in the past define themselves, and what did they believe to be their reasons for existing before Audism was conceived? Why are some people born deaf? Are they biologically defective, or are there more positive reasons for their existence? What do terms like 'Deaf Art' or 'Deaf Culture' actually mean? What is 'the Deaf Way' or doing things? True Deafhood is achieved when a deaf person feels comfortable with who they are and connected to the rest of the deaf community through use of their natural language, but the journey there might differ.

F. Aside from all those questions, however, Deafhood also seeks to counter the effect of

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what is known as 'neo-eugenics'. Neo-eugenics, as described by Patrick Boudreault at the 2005 California Association of the Deaf Conference, is a modern manifestation of what has traditionally been defined as 'eugenics', i.e., an attempt to eradicate any human characteristics which are perceived as negative.

Deaf people have previously been a target of eugenicists through the aforementioned ideologies of Audism and Oralism, but recent developments in science and society-such as cochlear implants or genetic engineering-mean that Deafhood is once again under threat, and needs to be protected. The only way to do this is by celebrating the community's history, language, and countless contributions to the world, and confronting those who want to see it gone.

G. So, how do we go forward? We should start by decolonising SLPs-by embracing Deafhood for what it is, removing all the negative connotations that surround it and accepting that deaf people are neither broken nor incomplete. This is a task not just for hearing people, but for deaf people as well, who have for decades internalised society's unfavourable views of them.

We should also seek recognition of the deaf community's accomplishments, as well as official recognition of sign languages around the world by their respective governments. Effectively, what we should do is ask ourselves: how would the Deaf community be like, had it never been colonised by the mainstream world? And whatever it is it would be like, we should all together-hearing and Deaf alike-strive to achieve it.

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Questions 28-34

Instructions to follow

- The reading passage has seven paragraphs, A-G. Which paragraph contains the following information?
- Write the correct letter, A-G, in boxes 28-33 on your answer sheet.

28 Examples of other groups treated the same way as deaf people

A ○ B ○ C ○ D ○ E ○ F ○ G ○

29 Why the word 'deafness' is no longer appropriate

A ○ B ○ C ○ D ○ E ○ F ○ G ○

30 The definition of the word 'deaf'

A ○ B ○ C ○ D ○ E ○ F ○ G ○

31 Why deaf people might sometimes think negatively of themselves

A ○ B ○ C ○ D ○ E ○ F ○ G ○

32 How one can attain deafhood

A ○ B ○ C ○ D ○ E ○ F ○ G ○

33 Where the word 'deafhood' came from

A ○ B ○ C ○ D ○ E ○ F ○ G ○

34 Why deafhood is currently imperiled

A ○ B ○ C ○ D ○ E ○ F ○ G ○

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Questions 35-37

Instructions to follow

- Choose the correct letter A, B, C, or D.
- Write your answers in boxes 35-37 on your answer sheet.

35 According to Dr Paddy Ladd, Deafhood

A ○ is a more appropriate term than 'hard of hearing'.
B ○ doesn't colonise SLPs as much as 'deafness' does.
C ○ strives to get rid of the effects of colonisation.
A ○ contributes positively to the life and culture of deaf people.

36 Oralism suggests that

A ○ SLPs have no use for sign language.
B ○ SLPs don't belong in the hearing world.
C ○ hearing people are superior to SLPs.
A ○ SLPs are unable to acquire speech.

37 Aborigines in Australia are similar to deaf people because

A ○ eugenicists also tried to eradicate them.
B ○ they were also considered inferior by their oppressors.
C ○ their languages were also disrespected.
A ○ their languages were also colonised.

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Questions 38-40

Instructions to follow

- Use NO MORE THAN TWO WORDS for each answer.

38 What should deaf people use to communicate with each other, according to deafhood?

39 Who has used oralism and audism to attack the deaf community?

40 What does the deaf community strive to achieve for sign language worldwide?

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IELTS Reading Test 7

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1

The Origins of Laughter

While joking and wit are uniquely human inventions, laughter certainly is not. Other creatures, including chimpanzees, gorillas and even rats, laugh. The fact that they laugh suggests that laughter has been around for a lot longer than we have.

There is no doubt that laughing typically involves groups of people. “Laughter evolved as a signal to others — it almost disappears when we are alone,” says Robert Provine, a neuroscientist at the University of Maryland. Provine found that most laughter comes as a polite reaction to everyday remarks such as “see you later”, rather than anything particularly funny. And the way we laugh depends on the company we’re keeping. Men tend to laugh longer and harder when they are with other men, perhaps as a way of bonding. Women tend to laugh more and at a higher pitch when men are present, possibly indicating flirtation or even submission.

To find the origins of laughter, Provine believes we need to look at play. He points out that the masters of laughing are children, and nowhere is their talent more obvious than in the boisterous antics, and the original context is play. Well-known primate watchers, including Dian Fossey and Jane Goodall, have long argued that chimps laugh while at play.

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The sound they produce is known as a pant laugh. It seems obvious when you watch their behavior — they even have the same ticklish spots as we do. But after removing the context, the parallel between human laughter and a chimp's characteristic pant laugh is not so clear. When Provine played a tape of the pant laughs to 119 of his students, for example, only two guessed correctly what it was.

These findings underline how chimp and human laughter vary- When we laugh the sound is usually produced by chopping up a single exhalation into a series of shorter with one sound produced on each inward and outward breath. The question is: does this pant laughter have the same source as our own laughter? New research lends weight to the idea that it does. The findings come from Elke Zimmerman, head of the Institute for Zoology in Germany, who compared the sounds made by babies and chimpanzees in response to tickling during the first year of; their life. Using sound spectrographs to reveal the pitch and intensity of vocalizations, she discovered that chimp and human baby laughter follow broadly the same pattern. Zimmerman believes the closeness of baby laughter to chimp laughter supports the idea that laughter was around long before humans arrived on the scene. What started simply as a modification of breathing associated with enjoyable and play fulstarted simply as a modification of breathing associated with enjoyable and playful interactions has acquired a symbolic meaning as an indicator of pleasure.

Pinpointing when laughter developed is another matter. Humans and chimps share Pinpointing when laughter developed is another matter. Humans and chimps share a common ancestor that lived perhaps 8 million years ago, but animals might have been laughing long before that. More distantly related primates, including gorillas, laugh, and anecdotal evidence suggests that other social mammals can do too. Scientists are currently testing such stories with a comparative analysis of just how common laughter is

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among animals. So far, though, the most compelling evidence for laughter beyond primates comes from research done by Jaak Panksepp from Bowling Green State University, Ohio, into the ultrasonic chirps produced by rats during play and in response to tickling.

All this still doesn't answer the question of why we laugh at all. One idea is that all this still doesn't answer the question of why we laugh at all. One idea is that laughter and tickling originated as a way of sealing the relationship between mother and child. Another is that the reflex response to tickling is protective, alerting us to the presence of crawling creatures that might harm us or compelling us to defend the parts of our bodies that are most vulnerable in hand-to-hand combat. But the idea that has gained the most popularity in recent years is that laughter in response to tickling is a way for two individuals to signal and test their trust in one another. This hypothesis starts from the observation that although a little tickle can be enjoyable, if it goes on too long it can be torture. By engaging in a bout of tickling, we put ourselves at the mercy of another individual, and laughing is what makes it a reliable signal of trust, according to Tom Flamson, a laughter researcher at the University of California, Los Angels. "Even in rats, laughter, tickle, play and trust are linked. Rats chirp a lot when they play," says Flamson. "These chirps can be aroused by tickling. And they get bonded to us as a result, which certainly seems like a show of trust."

We'll never know which animal laughed the first laugh, or why. But we can be sure it We'll never know which animal laughed the first laugh, or why. But we can be sure it wasn't in response to a prehistoric joke. The funny thing is that while the origins of laughter are probably quite serious, we owe human laughter and our language-based humor to the same unique skill. While other animals pant, we alone can control our breath well enough to produce the sound of laughter. Without that control there would also be no speech -

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and no jokes to endure.

Questions 1-6

Instructions to follow

- Look at the following research findings and the list of people below.
- Match each finding with the correct person A, B, C or D.
- Write the correct letter, A, B, C or D, in boxes 1-6 on your answer sheet.
- **NB** You may use any letter more than once.

1 Babies and some animals produce laughter which sounds similar.

A ○ B ○ C ○ D ○

2 Primates are not the only animals who produce laughter.

A ○ B ○ C ○ D ○

3 Laughter can be used to show that we feel safe and secure with others.

A ○ B ○ C ○ D ○

4 Most human laughter is not a response to a humorous situation.

A ○ B ○ C ○ D ○

5 Animal laughter evolved before human laughter.

A ○ B ○ C ○ D ○

6 Laughter is a social activity.

A ○ B ○ C ○ D ○

List of people

A Provine

B Zimmerman

C Panksepp

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D Flamson

Questions 7-10

Instructions to follow

- Complete the summary using the list of words, A-K, below.
- Write the correct letter, A-K, in boxes 7-10 on your answer sheet.

A Combat
B Chirps
C Pitch
D Origins
E Play
F Rats
G Primates
H Confidence
I Fear
J Babies
K Tickling

Some scientists believe that laughter first developed out of 7..... Research has revealed that human and chimp laughter may have the same 8..... Scientists have long been aware that 9.....laugh, but it now appears that laughter might be more widespread than once thought. Although the reasons why humans started to laugh are still unknown, it seems that laughter may result from the 10.....we feel with another person.

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Questions 11-13

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 1?
  In boxes 11-13 on your answer sheet, write
  TRUE if the statement agrees with the information
  FALSE if the statement contradicts the information
  NOT GIVEN if there is no information on this

11. Primates lack sufficient breath control to be able to produce laughs the way humans do.

12 Both men and women laugh more when they are with members of the same sex

13 Chimpanzees produce laughter in a wider range of situations than rats do.

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-27 which are based on Reading Passage 2

Stress of Workload

A. How busy is too busy? For some it means having to miss the occasional long lunch; for others, it means missing lunch altogether. For a few, it is not being able to take a "sickie" once a month. Then there is a group of people for whom working every evening and weekend is normal, and frantic is the tempo of their lives. For most senior executives, workloads swing between extremely busy and frenzied. The vice-president of the management consultancy AT Kearney and its head of telecommunications for the Asia-Pacific region, Neil Plumridge, says his work weeks vary from a "manageable" 45 hours to 80 hours, but average 60 hours.

B. Three warning signs alert Plumridge about his workload: sleep, scheduling and family. He knows he has too much on when he gets less than six hours of sleep for three consecutive nights; when he is constantly having to reschedule appointments; "and the third one is on the family side", says Plumridge, the father of a three-year-old daughter, and expecting a second child in October. "If I happen to miss a birthday or anniversary, I know things are out of control." Being "too busy" is highly subjective. But for any individual, the perception of being too busy over a prolonged period can start showing up as stress: disturbed sleep, and declining mental and physical health. National workers' compensation figures show stress causes the most lost time of any workplace injury. Employees suffering stress are off work an average of 16.6 weeks. The effects of stress

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are also expensive. Comcare, the Federal Government insurer, reports that in 2003-04, claims for psychological injury accounted for 7% of claims but almost 27% of claim costs. Experts say the key to dealing with stress is not to focus on relief – a game of golf or a massage – but to reassess workloads. Neil Plumridge says he makes it a priority to work out what has to change; that might mean allocating extra resources to a job, allowing more time or changing expectations. The decision may take several days. He also relies on the advice of colleagues, saying his peers' coach each other with business problems. "Just a fresh pair of eyes over an issue can help," he says.

C. Executive stress is not confined to big organisations. Vanessa Stoykov has been running her own advertising and public relations business for seven years, specializing in work for financial and professional services firms. Evolution Media has grown so fast that it debuted on the BRW Fast 100 list of fastest-growing small enterprises last year – just after Stoykov had her first child. Stoykov thrives on the mental stimulation of running her own business. "Like everyone, I have the occasional day when I think my head's going to blow off," she says. Because of the growth phase, the business is in, Stoykov has to concentrate on short-term stress relief – weekends in the mountains, the occasional "mental health" day – rather than delegating more work. She says: "We're hiring more people, but you need to train them, teach them about the culture and the clients, so it's actually more work rather than less."

D. Identify the causes: Jan Elsnera, Melbourne psychologist who specialises in executive coaching, says thriving on a demanding workload is typical of senior executives and other high-potential business people. She says there is no one-size-fits-all approach to stress: some people work best with high-adrenalin periods followed by quieter patches, while others thrive under sustained pressure. "We could take urine and blood hormonal measures and pass judgement of whether someone's physiologically stressed or not," she

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says. “But that’s not going to give us an indicator of what their experience of stress is, and what the emotional and cognitive impacts of stress are going to be.”

E. Elsner’s practice is informed by a movement known as positive psychology, a school of thought that argues “positive” experiences – feeling engaged, challenged, and that one is making a contribution to something meaningful – do not balance out negative ones such as stress; instead, they help people increase their resilience over time. Good stress, or positive experiences of being challenged and rewarded, is thus cumulative in the same way as bad stress. Elsner says many of the senior business people she coaches are relying more on regulating bad stress through methods such as meditation and yoga. She points to research showing that meditation can alter the biochemistry of the brain and actually help people “retrain” the way their brains and bodies react to stress. “Meditation and yoga enable you to shift the way that your brain reacts, so if you get proficient at it, you’re in control.”

F. The Australian vice-president of AT Kearney, Neil Plumridge, says: “Often stress is caused by our setting unrealistic expectations of ourselves. I’ll promise a client I’ll do something tomorrow, and the [promise] another client the same thing, when I really know it’s not going to happen. I’ve put stress on myself when I could have said to the clients: ‘Why don’t I give that to you in 48 hours?’ The client doesn’t care.” Overcommitting is something people experience as an individual problem. We explain it as the result of procrastination or Parkinson’s law: that work expands to fill the time available. New research indicates that people may be hard-wired to do it.

G. A study in the February issue of the Journal of Experimental Psychology shows that people always believe they will be less busy in the future than now. This is a misapprehension, according to the authors of the report, Professor Gal Zauberman, of the University of North Carolina, and Professor John Lynch, of Duke University. “On average, an individual

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will be just as busy two weeks or a month from now as he or she is today. But that is not how it appears to be in everyday life," they wrote. "People often make commitments long in advance that they would never make if the same commitments required immediate action. That is, they discount future time investments relatively steeply." Why do we perceive a greater "surplus" of time in the future than in the present? The researchers suggest that people underestimate completion times for tasks stretching into the future and that they are bad at imagining the future competition for their time.

Questions 14-18

Instructions to follow

- Use the information in the passage to match the people (listed A-D) with opinions or deeds below.
- Write the correct letter A-D, in boxes 14-18 on your answer sheet.
- **NB** You may use any letter more than once.

A Neil Plumridge

B Vanessa Stoykov

C Gal Zauberman

D Jan Elsnera

14 It is not correct that stress in the future will be eased more than now.

A ○ B ○ C ○ D ○

15 More people's ideas involved would be beneficial for stress relief

A ○ B ○ C ○ D ○

16 Stress leads to the wrong direction when trying to satisfy customers.

A ○ B ○ C ○ D ○

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17 Work stress usually happens in the high level of a business.

A ○ B ○ C ○ D ○

18 Temporary holiday sometimes doesn't mean less work.

A ○ B ○ C ○ D ○

Questions 19-21

Instructions to follow

- Choose the correct letter, A, B, C or D.
- Write your answers in boxes 19-21 on your answer sheet.

19 Which of the following workplace stress is NOT mentioned according to Plumridge in the following option?

A ○ Not enough time spend on family
B ○ Inadequate time of sleep
C ○ Unable to concentrate on work
A ○ Alteration of appointment

20 Which of the following solution is NOT mentioned in helping reduce the work pressure according to Plumridge?

A ○ Allocate more personnel
B ○ Increase more time
C ○ Lower expectation
A ○ Do sports and massage

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21 What is the point of view of Jan Elsnera towards work stress?

- A ○ Index somebody samples will be abnormal in a stressful experience
- B ○ Medical test can only reveal part of the data needed to cope with stress
- C ○ Emotional and cognitive affection is superior to a physical one
- A ○ One well a designed solution can release all stress

Questions 22-27

Instructions to follow

- Complete the following summary of the paragraphs of Reading Passage.
- Using NO MORE THAN TWO WORDS and/or A NUMBER from the Reading Passage for each answer.
- Write your answers in boxes 22-27 on your answer sheet.

Statistics from National worker's compensation indicate stress plays the most important role in 22 ..... which cause the time losses. Staffs take about 23..... for absence from work caused by stress. Not just time is our main concern but great expenses generated consequently. An official insurer wrote sometime that about 24..... of all claims were mental issues whereas nearly 27% costs in all claims. Sports such as 25 ....., as well as 26 ..... could be a treatment to release stress; However, specialists recommended another practical way out, analyse 27..... once again.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 28-40 which are based on Reading Passage 3

How Fair is Fair Trade?

The fair-trade movement began in Europe in earnest in the post-war period, but only in the last 25 years has it grown to include producers and consumers in over 60 countries.

In the 1950s and 60s, many people in the developed world felt passionately about the enormous disparities between developed and developing countries, and they believed the system of international trade shut out African, Asian, and South American producers who could not compete with multinational companies or who came from states that, for political reasons, were not trading with the West. The catchphrase 'Trade Not Aid' was used by church groups and trade unions – early supporters of fair trade – who also considered that international aid was either a pittance or a covert form of subjugation. These days, much fair trade does include aid: developed-world volunteers offer their services, and there is free training for producers and their workers.

Tea, coffee, cocoa, cotton, flowers, handicrafts, and gold are all major fair-trade items, with coffee being the most recognisable, fund on supermarket shelves and at café chains throughout the developed world.

Although around two million farmers and workers produce fair-trade items, this is a tiny number in relation to total global trade. Still, fair-trade advocates maintain that the system has positively impacted upon many more people worldwide, while the critics claim

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that if those two million returned to the mainstream trading system, they would receive higher prices for their goods or labour.

Fair trade is supposed to be a trade that is fair to producers. Its basic tenet is that developed-world consumers will pay slightly more for end products in the knowledge that developing-world producers have been equitably remunerated, and that the products have been made in decent circumstances. Additionally, the fair-trade system differs from that of the open market because there is a minimum price paid for goods, which may be higher than that of the open market. Secondly, a small premium, earmarked for community development, is added in good years; for example, coffee co-operatives in South America frequently receive an additional 25c per kilogram.

Lastly, purchasers of fair-trade products may assist with crop pre-financing or with the training of producers and workers, which could take the form of improving product quality, using environmentally friendly fertilisers, or raising literacy. Research has shown that non-fair-trade farmers copy some fair-trade farming practices, and, occasionally, encourage social progress. In exchange for ethical purchase and other assistance, fair-trade producers agree not to use child or slave labour, to adhere to the United Nations Charter on Human Rights, to provide safe workplaces, and to protect the environment despite these not being legally binding in their own countries. However, few non-fair-trade farmers have adopted these practices, viewing them as little more than rich-world conceits.

So that consumers know which products are made under fair-trade conditions, goods are labelled, and, these days, a single European and American umbrella organisation supervises labelling, standardisation, and inspection.

While fair trade is increasing, the system is far from perfect. First and foremost, there are

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expenses involved in becoming a fair-trade-certified producer, meaning the desperately poor rarely participate, so the very farmers fair-trade advocates originally hoped to support are excluded. Secondly, because conforming to the standards of fair-trade certification is costly, some producers deliberately mislabel their goods. The fair-trade monitoring process is patchy, and unfortunately, around 12% of fair-trade-labelled produce is nothing of the kind.

Next, a crop may genuinely be produced under fair-trade conditions, but due to a lack of demand cannot be sold as fair trade, so goes onto the open market, where prices are mostly lower. It is estimated that only between 18-37% of fair-trade output is actually sold as fair trade. Sadly, there is little reliable research on the real relationship between costs incurred and revenue for fair-trade farmers, although empirical evidence suggests that many never realise a profit. Partly, reporting from producers is inadequate, and ways of determining profit may not include credit, harvesting, transport, or processing.

Sometimes, the price paid to fair-trade producers is lower than that of the open market, so while a crop may be sold, elsewhere it could have earnt more, or where there are profits, they are often taken by the corporate firms that buy the goods and sell them on to retailer.

There are problems with the developed-world part of the equation too. People who volunteer to work for fair-trade concerns may do so believing they are assisting farmers and communities, whereas their labour serves to enrich middlemen and retailers. Companies involved in West African cocoa production have been criticised for this. In the developed world, the right to use a fair-trade logo is also expensive for packers and retailers, and sometimes a substantial amount of the money received from sale is ploughed back into marketing.

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In richer parts of the developed world, notably in London, packers and retailers charge high prices for fair-trade products. Consumers imagine they are paying so much because more money is returned to producers when profit-taking by retailers or packers is a more likely scenario. One UK café chain is known to have passed on 1.6% of the extra 18% is charged for fair-trade coffee to producers. However, this happens with other items at the supermarket or cafe, so perhaps consumers are naive to believe fair-traders behave otherwise.

In addition, there are struggling farmers in rich countries, too, so some critics think fair-trade associations should certify them. Other critics find the entire fair-trade system flawed – nothing more than a colossal marketing scam- and they would rather assist the genuinely poor in more transparent ways, but this criticism may be overblown since fair trade has endured for and been praised in the developing world itself.

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Questions 28-32

Instructions to follow

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

28 What was an early slogan about addressing the imbalance between the developed and developing worlds?

29 What is probably the most well-known fair-trade commodity?

30 According to the writer, in terms of total global trade, what do fair-trade producers represent?

31 How do its supporters think fair trade has affected many people?

32 What do its critics think fair-trade producers would get if they went back to mainstream trade?

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Questions 33-36

Instructions to follow

- Complete each sentence with the correct ending, A-H, below.
- Write the correct letter A-H, in boxes 33-36 on your answer sheet.

33 Consumers of fair-trade products are happy

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

34 The fair-trade system may include

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

35 Some fair-trade practices

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

36 Fair-trade producers must adopt international employment standards

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

A loans or training for producers and employees.

B although they may not be obliged to do so in their own country.

C for the various social benefits fair trade brings.

D to pay more for what they see as ethical products.

E has influenced non-fair-trade producers.

F because these are United Nations obligations.

G too much corruption.

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H have been adopted by non-fair-trade producers.

Questions 37-40

Instructions to follow

- Do the following statements agree with the claims of the writer in Reading Passage 3?
  In boxes 37-40 on your answer sheet, write
  YES if the statement agrees with the claims of the writer
  NO if the statement contradicts the claims of the writer
  NOT GIVEN if it is impossible to say what the writer thinks about this.

37 The fair-trade system assists farmers who are extremely poor.

38 Some products labelled as fair-trade is in fact not.

39 UK supermarkets and cafes should not charge such high prices for fair-trade items.

40 Fair trade is mainly a marketing play and not a valid way of helping the poor.

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IELTS Reading Test 8

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1

Pollution in the Bay

A. Pouring water into the sea sounds harmless enough. But in Florida Bay, a large and shallow section of the Gulf of Mexico that lies between the southern end of the Everglades and the Florida Keys, it is proving highly controversial. That is because researchers are divided over whether it will help or hinder the plants and animals that live in the bay.

B. What is at risk is the future of the bay's extensive beds of seagrasses. These grow on the bay's muddy floor and act as nurseries for the larvae of shrimps, lobsters and fish – many of the important sport and commercial-fishing species. Also in danger is an impressive range of coral reefs that run the length of the Florida Keys and form the third-largest barrier reef in the world. Since the 1980s, coral cover has dropped by 40%, and a third of the coral species have gone. This has had a damaging effect on the animals that depend on the reef, such as crabs, turtles and nearly 600 species of fish.

C. What is causing such ecological change is a matter of much debate. And the answer is of no small consequence. This is because the American government is planning to devote $8 billion over the next 30 years to revitalise the Everglades. Seasonal freshwater flows into the Everglades are to be restored in order to improve the region's health. But they will

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then run off into the bay.

D. Joseph Zieman, a marine ecologist at the University of Virginia, thinks this is a good idea. He believes that a lack of fresh water in the bay is its main problem. The blame, he says, lies with a century of drainage in the Everglades aimed at turning the marshes into farmland and areas for development.

This has caused the flow of fresh water into Florida Bay to dwindle, making the water in the bay, overall, more saline. This, he argues, kills the seagrasses, and as these rots, nutrients are released that feed the microscopic plants and animals that live in the water. This, he says, is why the bay's once crystal-clear waters often resemble pea soup. And in a vicious circle, these turbid blooms block out sunlight, causing more seagrasses to die and yet more turbidity.

E. Brian Lapointe, a marine scientist at the Harbour Branch Oceanographic Institution at Fort Pierce in Florida, disagrees. He thinks seagrasses can tolerate much higher levels of salinity than the bay actually displays. Furthermore, he notes that when freshwater flows through the Everglades were increased experimentally in the 1990s, it led to massive plankton blooms.

Freshwater running off from well-fertilised farmlands, he says, caused a fivefold rise in nitrogen levels in the bay. This was like pouring fuel on a fire. The result was mass mortality of seagrasses because of increased turbidity from the plankton. Dr Lapointe adds that, because corals thrive only in waters where nutrient levels are low, restoring freshwater rich in nitrogen will do more damage to the reef.

F. It is a plausible theory. The water flowing off crops that are grown on the750,000 acres of heavily fertilised farmland on the northern edge of the Everglades is rich in nitrogen,

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half of which ends up in the bay. But Bill Kruczynski, of America's Environmental Protection Agency, is convinced that nitrogen from farmlands is not the chief problem. Some coral reefs well away from any nitrogen pollution are dying and, curiously, a few are thriving. Dr Kruczynski thinks that increased nutrients arriving from local sewage discharges from the thousands of cesspits along the Florida Keys are part of the problem.

G. Such claims and counterclaims make the impact of the restoration plan difficult to predict. If increased salinity is the main problem, the bay's ecology will benefit from the Everglades restoration project. If, however, nitrogen is the problem, increasing the flow of freshwater could mate matters much worse.

H. If this second hypothesis proves correct, the cure is to remove nitrogen from farmland or sewage discharges, or perhaps both. Neither will be easy. Man-made wetlands, at present, being built to reduce phosphate runoff into the bay—also from fertilisers—would need an algal culture (a sort of contained algal bloom) added to them to deal with discharges from farmlands.

That would be costly. So too would be the replacement of cesspits with proper sewerage—one estimate puts the cost at $650m. Either way, it is clear that when, on December 1st, 3,000 square miles of sea around the reef are designated as a "protective zone" by the deputy secretary of commerce, Sam Bodman, this will do nothing to protect the reef from pollution.

I. Some argue, though, that there is a more fundamental flaw in the plans for the bay: the very idea of returning it to a Utopian ideal before man wrought his damage. Nobody knows what Florida Bay was like before the 1950s when engineers cut the largest canals in the Everglades and took most of the water away. Dr Kruczynski suspects it was more like an estuary. The bay that many people wish to re-create could have been nothing more

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than a changing phase in the bay's history.

J. These arguments do not merely threaten to create ecological problems but economic ones as well. The economy of the Florida Keys depends on tourism—the local tourist industry has an annual turnover of $2.5 billion. People come for fishing-boat trips, for manatee watching, or for scuba diving and snorkeling to view the exotically coloured corals. If the plan to restore the Everglades makes problems in the bay and the reef worse, it could prove a very expensive mistake.

Questions 1-4

Instructions to follow

- The Reading Passage has seven paragraphs A-J. Write paragraph contains the following information?

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1 See grass turned to be more resistant to the saline water level in the Bay

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ I ○ J ○

2 Significance of finding a specific reason in controversy

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ I ○ J ○

3 Expensive proposals raised to solve the nitrogen dilemma

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ I ○ J ○

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4 A statistic of ecological changes in both the coral area and species

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ I ○ J ○

Questions 5-8

Instructions to follow

- Use the information in the passage to match the people (listed A-C) with opinions or deeds below.
- Write the appropriate letters A-C.

A Bill Kruczynski

B Brian Lapointe

C Joseph Zieman

5 Drainage system in everglades actually results in high salty water in the bay.

A ○ B ○ C ○

6 Restoring water high in nitrogen level will make more ecological side effect

A ○ B ○ C ○

7 High nitrogen levels may be caused by the nearby farmland.

A ○ B ○ C ○

8 Released sewage rather than nutrients from agricultural area increase the level of Nitrogen.

A ○ B ○ C ○

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Questions 9-13

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 2.
  TRUE if the statement is true
  FALSE if the statement is false
  NOT GIVEN if the information is not given in the passage

9 Everyone agrees with “pouring water into the sea is harmless enough” even in the Florida Bay area.

10 Nitrogen was poured in from different types of crops as water flows through.

11 Everglade restoration project can be effective regardless of the cause of the pollution.

12 Human has changed Florida Bay where old image before 1950s is unrecalled.

13 Tourism contributes fundamentally to the Florida Bay area.

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2

Griffith and American films

Movies are key cultural artefacts that offer a window into American cultural and social history. A mixture of art, business, and popular entertainment, the popular entertainment, the movies provide a host of insights into Americans' shifting ideas, fantasies, and preoccupations.

A. Many films of the early silent era dealt with gender relations. Before 1905, as Kathy Peiss has argued, movie screens were filled with salacious sexual imagery and risque humor, drawn from burlesque halls and vaudeville theaters. Early films offered many glimpses of women disrobing or of passionate kisses. As the movies' female audience grew, sexual titillation and voyeurism persisted. But an ever-increasing number of the film dealt with the changing work and sexual roles of women in a more sophisticated manner.

While D.W. Griffith's films presented an idealized picture of the frail Victorian child-woman and showed an almost obsessive preoccupation with female honor and chastity, other silent movies presented quite different images of femininity. These ranged from the exotic, sexually aggressive vamp to the athletic, energetic "serial queen"; the street-smart urban working gal, who repels the sexual advances of her lascivious boss; and cigarette-smoking, alcohol drinking chorus girls or burlesque queens.

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B. In early 1910, director D.W. Griffith was sent by the Biograph Company to the west coast with his acting troupe, consisting of actors Blanche Sweet, Lillian Gish, Mary Pickford, Lionel Barrymore, and others. While there, the company decided to explore new territories, traveling several miles north to Hollywood, a little village that was friendly and enjoyed the movie company filming there. By focusing the camera on particular actors and actresses, Griffith inadvertently encouraged the development of the star system. As early as 1910, newspapers were deluged with requests for actors' names. But most studios refused to divulge their identities, fearing the salary demands of popular performers.

As one industry observer put it, "In the 'star' your producer gets not only a 'production' value …. but a 'trademark' value, and an 'insurance' value which are … very potent in guaranteeing the sale of this product." As the star system emerged, salaries soared. In the course of just two years, the salary of actress Mary Pickford rose from less than $400 a week in 1914 to $10,000 a week in 1916. This action made Griffith believe the big potential in the movie industry. Thus, many competitors completely copied the same system as Griffith used, for the considerable profits. Additionally, they also studied the theory and methods which Griffith suggested.

C. From the moment America entered the war, Hollywood feared that the industry would be subject to heavy-handed government censorship. But the government itself wanted no repeat of World War I, when the Committee on Public Information had whipped up anti-German hysteria and oversold the war as "a Crusade not merely to re-win the tomb of Christ, but to bring back to earth the rule of right, the peace, goodwill to men and gentleness he taught."

D. The formation of the movie trust ushered in a period of rationalization within the film industry. Camera and projecting equipment were standardized; film rental fees were

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fixed; theaters were upgraded; which improved the quality of movies by removing damaged prints from circulation. This was also a period of intense artistic and technical innovation, as pioneering directors like David Wark Griffith and others created a new language of film and revolutionized screen narrative.

E. With just six months of film experience, Griffith, a former stage actor, was hired as a director by the Biograph Company and promised $50 a week and one-twentieth of a cent for every foot of film sold to a rental exchange. Each week, Griffith turned out two or three one-reelers. While earlier directors had used such cinematic devices as close-ups, slow motion, fade-ins and fade-outs, lighting effects, and editing before, Griffith's great contribution to the movie industry was to show how these techniques could be used to create a wholly new style of storytelling, distinct from the theater. Griffith's approach to movie storytelling has been aptly called "photographic realism."

This is not to say that he merely wished to record a story accurately; rather he sought to convey the illusion of realism. He demanded that his performers act less in a more lifelike manner, avoiding the broad, exaggerated gestures and pantomiming of emotions that characterized the nineteenth-century stage. He wanted his performers to take on a role rather than directly addressing the camera.

Above all, he used close-ups, lighting, editing, and other cinematic techniques convey suspense and other emotions and to focus the audience's attention on individual performers.

F. During the 1920s and 1930s, a small group of film companies consolidated their control. Known as the "Big Five" – Paramount, Warner Brothers, RKO, 20th Century-Fox, and Lowe's (MGM) and the "Little Three" – Universal, Columbia, and United Artists, they formed fully integrated companies. The old film company's opposition was shocked by

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new tycoons. The confusion of tongues in the foreign version of American films deepened when American directors themselves embarked on the shooting of the new version.

They did not usually speak Spanish (or the given target language) and, at that time, there were only a few translators at the studio's disposal. For this reason, it was more general to contract Spanish directors, actors, and screenwriters to produce American films in Spanish for Latin American audiences and for the public in the Iberian Peninsula. Hollywood had depended on overseas markets for as much as 40 percent of its revenue. But in an effort to nurture their own film industries and prevent an excessive outflow of dollars, Britain, France, and Italy imposed stiff import tariffs and restrictive quotas on imported American movies.

G. A basic problem facing today's Hollywood is the rapidly rising cost of making and marketing a movie: an average of $40 million today. The immense cost of producing movies has led the studios to seek guaranteed hits: blockbuster loaded with high-tech special effects, sequels, and remakes of earlier movies, foreign films, and even old TV shows. Hollywood has also sought to cope with rising costs by focusing ever more intently on its core audiences. Since the mid-1980s, the movie-going audience has continued to decrease in size.

Ticket sales fell from 1.2 billion in 1983 to 950 million in 1992, with the biggest drop occurring among adults. And since over half of Hollywood's profits are earned overseas, the target market has to be changed due to the increasing costs and salary of making a film. The industry has concentrated much of its energy on crude action films easily understood by an international audience, featuring stars like Arnold Schwarzenegger and Sylvester Stallone.

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Questions 14-19

Instructions to follow

- The Reading Passage 2 has six paragraphs A-F. Choose the correct heading for each paragraph from the list of headings below.
- Write the correct number, i-vii, in boxes 14-19 on your answer sheet.

List of Headings

i. Detailed description for a film system

ii. Griffith's contribution to American films

iii. The gender in the development of American film

iv. Change the view of the American movie

v. People's reaction to making movies in the war period

vi. The increasing market of the film in society

vii. Griffith improved gender recognition in society

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

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Questions 20-23

Instructions to follow

- Use the options listed below to match it with appropriate information (listed A-C).
- Write the appropriate letters A, B, C or D in boxes 20-23 on your answer sheet.

A old company's opposition

B huge drop happens among adults

C the pressure to change its market

D completely copy his system

20 Griffith's successful in the 1910s, led his rivals

A ○ B ○ C ○ D ○

21 The growing costs and salary in Hollywood which shows it has

A ○ B ○ C ○ D ○

22 The increasing new movie industries have a big impact on

A ○ B ○ C ○ D ○

23 In 1992, ticket sales declined dramatically, due to

A ○ B ○ C ○ D ○

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Questions 24-26

Instructions to follow

- Choose the correct letter A, B, C or D.

24 **Why Griffith believe the potential in making movies?**

- A ○ The gender development in American films
- B ○ He used the star system successfully
- C ○ He prefers advanced movie techniques
- A ○ He earns lots of money

25 **What is other competitors' reaction to Griffith?**

- A ○ Adopt Griffith's theory and methods in making films
- B ○ Complete copy his theory and methods
- C ○ Try to catch up with their innovations
- A ○ Find a new system against Griffith

26 **What is the great change in films industries during the 1920s and 1930s?**

- A ○ Try to seek the high-tech special efforts
- B ○ Dismiss the needs of overseas audiences
- C ○ Changed its goal market
- A ○ Improved the foreign version of American movies

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3

Global Warming in New Zealand

For many environmentalists, the world seems to be getting warmer. As the nearest country of South Polar Region, New Zealand has maintained an upward trend in its average temperature in the past few years. However, the temperature in New Zealand will go up 4°C in the next century while the polar region will go up more than 6°C. The different pictures of temperature stem from its surrounding ocean which acts like the air conditioner. Thus, New Zealand is comparatively fortunate.

Scientifically speaking, this temperature phenomenon in New Zealand originated from what researchers call "SAM" (Southern Annular Mode), which refers to the wind belt that circles the Southern Oceans including New Zealand and Antarctica. Yet recent work has revealed that changes in SAM in New Zealand have resulted in a weakening of moisture during the summer, and more rainfall in other seasons. A bigger problem may turn out to be heavier droughts for agricultural activities because of more water loss from soil, resulting in poorer harvest before winter when the rainfall arrives too late to rescue.

Among all the calamities posed be drought, moisture deficit ranks the first. Moisture deficit is the gap between the water plants need during the growing season and the water the earth can offer. Measures of moisture deficit were at their highest since the 1970s in New Zealand. Meanwhile, ecological analyses clearly show moisture deficit is imposed at

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different growth stage of crops. If moisture deficit occurs around a crucial growth stage, it will cause about 22% reduction in grain yield as opposed to moisture deficit at vegetative phase.

Global warming is not only affecting agriculture production. When scientists say the country's snowpack and glaciers are melting at an alarming rate due to global warming, the climate is putting another strain on the local places. For example, when the development of global warming is accompanied by the falling snow line, the local skiing industry comes into a crisis. The snow line may move up as the temperature goes up, and then the snow at the bottom will melt earlier. Fortunately, it is going to be favorable for the local skiing industry to tide over tough periods since the quantities of snowfall in some areas are more likely to increase.

What is the reaction of glacier region? The climate change can be reflected in the glacier region in southern New Zealand or land covered by ice and snow. The reaction of a glacier to a climatic change involves a complex chain of processes. Over time periods of years to several decades, cumulative changes in mass balance cause volume and thickness changes, which will affect the flow of ice via altered internal deformation and basal sliding. This dynamic reaction finally leads to glacier length changes, the advance or retreat of glacier tongues. Undoubtedly, glacier mass balance is a more direct signal of annual atmospheric conditions.

The latest research result of National Institute of Water and Atmospheric (NIWA) Research shows that glaciers line keeps moving up because of the impacts of global warming. Further losses of ice can be reflected in Mt. Cook Region. By 1996, a 14 km long sector of the glacier had melted down forming a melt lake (Hooker Lake) with a volume. Melting of the glacier front at a rate of 40 m/yr will cause the glacier to retreat at a rather

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uniform rate. Therefore, the lake will continue to grow until it reaches the glacier bed.

A direct result of the melting glaciers is the change of high tides the serves the main factor for sea level rise. The trend of sea level rise will bring a threat to the groundwater system for its hyper-saline groundwater and then pose a possibility to decrease the agricultural production. Many experts believe that the best way to counter this trend is to give a longer-term view of sea level change in New Zealand. Indeed, the coastal boundaries need to be upgraded and redefined.

There is no doubt that global warming has affected New Zealand in many aspects. The emphasis on the global warming should be based on the joint efforts of local people and experts who conquer the tough period. For instance, farmers are taking a long term, multi- generational approach to adjust the breeds and species according to the temperature. Agriculturists also find ways to tackle the problems that may bring to the soil. In broad terms, going forward, the systemic resilience that's been going on a long time in the ecosystem will continue.

How about animals' reaction? Experts have surprisingly realized that animals have unconventional adaptation to global warming. A study has looked at sea turtles on a few northern beaches in New Zealand and it is very interesting to find that sea turtles can become male or female according to the temperature. Further researches will try to find out how rising temperatures would affect the ratio of sex reversal in their growth. Clearly, the temperature of the nest plays a vital role in the sexes of the baby turtles.

Tackling the problems of global warming is never easy in New Zealand, because records show the slow process of global warming may have a different impact on various regions. For New Zealand, the emission of carbon dioxide only accounts for 0.5% of the world's

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total, which has met the governmental standard. However, New Zealand's effort counts only a tip of the iceberg. So far, global warming has been a world issue that still hangs in an ambiguous future.

Questions 27-32

Instructions to follow

- Choose the correct letter A, B, C or D.
- Write the correct letter in boxes 27-32 on your answer sheet.

27 What is the main idea of the first paragraph?

A The temperature in the polar region will increase less than that in New Zealand in the next century.

B The weather and climate of New Zealand is very important to its people because of its close location to the polar region.

C The air condition in New Zealand will maintain a high quality because of the ocean.

A The temperature of New Zealand will increase less than that of other region in the next 100 years because it is surrounded by sea.

28 What is one effect of the wind belt that circles the Southern Oceans?

A New Zealand will have more moisture in winds in summer.

B New Zealand needs to face droughts more often in hotter months in a year.

C Soil water will increase as a result of weakening moisture in the winds.

A Agricultural production will be reduced as a result of more rainfall in other seasons.

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29 What does “moisture deficit” mean to the grain and crops?

A The growing condition will be very tough for crops.

B The growing season of some plants can hardly be determined.

C There will be a huge gap between the water plants needed and the water the earth can offer.

A The soil of the grain and crops in New Zealand reached its lowest production since 1970s.

30 What changes will happen to skiing industry due to the global warming phenomenon?

A The skiing station may lower the altitude of skiing

B Part of the skiing station needs to move to the north.

C The snowfall may increase in part of skiing station.

A The local skiing station may likely to make a profit because of the snowfall increase.

31 Cumulative changes over a long period of time in mass balance will lead to

A alterations in the volume and thickness of glaciers.

B faster changes in internal deformation and basal sliding.

C larger length of glaciers.

A retreat of glacier tongues as a result of change in annual atmospheric conditions.

32 Why does the writer mention NIWA in the sixth paragraph?

A To use a particular example to explain the effects brought by glacier melting.

B To emphasize the severance of the further loss of ice in Mt. Cook Region.

C To alarm the reader of melting speed of glaciers at a uniform rate.

A To note the lake in the region will be disappear when it reaches the glacier bed.

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Questions 33-35

Instructions to follow

- Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage.

Research date shows that sea level has a close relation with the change of climate. The major reason for the increase in sea level is connected with 33..... The increase in sea level is also said to pose a threat to the underground water system, the destruction of which will lead to a high probability of reduction in 34..... . In the long run, New Zealand may have to improve the 35 ..... if they want to diminish the effect of change in sea levels.

Questions 36-40

Instructions to follow

- Do the following statements agree with the claims of the writer in Reading Passage 3? In boxes 36-40 on your answer sheet, write
  YES if the statement agrees with the views of the writer
  NO if the statement contradicts the views of the writer
  NOT GIVEN if it is impossible to say what the writer thinks about this

36 Farmers are less responsive to climate change than agriculturists.

37 Agricultural sector refuses to take actions to deal with climate change.

38 Turtle is often unaffected by climate change.

39 Global warming is going slowly, and it may have different effects on different areas in New Zealand.

40 New Zealand must cut carbon dioxide emission if they want to solve the problem of global warming.

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IELTS Reading Test 9

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1

The World Wide Web from its origins

Science inspired the World Wide Web, and the Web has responded by changing science.

'Information Management: A Proposal'. That was the bland title of a document written in March 1989 by a then little- known computer scientist called Tim Berners-Lee, who was working at CERN, Europe's particle physics laboratory, near Geneva. His proposal, modestly called the World Wide Web, has achieved far more than anyone expected at the time.

In fact, the Web was invented to deal with a specific problem. In the late 1980s, CERN was planning one of the most ambitious scientific projects ever, the Large Hadron Collider*, or LHC. As the first few lines of the original proposal put it, 'Many of the discussions of the future at CERN and the LHC end with the question "Yes, but how will we ever keep track of such a large project?" This proposal provides an answer to such questions.

The Web, as everyone now knows, has many more uses than the original idea of linking electronic documents about particle physics in laboratories around the world. But among all the changes it has brought about, from personal social networks to political campaigning, it has also transformed the business of doing science itself, as the man who

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invented it hoped it would.

It allows journals to be published online and links to be made from one paper to another. It also permits professional scientists to recruit thousands of amateurs to give them a hand. One project of this type, called GalaxyZoo, used these unpaid workers to classify one million images of galaxies into various types (spiral, elliptical and irregular).

This project, which was intended to help astronomers understand how galaxies evolve, was so successful that a successor has now been launched, to classify the brightest quarter of a million of them in finer detail. People working for a more modest project called Herbaria home examine scanned images of handwritten notes about old plants stored in British museums. This will allow them to track the changes in the distribution of species in response to climate change.

Another new scientific application of the Web is to use it as an experimental laboratory. It is allowing social scientists, in particular, to do things that were previously impossible. In one project, scientists made observations about the sizes of human social networks using data from Facebook. A second investigation of these networks, produced by Bernardo Huberman of HP Labs, Hewlett-Packard's research arm in Pato Alto, California, looked at Twitter, a social networking website that allows people to post short messages to long lists of friends.

At first glance, the networks seemed enormous – the 300,000 Twitterers sampled had 80 friends each, on average (those on Facebook had 120), but some listed up to 1,000. Closer statistical inspection, however, revealed that the majority of the messages were directed at a few specific friends. This showed that an individual's active social network is far smaller than his 'clan'.

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Dr Huberman has also helped uncover several laws of web surfing, including the number of times an average person will go from web page to web page on a given site before giving up, and the details of the 'winner takes all' phenomenon, whereby a few sites on a given subject attract most of the attention, and the rest get very little.

Scientists have been good at using the Web to carry out research. However, they have not been so effective at employing the latest web-based social-networking tools to open up scientific discussion and encourage more effective collaboration. Journalists are now used to having their articles commented on by dozens of readers. Indeed, many bloggers develop and refine their essays as a result of these comments.

Yet although people have tried to have scientific research reviewed in the same way, most researchers only accept reviews from a few anonymous experts. When Nature, one of the world's most respected scientific journals, experimented with open peer review in 2006, the results were disappointing. Only 5% of the authors it spoke to agreed to have their article posted for review on the Web – and their instinct turned out to be right, because almost half of the papers attracted no comments. Michael Nielsen, an expert on quantum computers, belongs to a new wave of scientist bloggers who want to change this. He thinks the reason for the lack of comments is that potential reviewers lack incentive.

adapted from The Economist

** The Large Hadron Collider (LHC) is the world's largest particle accelerator and collides particle beams. It provides information on fundamental questions of physics.*

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Questions 1-6

Instructions to follow

- Do the following statements agree with the information given in the reading passage? Write
  TRUE if the statement agrees with the information
  FALSE if the statement contradicts the information
  NOT GIVEN if there is no information on this

1 Tim Berners-Lee was famous for his research in physics before he invented the World Wide Web.

2 The original intention of the Web was to help manage one extremely complex project.

3 Tim Berners-Lee has also been active in politics.

4 The Web has allowed professional and amateur scientists to work together.

5 The second galaxy project aims to examine more galaxies than the first.

6 Herbaria home's work will help to reduce the effects of climate change.

Questions 7-10

Instructions to follow

- Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Social networks and Internet use

Web used by Social scientists (including Dr Huberman) to investigate the 7 **.....** of social networks.

Most 8 **.....** intended for limited number of people – not everyone on list.

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Dr Huberman has also investigated:

– 9 ..... to discover how long people will spend on a particular website,

– why a small number of sites get much more 10 ..... than others on same subject.

Questions 11-13

Instructions to follow

- Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

11 Whose writing improves as a result of feedback received from readers?

12 What type of writing is not reviewed extensively on the Web?

13 Which publication invited authors to publish their articles on the World Wide Web?

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2

The Motor Car

A. There are now over 700 million motor vehicles in the world – and the number is rising by more than 40 million each year. The average distance driven by car users is growing too – from 8 km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B. While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis, which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C. Until a hundred years ago, most journeys were in the 20 km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. Today about 90 percent of inland freight in the United Kingdom is carried by road. Clearly, the world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting

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people and goods?

D. In Europe, most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.

E. A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

F. Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G. One solution that has been put forward is the long-term solution of designing cities and neighbourhoods so that car journeys are not necessary – all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government

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is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.

H. A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable – and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate.

Questions 14-19

Instructions to follow

- Reading Passage 2 has eight paragraphs (A-H). Which paragraphs concentrate on the following information?
- Write the appropriate letters (A-H) in boxes 14-19 on your answer sheet.
- NB You need to write only ONE letter for each answer.

14 a comparison of past and present transportation methods

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

15 how driving habits contribute to road problems

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

16 the relative merits of cars and public transport

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

17 the writer's own prediction of future solutions

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A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

18 the increasing use of motor vehicles

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

19 the impact of the car on city development

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

Questions 20-26

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 2?
  In boxes 20-26 on your answer sheet, write
  YES if the statement agrees with the information
  NO if the statement contradicts the information
  NOT GIVEN if there is no information on this in the passage

20 Vehicle pollution is worse in European cities than anywhere else.

21 Transport by horse would be a useful alternative to motor vehicles.

22 Nowadays freight is not carried by water in the United Kingdom.

23 Most European cities were not designed for motor vehicles.

24 Technology alone cannot solve the problem of vehicle pollution.

25 People's choice of car and attitude to driving is a factor in the pollution problem.

26 Redesigning cities would be a short-term solution.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3

Carbon Capture and Storage

High coal dependence

Renewable energy is much discussed, but coal still plays the greatest role in the generation of electricity, with recent figures from the International Energy Agency showing that China relies on it for 79% of its power, Australia for 78%, and the US for 45%. Germany has less reliance at 41%, which is also the global average. Furthermore, many countries have large, easily accessible deposits of coal, and numerous highly skilled miners, chemists, and engineers. Meanwhile, 70% of the world's steel production requires coal, and plastic and rayon are usually coal derivatives.

Currently, coal-fired power plants fed voracious appetites, but they produce carbon dioxide (CO_2) in staggering amounts. Urbanites may grumble about an average monthly electricity bill of $113, yet they steadfastly ignore the fact that they are not billed for the 6-7 million metric tons of CO_2 their local plant belches out, which contribute to the 44% of global CO_2 levels from fossil-fuel emissions. Yet, as skies fill with smog and temperatures soar, people crave clean air and cheap power.

The Intergovernmental Panel on Climate Change that advises the United Nations has testified that the threshold of serious harm to the Earth's temperature is a mere 2° Celsius above current levels, so it is essential to reduce carbon emissions by 80% over the next

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30 years, even as demand for energy will rise by 50%, and one proposal for this is the adoption of carbon capture and storage (CCS).

Underground carbon storage

Currently, CO2 storage, or sequestration as it is known, is practised by the oil and gas industry, where CO2 is pumped into oil fields to maintain pressure and ease extraction – one metric ton dissolves out about three barrels, or separated from natural gas and pumped out of exhausted coal fields or other deep seams. The CO2 remains underground or is channeled into disused sandstone reservoirs. However, the sale of oil and natural gas is profitable, so the $17-per-ton sequestration cost is easily borne. There is also a plan for the injection of CO2 into saline aquifers, 1,000 meters beneath the seabed, to prevent its release into the atmosphere.

Carbon capture

While CO2 storage has been accomplished, its capture from power plants remains largely hypothetical, although CCS plants throughout Western Europe and North America are on the drawing board.

There are three main forms of CCS: pre-combustion, post-combustion, and oxy-firing. In a 2012 paper from the US Congressional Budget Office (CBO), post-combustion capture was viewed most favourably since existing power plants can be retrofitted with it, whereas pre-combustion and oxy-firing mean the construction of entirely new plants. However, pre-combustion and oxy-firing remove more CO2 than post-combustion and generate more electricity.

Post-combustion capture means CO2 is separated from gas after coal is burnt but before electricity is generated, while in oxy-firing, coal is combusted in pure oxygen. In pre-

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combustion, as in an Integrated Gasification Combined Cycle system (IGCC), oxygen, coal, and water ae burnt together to produce a synthetic gas called Syngas – mainly hydrogen – which drives two sets of turbines, firstly gas-driven ones, then, as the cooling Syngas travel through water, steam-driven ones. Emissions from this process contain around ten percent of the CO2 that burning coal produces.

The pros and cons of CCS

Several countries are keen to scale up CCS as it may reduce carbon emissions quickly, and powerful lobby groups for CCS exist among professionals in mining and engineering. Foundries and refineries that produce steel and emit carbon may also benefit, and the oil and gas industry is interested because power-plant equipment consumes their products. In addition, recent clean energy acts in many countries mandate that a percentage of electricity be generated by renewables or by more energy-efficient systems, like CCS.

As with desalination, where powerful lobbies wield influence, states sometimes find it easier to engage in large projects involving a few players rather than change behaviours on a more scattered household scale. Furthermore, replacing coal with zero-emission photovoltaic (PV) cells to produce solar energy would require covering an area nearly 20,720 square kilometres, roughly twice the size of Lebanon or half of Denmark.

Still, there are many reservations about CCS. Principally, it is enormously expensive: conservative estimates put the electricity it generates at more than five times the current retail price. As consumers are unlikely to want to bear this price hike, massive state subsidies would be necessary for CCS to work.

The capital outlay of purchasing equipment for retrofitting existing power plants is high enough, but the energy needed to capture CO2 means one third more coal must be burnt,

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and building new CCS plants is at least 75% more expensive than retro-fitting.

Some CCS technology is untried, for example, the Syngas-driven turbines in an IGCC system have not been used on an industrial scale. Post capture, CO2 must be compressed into a supercritical liquid for transport and storage, which is also costly. The Qatar Carbonates and Carbon Storage Research Centre predicts 700 million barrels per day of this liquid would be produced if CCS were adopted modestly. It is worth noting that current oil production is around 85 million barrels per day, so CCS would produce *eleven times* more waste for burial than oil that was simultaneously being extracted.

Sequestration has been used successfully, but there are limited coal and oil fields where optimal conditions exist. In rock that is too brittle, earthquakes could release the CO2. Moreover, proposals to store CO2 in saline aquifers are just that – proposals: sequestration has never been attempted in aquifers.

Most problematic of all, CCS reduces carbon emissions but does not end them, rendering it a medium-term solution.

Alternatives

There are at least four reasonably-priced alternatives to CCS. Firstly, conventional pulverised coal power plants are undergoing redesign so more electricity can be produced from less coal. Before coal is phased out – as ultimately it will have to be – these plants could be more cost-effective. Secondly, hybrid plants using natural gas and coal could be built. Thirdly, natural gas could be used on its own. Lastly, solar power is fast gaining credibility.

In all this, an agreed measure of cost for electricity generation must be used. This is called a levelized cost of energy (LCOE) – an average cost of producing electricity over the

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lifetime of a power plant, including construction, financing, and operation, although pollution is not counted. In 2012, the CBO demonstrated that a new CCS plant had an LCOE of about $0.09-0.15 per kilowatt-hour (kWh), but according to the US Energy Information Administration, the LCOE from a conventional natural gas power plant without CCS is $0.0686/kWh, making it the cheapest way to produce clean energy.

Solar power costs are falling rapidly. In 2013, the Los Angeles Department of Water and Power reported that energy via a purchase agreement from a large solar plant was $0.095/kWh, and Greentech Media, a company that reviews environmental projects, found a 2014 New Mexico solar project that generates power for $0.0849/kWh.

Still, while so much coal and so many coal-fired plants exist, decommissioning them all may not be realistic. Whatever happens, the conundrum of cheap power and clean air may remain unsolved for some time.

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Questions 27-28

Instructions to follow

- Choose the correct letter A, B, C or D.

27 What is the global average for electricity generated from coal?

A 41%
B 44%
C 49%
A 70%

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28 How much does the average American pay each month for CO2 produced by a local power plant?

- A $17
- B $80
- C $113
- A Nothing

Questions 29-34

Instructions to follow

- Label the diagrams on the following page.
- Write the correct letter A-H, in boxes 29-34 on your answer sheet.

A CO2

B Coal

C Natural gas

D Oil

E Saline aquifer

F Steam-driven turbines

G Syngas

H Syngas-driven turbines

Carbon dioxide sequestration

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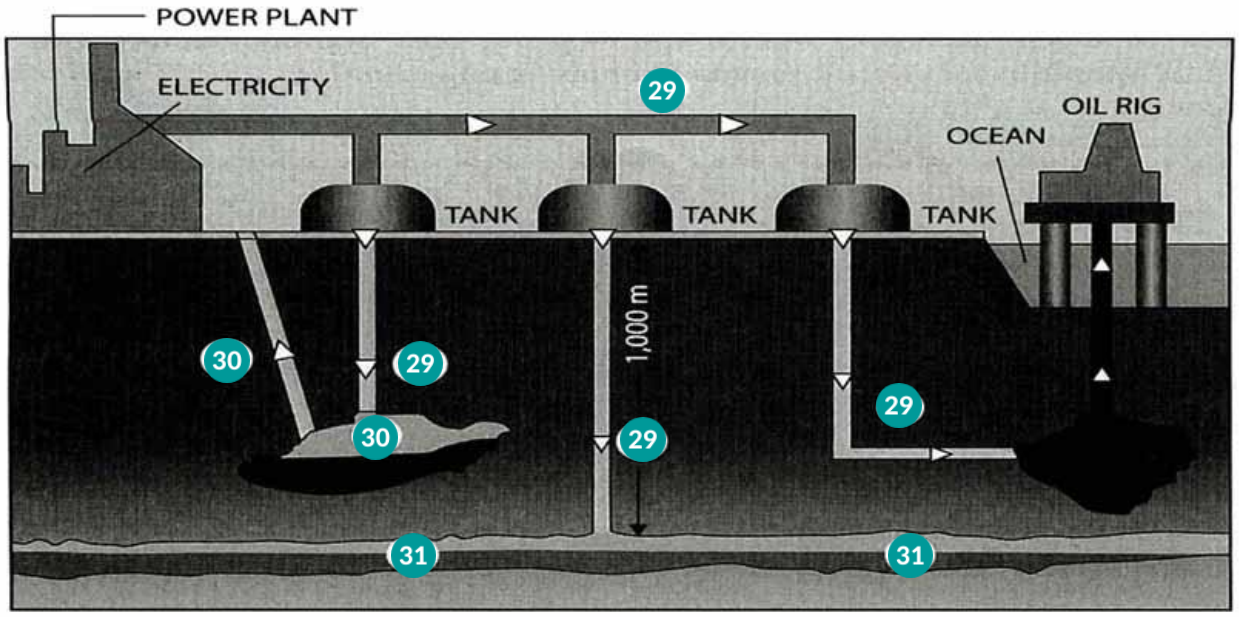

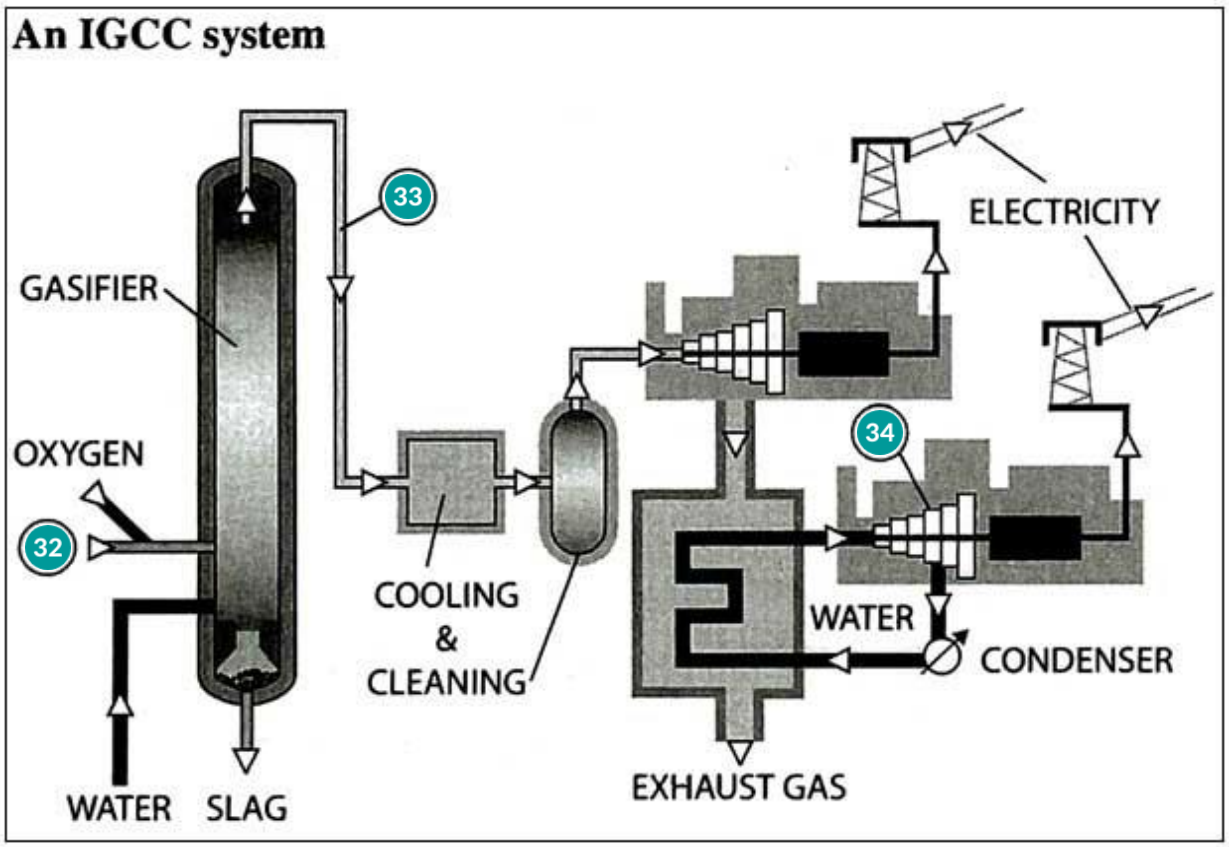

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Questions 35-40

Instructions to follow

- Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each

Advantages of CCS

Sequestration is already used in the oil and gas sector.

CCS may cut 35 ..... in a short time.

36 ..... in labour, industry, and states already support CCS.

Alternatives, like 37 .....energy, take up vast amounts of space.

Disadvantages of CCS

The construction of new and the conversion of existing power plants and the liquefaction and transport of CO_2 are very costly. While sequestration is possible, the scale would be enormous. Therefore, CCS would need 38 .....

Some CCS technology is 39 ..... Gas-driven turbines for IGCC have not been used on an industrial scale.

Shallow underground storage may be limited; deep ocean storage is currently impossible. Geologists fear leaks in quake-prone regions.

Natural gas and solar PVs are cheaper. LCOE estimates for CCS = $0.09-15/kWh; for natural gas= 40 .....; and, for solar PV = $0.0849/kWh.

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IELTS Reading Test 10

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1

Three Ways to Levitate a Magic Carpet

It sounds like a science fiction joke, but it isn't. What do you get when you turn an invisibility cloak on its side? A mini flying carpet. So, say physicists who believe the same exotic materials used to make cloaking devices could also be used to levitate tiny objects. In a further breakthrough, two other research groups have come a step closer to cracking the mysteries of levitation.

Scientists have levitated objects before, most famously using powerful magnetic fields to levitate a frog. But that technique, using the repulsive force of a giant magnet, requires large amounts of energy. In contrast, the latest theories exploit the natural smaller amounts of energy produced by the quantum fluctuations of empty space.

In May 2006, two research teams led by Ulf Leonhardt at St Andrew's University, UK, and John Pendry at Imperial College, London, independently proposed that an invisibility cloak could be created from exotic materials with abnormal optical properties. Such a cloaking device – working in the microwave region – was manufactured later that year.

The device was formed from so-called 'meta material' is exotic materials made from complex arrays of metal units and wires. The metal units are smaller than the wavelength

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of light and so the materials can be engineered to precisely control how electromagnetic light waves travel around them. They can transform space, tricking electromagnetic waves into moving along directions they otherwise wouldn't, 'says Leonhardt.

Leonhardt and his colleague Thomas Philbin, also at St Andrew's University, realised that this property could also be exploited to levitate extremely small objects. They propose inserting a metamaterial between two so-called Casimir plates. When two such plates are brought very close together, the vacuum between them becomes filled with quantum fluctuations of the electromagnetic field. As two plates are brought closer together, fewer fluctuations can occur within the gap between them, but on the outer sides of the plates, the fluctuations are unconstrained. This causes a pressure difference on either side of the plates, forcing the plates to stick together, in a phenomenon called the Casimir effect.

Leonhardt and Philbin believe that inserting a section of metamaterial between the plates will disrupt the quantum fluctuations of the electromagnetic field. In particular, metamaterials have a negative refractive index, so that electromagnetic light waves entering a metamaterial bend in the opposite way than expected, says Leonhardt. That will cause the Casimir force to act in the opposite direction – forcing the upper plate to levitate. The work will appear in the New Journal of Physics.

Federico Capasso, an expert on the Casimir effect at Harvard University in Boston, is impressed. 'Using metamaterials to reverse the Casimir effect is a very clever idea,' he says.

However, he points out that because metamaterials are difficult to engineer, it's unlikely that they could be used to levitate objects in the near future.

But there are good signs that quantum levitation could be achieved much sooner, by

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other methods. Umar Mohideen at the University of California Riverside and his colleagues have successfully manipulated the strength of the Casimir force by increasing the reflectivity of one of the plates, so that it reflects virtual particles more efficiently. Modifying the strength of the Casimir force is the first step towards reversing it, says team member Galina Klimchitskaya at North-West Technical University in St Petersburg, Russia.

Capasso and his colleagues have also been working on an alternative scheme to harness a repulsive Casimir effect Their calculations show that a repulsive Casimir force could be set up between a 42.7 micrometer-wide gold-coated polystyrene sphere and a silicon dioxide plate, if the two are immersed in ethanol. 'Although the Casimir force between any two substances – the ethanol and gold, the gold and the silicon dioxide, or the silicon dioxide and the ethanol – is positive, the relative strengths of attraction are different, and when you combine the materials, you should see the gold sphere levitate,' he says.

Capasso's early experiments suggest that such repulsion could occur, and that in turn could be used to levitate one object above another. 'It's very early work, and we still need to make certain this is really happening, but we are slowly building up experimental evidence for quantum levitation, 'says Capasso, who presented his results at a conference on Coherence and Quantum Optics in Rochester, New York, in June.

This is a very exciting experimental result because it is the first demonstration that we can engineer a repulsive Casimir force,' says Leonhardt.

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Questions 1-5

Instructions to follow

- Do the following statements agree with the claims of the writer in Reading Passage 1? Write
  YES if the statement agrees with the writer's claims
  NO if the statement contradicts the writer's claims
  NOT GIVEN if it is impossible to say what the writer thinks about this

1 A mini flying carpet is a possibility according to some scientists.

2 Cloaking devices can be used for levitation.

3 Scientists now know all about levitation.

4 Things can be transported from place to place using empty space technology.

5 The most recent research into levitation has made use of large magnets.

Questions 6-10

Instructions to follow

- Choose the correct letter, A, B, C or D.

6 Ulf Leonhardt and John Pendry

A ○ worked together on a project in 2006.
B ○ both came up with the same idea.
C ○ invented the microwave oven.
A ○ used only basic objects in their research.

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7 Metamaterials are

- A ○ similar to light, but with a smaller wavelength.
- B ○ a combination of simple metals and wires.
- C ○ able to change where electromagnetic waves go.
- A ○ engineered when light waves travel around them.

8 The importance of the Casimir effect is that it

- A ○ doesn't require a vacuum in order to work.
- B ○ increases the number of plates that can be used.
- C ○ creates large and frequent fluctuations.
- A ○ creates pressure difference and stickiness.

9 Leonhardt and Philbin think that putting a metamaterial between two plates will

- A ○ cause the top plate to rise above the bottom plate.
- B ○ stop electromagnetic light waves bending.
- C ○ stop the Casimir force from working.
- A ○ not affect electromagnetic fluctuations.

10 Why is it important to change the strength of the Casimir force?

- A ○ to reflect the plates
- B ○ to help reverse the force
- C ○ to see virtual particles better
- A ○ to enable other scientists to progress

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Questions 11-13

Instructions to follow

- Complete each sentence with the correct ending A-F below.

11 Capasso is unconvinced that

A ○ B ○ C ○ D ○ E ○ F ○

12 Capasso has calculated that

A ○ B ○ C ○ D ○ E ○ F ○

13 Capasso has admitted that

A ○ B ○ C ○ D ○ E ○ F ○

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A gold can be used to produce levitation.

B a particular type of ethanol has to be used.

C the levitation will last for only a few seconds.

D using metamaterials will help lead to levitation in the short term.

E his experiment will be extremely costly to perform.

F his idea is still only a theory.

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-26 which are based on Reading Passage 2

The Flavour Industry

A. Read through the nutritional information on the food in your freezer, refrigerator or kitchen pantry, and you are likely to find a simple, innocuous-looking ingredient recurring on a number of products: "natural flavour". The story of what natural flavour is, how it got into your food, and where it came from is the result of more complex processes than you might imagine.

B. During the 1980s, health watchdogs and nutritionists began turning their attention to cholesterol, a waxy steroid metabolite that we mainly consume from animal-sourced products such as cheese, egg yolks, beef, poultry, shrimp, and pork. Nutritionists blamed cholesterol for contributing to the growing rates of obesity, heart disease, diabetes, and several cancers in Western societies. As extensive recognition of the matter grew amongst the common people, McDonalds stopped cooking their french fries in a mixture of cottonseed oil and beef tallow, and in 1990, the restaurant chain began using 100% vegetable oil instead.

C. This substantially lowered the amount of cholesterol in McDonalds' fries, but it created a new dilemma The beef tallow and cottonseed oil mixture gave the French fries high cholesterol content, but it also gifted them with a rich aroma and "mouth-feel" that even James Beard, an American food critic, admitted he enjoyed. Pure vegetable oil is bland in

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comparison. Looking at the current ingredients' list of McDonalds' French fries, however, it is easy to see how they overcame this predicament Aside from a few preservatives, there are essentially three main ingredients: potato, soybean oil, and the mysterious component of "natural flavour".

D. Natural flavour also entered our diet through the rise in processed foods, which now make up over 90% (and growing) of the American diet, as well as representing a burgeoning industry in developing countries such as China and India Processed foods are essentially any foods that have been boxed, bagged, canned or packaged, and have a list of ingredients on the label. Sometimes, the processing involves adding a little sodium or sugar, and a few preservatives. Often, however, it is coloured, bleached, stabilized, emulsified, dehydrated, odour-concealed, and sweetened. This process typically saps any original flavour out of the product, and so, of course, flavour must be added back in as well.

E. Often this is "natural flavour", but while the term may bring to mind images of fresh barley, hand-ground spices, and dried herbs being traded in a bustling street market, most of these natural sources are, in fact, engineered to culinary perfection in a set of factories and plants off the New Jersey Turnpike outside of New York. Here, firms such as International Flavors & Fragrances, Harmen & Keimer, Flavor Dynamics, Frutarom and Elan Chemical isolate and manufacture the tastes that are incorporated in much of what we eat and drink.

The sweet, summery burst of naturally squeezed orange juice, the wood-smoked aroma in barbeque sauces, and the creamy, buttery, fresh taste in many dairy products do not come from sundrenched meadows or backyard grills but are formed in the labs and test tubes of these flavour industry giants.

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F. The scientists – dubbed "flavourists" who create the potent chemicals that set our olfactory senses to overdrive use a mix of techniques that have been refined over many years. Part of it is dense, intricate chemistry: spectrometers, gas chromatographs, and headspace-vapour analysers can break down components of a flavour in amounts as minute as one part per billion. Not to be outdone, however, the human nose can isolate aromas down to three parts per trillion. Flavourists, therefore, consider their work as much an art as a science, and flavourism requires a nose "trained" with a delicate and poetic sense of balance.

G. Should we be wary of the industrialisation of natural flavour? On its own, the trend may not present any clear reason for alarm. Nutritionists widely agree that the real assault on health in the last few decades stems from an "unholy trinity" of sugar, fat, and sodium in processed foods. Natural flavour on its own is not a health risk. It does play a role, however, in helping these processed foods to taste fresh and nutritious, even when they are not. So, while the natural flavour industry should not be considered the culprit, we might think of it as a willing accomplice.

Questions 14-21

Instructions to follow

- Reading Passage has seven paragraphs, A-G. Which paragraph contains the following information?
- Write the correct letter A-G, in boxes 14-21 on your answer sheet.
- NB You may use any letter more than once.

14 examples of companies that create natural flavours

A ○ B ○ C ○ D ○ E ○ F ○ G ○

15 an instance of a multinational franchise responding to public pressure

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A ○ B ○ C ○ D ○ E ○ F ○ G ○

16 a statement on the health effects of natural flavours

A ○ B ○ C ○ D ○ E ○ F ○ G ○

17 an instance where a solution turns into a problem

A ○ B ○ C ○ D ○ E ○ F ○ G ○

18 a place in the home where one may encounter the term “natural flavour”

A ○ B ○ C ○ D ○ E ○ F ○ G ○

19 details about diet transformation that takes place in processed grocery items

A ○ B ○ C ○ D ○ E ○ F ○ G ○

20 a comparison of personal and technological abilities in flavour detection

A ○ B ○ C ○ D ○ E ○ F ○ G ○

21 examples of diet-related health conditions

A ○ B ○ C ○ D ○ E ○ F ○ G ○

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Questions 22-25

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 2? In boxes 22-25 on your answer sheet, write

  TRUE if the statement agrees with the information
  FALSE if the statement contradicts with the information
  NOT GIVEN if there is no information on this

22 On their own, vegetable oils do not have a strong flavour.

23 Soybean oil is lower in cholesterol than cottonseed oil.

24 Processed foods are becoming more popular in some Asian countries.

25 All food processing involves the use of natural flavours.

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Question 26

Instructions to follow

- Choose the correct letter A, B, C or D. Write the correct letter in box 26 on your answer sheet.

26 The writer of Reading Passage 2 concludes that natural flavours .....

A ○ are the major cause of dietary health problems
B ○ are unhealthy, but not as bad as sugar, fat, and sodium
C ○ have health benefits that other ingredients tend to cancel out.
A ○ help make unhealthy foods taste better.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 27-40 which are based on Reading Passage 3

The Columbian Exchange

A. Millions of years ago, continental drift carried the Old World and New World apart, splitting North and South America from Eurasia and Africa. That separation lasted so long that it fostered divergent evolution; for instance, the development of rattlesnakes on one side of the Atlantic and of vipers on the other. After 1492, human voyagers in part reversed this tendency. Their artificial re-establishment of connections through the commingling of Old and New World plants, animals, and bacteria, commonly known as the Columbian Exchange, is one of the more spectacular and significant ecological events of the past millennium.

B. When Europeans first touched the shores of the Americas, Old World crops such as wheat, barley, rice, and turnips had not travelled west across the Atlantic, and New World crops such as maize, white potatoes, sweet potatoes, and manioc had not travelled east to Europe. In the Americas, there were no horses, cattle, sheep, or goats, all animals of Old World origin.

Except for the llama, alpaca, dog, a few fowl, and guinea pig, the New World had no equivalents to the domesticated animals associated with the Old World, nor did it have the pathogens associated with the Old World's dense populations of humans and such associated creatures as chickens, cattle, black rats, and Aedes aegypti

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mosquitoes. Among these germs were those that carried smallpox, measles, chickenpox, influenza, malaria, and yellow fever.

C. As might be expected, the Europeans who settled on the east coast of the United States cultivated crops like wheat and apples, which they had brought with them. European weeds, which the colonists did not cultivate, and, in fact, preferred to uproot, also fared well in the New World. John Josselyn, an Englishman and amateur naturalist who visited New England twice in the seventeenth century, left us a list, "Of Such Plants as Have Sprung Up since the English Planted and Kept Cattle in New England," which included couch grass, dandelion, shepherd's purse, groundsel, sow thistle, and chickweed.

One of these, a plantain (Plantago major), was named "Englishman's Foot" by the Amerindians of New England and Virginia who believed that it would grow only where the English "have trodden, and was never known before the English came into this country". Thus, as they intentionally sowed Old World crop seeds, the European settlers were unintentionally contaminating American fields with weed seeds. More importantly, they were stripping and burning forests, exposing the native minor flora to direct sunlight, and the hooves and teeth of Old World livestock. The native flora could not tolerate the stress. The imported weeds could, because they had lived with large numbers of grazing animals for thousands of years.

D. Cattle and horses were brought ashore in the early 1600s and found hospitable climate and terrain in North America. Horses arrived in Virginia as early as 1620 and in Massachusetts in 1629. Many wandered free with little more evidence of their connection to humanity than collars with a hook at the bottom to catch on fences as they tried to leap over them to get at crops. Fences were not for keeping livestock in, but for keeping livestock out.

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E. Native American resistance to the Europeans was ineffective. Indigenous peoples suffered from white brutality, alcoholism, the killing and driving off of game, and the expropriation of farmland, but all these together are insufficient to explain the degree of their defeat. The crucial factor was not people, plants, or animals, but germs. Smallpox was the worst and the most spectacular of the infectious diseases mowing down the Native Americans.

The first recorded pandemic of that disease in British North America detonated among the Algonquin of Massachusetts in the early 1630s. William Bradford of Plymouth Plantation wrote that the victims "fell down so generally of this disease as they were in the end not able to help one another, no, not to make a fire nor fetch a little water to drink, nor any to bury the dead". The missionaries and the traders who ventured into the American interior told the same appalling story about smallpox and the indigenes.

In 1738 alone, the epidemic destroyed half the Cherokee; in 1759 nearly half the Catawbas; in the first years of the next century, two thirds of the Omahas and perhaps half the entire population between the Missouri River and New Mexico; in 1837-38 nearly every last one of the Mandans and perhaps half the people of the high plains.

F. The export of America's native animals has not revolutionised Old World agriculture or ecosystems as the introduction of European animals to the New World did. America's grey squirrels and muskrats and a few others have established themselves east of the Atlantic and west of the Pacific, but that has not made much of a difference. Some of America's domesticated animals are raised in the Old World, but turkeys have not displaced chickens and geese, and guinea pigs have proved useful in laboratories, but have not usurped rabbits in the butcher shops.

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G. The New World's great contribution to the Old is in crop plants. Maize, white potatoes, sweet potatoes, various squashes, chiles, and manioc have become essentials in the diets of hundreds of millions of Europeans, Africans, and Asians. Their influence on Old World peoples, like that of wheat and rice on New World peoples, goes far to explain the global population explosion of the past three centuries. The Columbian Exchange has been an indispensable factor in that demographic explosion.

H. All this had nothing to do with superiority or inferiority of biosystems in any absolute sense. It has to do with environmental contrasts. Amerindians were accustomed to living in one particular kind of environment, Europeans and Africans in another. When the Old World peoples came to America, they brought with them all their plants, animals, and germs, creating a kind of environment to which they were already adapted, and so they increased in number.

Amerindians had not adapted to European germs, and so initially their numbers plunged. That decline has reversed in our time as Amerindian populations have adapted to the Old World's environmental influence, but the demographic triumph of the invaders, which was the most spectacular feature of the Old World's invasion of the New, still stands.

Questions 27-34

Instructions to follow

- Reading Passage 3 has eight paragraphs A-H. Which paragraph contains the following information?
- Write the correct letter A-H in boxes 27-34 on your answer sheet.

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27 A description of an imported species that is named after the English colonists

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

28 The reason why both the New World and Old World experienced population growth

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

29 The formation of new continents explained

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

30 The reason why the indigenous population declined

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

31 An overall description of the species lacked in the Old World and New World

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

32 A description of some animal species being ineffective in affecting the Old World

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

33 An overall explanation of the success of the Old World species invasion

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

34 An account of European animals taking roots in the New World

A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

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Questions 35-38

Instructions to follow

- Do the following statements agree with the claims of the writer in Reading Passage? In boxes 35-38 on your answer sheet, write
  TRUE if the statement agrees with the information
  FALSE if the statement contradicts the information
  NOT GIVEN if there is no information on this

35 European settlers built fences to keep their cattle and horses inside.

36 The indigenous people had been brutally killed by the European colonists.

37 America's domesticated animals, such as turkey, became popular in the Old World.

38 Crop exchange between the two worlds played a major role in world population.

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Questions 39-40

Instructions to follow

- Write **NO MORE THAN THREE WORDS** form the passage for each answer.

39 Who reported the same story of European diseases among the indigenes from the American interior?

40 What is the still existing feature of the Old World's invasion of the New?

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IELTS Reading Test 11

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-13 which are based on Reading Passage 1

Health in the Wild

Many animals seem able to treat their illnesses themselves. Humans may have a thing or two to learn from them.

A. For the past decade Dr Engel, a lecturer in environmental sciences at Britain's Open University, has been collating examples of self-medicating behaviour in wild animals. She recently published a book on the subject. In a talk at the Edinburgh Science Festival earlier this month, she explained that the idea that animals can treat themselves has been regarded with some scepticism by her colleagues in the past. But a growing number of animal behaviourists now think that wild animals can and do deal with their own medical needs.

B. One example of self-medication was discovered in 1987. Michael Huffman and Mohamedi Seifu, working in the Mahale Mountains National Park in Tanzania, noticed that local chimpanzees suffering from intestinal worms would dose themselves with the pith of a plant called Veronia. This plant produces poisonous chemicals called terpenes. Its pith contains a strong enough concentration to kill gut parasites, but not so strong as to kill chimps (nor people, for that matter; locals use the pith for the same purpose). Given that the plant is known locally as "goat-killer", however, it seems that not all animals are as

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smart as chimps and humans. Some consume it indiscriminately and succumb.

C. Since the Veronia-eating chimps were discovered, more evidence has emerged suggesting that animals often eat things for medical rather than nutritional reasons. Many species, for example, consume dirt a behaviour known as geophagy. Historically, the preferred explanation was that soil supplies minerals such as salt. But geophagy occurs in areas where the earth is not a useful source of minerals, and also in places where minerals can be more easily obtained from certain plants that are known to be rich in them. Clearly, the animals must be getting something else out of eating earth.

D. The current belief is that soil—and particularly the clay in it—helps to detoxify the defensive poisons that some plants produce in an attempt to prevent themselves from being eaten. Evidence for the detoxifying nature of clay came in 1999, from an experiment carried out on macaws by James Gilardi and his colleagues at the University of California, Davis.

Macaws eat seeds containing alkaloids, a group of chemicals that has some notoriously toxic members, such as strychnine. In the wild, the birds are frequently seen perched on eroding riverbanks eating clay. Dr Gilardi fed one group of macaws a mixture of harmless alkaloid and clay, and a second group just the alkaloid. Several hours later, the macaws that had eaten the clay had 60% less alkaloid in their bloodstreams than those that had not, suggesting that the hypothesis is correct.

E. Other observations also support the idea that clay is detoxifying. Towards the tropics, the amount of toxic compounds in plants increases-and so does the amount of earth eaten by herbivores. Elephants lick clay from mud holes all year round, except in September when they are bingeing on fruit which, because it has evolved to be eaten, is not toxic. And the addition of clay to the diets of domestic cattle increases the amount of nutrients

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that they can absorb from their food by 10-20%.

F. A third instance of animal self-medication is the use of mechanical scours to get rid of gut parasites, in 1972 Richard Wrangham, a researcher at the Gombe Stream Reserve in Tanzania, noticed that chimpanzees were eating the leaves of a tree called Aspilia. The chimps chose the leaves carefully by testing them in their mouths. Having chosen a leaf, a chimp would fold it into a fan and swallow it. Some of the chimps were noticed wrinkling their noses as they swallowed these leaves, suggesting the experience was unpleasant. Later, undigested leaves were found on the forest floor.

G. Dr Wrangham rightly guessed that the leaves had a medicinal purpose—this was, indeed, one of the earliest interpretations of a behaviour pattern as self-medication. However, he guessed wrong about what the mechanism was. His (and everybody else's) assumption was that Aspilia contained a drug, and this sparked more than two decades of phytochemical research to try to find out what chemical the chimps were after. But by the 1990s, chimps across Africa had been seen swallowing the leaves of 19 different species that seemed to have few suitable chemicals in common. The drug hypothesis was looking more and more dubious.

H. It was Dr Huffman who got to the bottom of the problem. He did so by watching what came out of the chimps, rather than concentrating on what went in. He found that the egested leaves were full of intestinal worms. The factor common to all 19 species of leaves swallowed by the chimps was that they were covered with microscopic hooks. These caught the worms and dragged them from their lodgings.

I. Following that observation, Dr Engel is now particularly excited about how knowledge of the way that animals look after themselves could be used to improve the health of livestock. People might also be able to learn a thing or two, and may, indeed, already have

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done so. Geophagy, for example, is a common behaviour in many parts of the world. The medical stalls in African markets frequently sell tablets made of different sorts of clays, appropriate to different medical conditions.

J. Africans brought to the Americas as slaves continued this tradition, which gave their owners one more excuse to affect to despise them. Yet, as Dr Engel points out, Rwandan mountain gorillas eat a type of clay rather similar to kaolinite – the main ingredient of many patent medicines sold over the counter in the West for digestive complaints. Dirt can sometimes be good for you, and to be "as sick as a parrot" may, after all, be a state to be desired.

Questions 1-4

Instructions to follow

- Do the following statements agree with the information given in Reading Passage 1?
  TRUE if the statement is true
  FALSE if the statement is false
  NOT GIVEN if the information is not given in the passage

1. It is for 10 years that Dr Engel has been working on animal self-medication.
2. In order to find plants for medication, animals usually need to walk a long distance.
3. Birds such as Macaw, are seen eating clay because it is a part of their natural diet.
4. According to Dr Engel, it is exciting that research into animal self-medication can be helpful in the invention of new painkillers.

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Questions 5-9

Instructions to follow

- Complete the notes below using NO MORE THAN ONE WORD from the passage.

Date	Name	Animal	Food	Mechanism
1987	Michael Huffman and Mohamedi Seifu	Chimpanzee	5 ..... of Veronia	Contained chemicals named 6 ..... which can kill parasites
1999	James Gilardi and his colleagues	Macaw	Seeds (contain 7 .....) and clay	Clay can 8 ..... the poisonous contents in food
1972	Richard Wrangham	Chimpanzee	Leaves with tiny 9 ..... on surface	Such leaves can catch and expel worms from intestines

Questions 10-13

Instructions to follow

- Write your answer, A-H, in boxes 10-13 on your answer sheet.
- Use the words mentioned in the box to answer the questions.

Though often doubted, the self-medicating behaviour of animals has been supported by an increasing amount of evidence. One piece of evidence particularly deals with .....10..... , a soil-consuming behaviour commonly found across animals species, because the earth, often clay, can neutralize the .....11..... content of their diet. Such behaviour can also be found

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among humans in Africa, where people purchas[12]..... at market stalls as a kind of medication to their illnesses. Another example of this is found in chimps eating leaves of often .....[13]..... taste but with no apparent medicinal value until its unique structure came into light.

A mineral
B plants
C unpleasant
D toxic
E clay tablets
F nutritional
G geophagy
H harmless

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 14-27 which are based on Reading Passage 2

The Nagymaros Dam

When Janos Vargha, a biologist from the Hungarian Academy of Sciences, began a new career as a writer with a small monthly nature magazine called Buvar, it was 9 years after the story behind the fall of the Berlin Wall had started to unfold. During his early research, he went to a beauty spot on the river Danube outside Budapest known as the Danube Bend to interview local officials about plans to build a small park on the site of an ancient Hungarian capital.

One official mentioned that passing this tree-lined curve in the river, a popular tourism spot for Hungarians was monotonous. Also, it was to be submerged by a giant hydroelectric dam in secret by a much-feared state agency known simply as the Water Management.

Vargha investigated and learned that the Nagymaros dam (pronounced “nosh-marosh”) would cause pollution, destroy underground water reserves, dry out wetlands and wreck the unique ecosystem of central Europe’s longest river. Unfortunately, nobody objected. “Of course, I wrote an article. But there was a director of the Water Management on the magazine’s editorial board. The last time, he went to the printers and stopped the presses, the article was never published. I was frustrated and angry, but I was ultimately interested in why they cared to ban my article,” he remembers today.

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He found that the Nagymaros dam was part of a joint project with neighbouring Czechoslovakia to produce hydroelectricity, irrigate farms and enhance navigation. They would build two dams and re-engineer the Danube for 200 kilometres where it created the border between them. “The Russians were working together, too. They wanted to take their big ships from the Black Sea right up the Danube to the border with Austria.”

Vargha was soon under vigorous investigation, and some of his articles got past the censors. He gathered supporters for some years, but he was one of only a few people who believed the dam should be stopped. He was hardly surprised when the Water Management refused to debate the project in public. After a public meeting, the bureaucrats had pulled out at the last minute. Vargha knew he had to take the next step. “We decided it wasn’t enough to talk and write, so we set up an organization, the Danube Circle. We announced that we didn’t agree with censorship. We would act as if we were living in a democracy.” he says.

The Danube Circle was illegal and the secret publications it produced turned out to be samizdat leaflets. In an extraordinary act of defiance, it gathered 10,000 signatures for a petition objecting to the dam and made links with environmentalists in the west, inviting them to Budapest for a press conference.

The Hungarian government enforced a news blackout on the dam, but articles about the Danube Circle began to be published and appear in the western media. In 1985, the Circle and Vargha, a public spokesman, won the Right Livelihood award known as the alternative Nobel prize. Officials told Vargha he should not take the prize but he ignored them. The following year when Austrian environmentalists joined a protest in Budapest, they were met with tear gas and batons. Then the Politburo had Vargha taken from his new job as editor of the Hungarian version of *Scientific American.*

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The dam became a focus for opposition to the hated regime. Communists tried to hold back the waters in the Danube and resist the will of the people. Vargha says, “Opposing the state directly was still hard.” “Objecting to the dam was less of a hazard, but it was still considered a resistance to the state.”

Under increasing pressure from the anti-dam movement, the Hungarian Communist Party was divided. Vargha says, “Reformists found that the dam was not very popular and economical. It would be cheaper to generate electricity by burning coal or nuclear power.” “But hardliners were standing for Stalinist ideas of large dams which mean symbols of progress.” Environmental issues seemed to be a weak point of east European communism in its final years. During the 1970s under the support of the Young Communist Leagues, a host of environmental groups had been founded. Party officials saw them as a harmless product of youthful idealism created by Boy Scouts and natural history societies.

Green idealism steadily became a focal point for political opposition. In Czechoslovakia, the human rights of Charter 77 took up environmentalism. The green-minded people of both Poland and Estonia participated in the Friends of the Earth International to protest against air pollution. Bulgarian environmentalists built a resistance group, called Ecoglasnost, which held huge rallies in 1989. Big water engineering projects were potent symbols of the old Stalinism.

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Questions 14-21

Instructions to follow

- Complete the summary, using the list of words and phrases, A-L, below.

The story of the fall of the Berlin Wall had started to unfold 9 years earlier, when Janos Vargha visited the river Danube out of Budapest to discuss a matter of 14..... with executives. However, unfortunately, the tree-lined curve in the river was 15..... by a colossal dam which caused a lot of fear. He noticed the negative impact of the Nagymaros dam would be 16..... on the ecosystem around the main river. Besides, the dam was engineering public works, generating hydroelectricity, irrigating farmlands and developing sailing trade which was 17..... with a border of Czechoslovakia.

After one public meeting, Vargha 18..... the Danube Circle for showing the autonomy of the people in a democracy. Despite every effort, he who would eventually become the editor of the Hungarian edition was 19..... by the Politburo. Fortunately, with plenty of pressure from the anti-dam movement, east European communism's final symbol was opposed by the 20..... Overall, between political processing and environmentalists have been on a 21..... of views.

A severe

B discharged

C constructing a park of small-scale

D passed

E reformist

F swallowed up

G separated

H favourable

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I established

J collision

K combined

L environmentalists

Questions 22-26

Instructions to follow

- Do the following statements reflect the claims of the writer in Reading Passage 2?
- In boxes 22-26 on your answer sheet, write
  TRUE if the statement agrees with the information
  FALSE if the statement contradicts the information
  NOT GIVEN if there is no information on this

22 Janos Vargha predicted that the Nagymaros dam would wreck the natural atmosphere before it was built.

A The Nagymaros dam's project was managed by the Russians only.

24 The Danube Circle was an unauthorised group for opposing the dam.

A The Politburo accepted Vargha as editor of the Hungarian edition.

C The human rights Charter 77 in Czechoslovakia accepted green thoughts.

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 29-40 which are based on Reading Passage 3

Movie of Metropolis

…being the science-fiction film that is steadily becoming a fact

A. When German director Fritz Lang visited the United States in 1924, his first glimpse of the country was a night-time view of the New York skyline from the deck of an ocean liner. This, he later recalled, was the direct inspiration for what is still probably the most innovative and influential science-fiction film ever made – Metropolis.

B. *Metropolis* is a bleak vision of the early twenty-first century that is at once both chilling and exhilarating. This spectacular city of the future is a technological marvel of high-rise buildings connected by elevated railways and airships. It's also a world of extreme inequality and social division. The workers live below ground and exist as machines working in an endless routine of mind-numbing 10-hour shifts while the city's elite lead lives of luxury high above. Presiding over them all is the Master of Metropolis, John Fredersen, whose sole satisfaction seems to lie in the exercise of power.

C. Lang's graphic depiction of the future is conceived in almost totally abstract terms. The function of the individual machines is never defined. Instead, this mass of dials, levers and gauges symbolically stands for all machines and all industry, with the workers as slave-live extensions of the equipment they have to operate. Lang emphasizes this idea in the famous shift-change sequence at the start of the movie when the workers walk in zombie-

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like geometric ranks, all dressed in the same dark overalls and all exhibiting the same bowed head and dead-eyed stare. An extraordinary fantasy sequence sees one machine transformed into a huge open-jawed statue which then literally swallows them up.

D. On one level the machines and the exploited workers simply provide the wealth and services which allow the elite to live their lives of leisure, but on a more profound level, the purpose of all this demented industry is to serve itself. Power, control and the continuance of the system from one 10-hour shift to the next is all that counts. The city consumes people and their labour and in the process becomes a perverse parody of a living being.

E. It is enlightening, I think, to relate the film to the modern global economy in which multinational corporations now routinely close their factories in one continent so that they can take advantage of cheap labour in another. Like the industry in Metropolis, these corporations' goals of increased efficiency and profits have little to do with the welfare of the majority of their employees or that of the population at large. Instead, their aims are to sustain the momentum of their own growth and to increase the monetary rewards to a tiny elite – their executives and shareholders.

Fredersen himself is the essence of the big company boss: Rupert Murdoch would probably feel perfectly at home in his huge skyscraper office with its panoramic view of the city below. And it is important that there is never any mention of government in Metropolis – the whole concept is by implication obsolete. The only people who have power are the supreme industrialist, Fredersen, and his magician/scientist cohort Rotwang.

F. So far so good: when the images are allowed to speak for themselves the film is impeccable both in its symbolism and in its cynicism. The problem with Metropolis is its

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sentimental story-line, which sees Freder, Fredersen's son, instantly falling in love with the visionary Maria. Maria leads an underground pseudo-religious movement and preaches that the workers should not rebel but should await the arrival of a 'Mediator' between the 'Head' (capital) and the 'Hands' (labour). That mediator is the 'Heart' – love, as embodied, finally, by Freder's love of Maria and his father's love of him.

G. Lang wrote the screenplay in collaboration with his then-wife Thea von Harbou. In 1933 he fled from the Nazis (and continued a very successful career in Hollywood). She stayed in Germany and continued to make films under the Hitler regime. There is a constant tension within the film between the too-tidy platitudes of von Harbou's script and the uncompromisingly caustic vigour of Lang's imagery.

H. To my mind, both in *Metropolis* and in the real world, it's not so much that the 'Head' and 'Hands' require a 'Heart' to mediate between them but that the 'Hands' need to develop their own 'Head', their own political consciousness, and act accordingly – through the ballot box, through buying power and through a sceptical resistance to the materialistic fantasies of the Fredersens.

I. All the same, *Metropolis* is probably more accurate now as a representation of industrial and social relations than it has been at any time since its original release. And Fredersen is certainly still the most potent movie symbol of the handful of elusive corporate figureheads who increasingly treat the world as a Metropolis-like global village.

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Questions 27-30

Instructions to follow

- Do the following statements agree with the claims of the writer in Reading Passage 3?
  In boxes 27-30 on your answer sheet, write
  YES if the statement is true
  NO if the statement is false
  NOT GIVEN if the information is not given in the passage

B The inspiration of the movie-*Metropolis*-comes from the director's visit in the USA in 1924.

28 The Master of Metropolis, John Fredersen, is portrayed from an industrialist that the director met in the US.

29 The start of the movie exhibits the workers working in full energy.

30 The director and his wife got divorced because his wife decided to stay in Germany.

Questions 31-36

Instructions to follow

- Write NO MORE THAN TWO WORDS form the text for each answer.

The director depicts a world of inequality and 31 ..... In the future, the mindless masses of workers living underground are treated as 32 ..... And the master of them is 33 ....., who is in charge of the whole city. The writer claims that the director, Fritz Lang, presents the movie in an 34 ..... term, where the 35 ..... of the individual machines is not defined. Besides the writer compares the film to the modern global economy in which multinational corporations concern more about the growing 36 ..... and money.

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Questions 37-40

Instructions to follow

- Choose the correct letter, A, B, C or D.

37 The first sentence in **paragraph B** indicates

A the author's fear about technology
B the inspiration of the director
C the contradictory feelings towards future
A the city elite's well management of the workers

38 Why the function of the individual machines is not defined?

A Because Lang sticks to theme in a symbolic way.
B Because workers are more important to exploit.
C Because the fantasy sequence is difficult to take.
A Because the focus of the movie is not about machines.

39 The writer's purpose in paragraph five is to

A emphasize the multinational corporations' profit-oriented goal.
B compare the movie with the reality in the modern global economy
C exploit the difference between fantasy and reality
A enlighten the undeveloped industry

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40 What is the writer's opinion about the movie?

A ○ The movie's story-line is excellent.

B ○ The movie has a poor implication in symbolism.

C ○ The movie is perfect in all aspects.

A ○ The movie is good but could be better.

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IELTS Reading Test 12

Section 1

Instructions to follow

- You should spend 20 minutes on Questions 1-14 which are based on Reading Passage 1

A. That 'Monday morning feeling' could be a crushing pain in the chest which leaves you sweating and gasping for breath. Recent research from Germany and Italy shows that heart attacks are more common on Monday morning and doctors blame the stress of returning to work after the weekend break.

B. The risk of having a heart attack on any given day should be one in seven, but a six-year study coordinated by researchers at the Free University of Berlin of more than 2,600 Germans revealed that the average person had a 20 per cent higher chance of having a heart attack on a Monday than on any other day.

C. Working Germans are particularly vulnerable, with a 33 per cent higher risk at the beginning of the working week. Non-workers, by comparison, appear to be no more at risk on a Monday than any other day.

D. A study of 11,000 Italians identified 8 am on a Monday morning as the most stressful time for the heart, and both studies showed that Sunday is the least stressful day, with fewer heart attacks in both countries.

E. The findings could lead to a better understanding of what triggers heart attacks, according to Dr. Stefan Willich of the Free University. 'We know a lot about long-term risk factors

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such as smoking and cholesterol, but we don't know what actually triggers heart attacks, so we can't make specific recommendations about how to prevent them,' he said.

F. Monday mornings have a double helping of stress for the working body as it makes a rapid transition from sleep to activity, and from the relaxing weekend to the pressures of work. 'When people get up, their blood pressure and heart rate go up and there are hormonal changes in their bodies,' Willich explained. 'All these things can have an adverse effect in the blood system and increase the risk of a clot in the arteries which will cause a heart attack.'

'When people return to work after a weekend off, the pace of their life changes. They have a higher workload, more stress, more anger and more physical activity,' said Willich. 'We need to know how these events cause changes in the body before we can understand if they cause heart attacks.'

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G. But although it is tempting to believe that returning to work increases the risk of a heart attack, both Willich and the Italian researchers admit that it is only a partial answer. Both studies showed that the over-65s are also vulnerable on a Monday morning even though most no longer work. The reason for this is not clear, but the Italian team at the Luigi Saddo Hospital in Milan speculate that social interactions—the thought of facing another week and all its pressures—may play a part.

H. What is clear, however, is that the Monday morning peak seems to be consistent from northern Germany to southern Italy in spite of the differences in diet and lifestyle.

I. Willich is reluctant at this stage to make specific recommendations, but he suggests that anyone who suffers from heart disease should take it easy on Monday mornings and leave potentially stressful meetings until midweek. 'People should try to create a pleasant

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working environment,' he added. 'Maybe this risk applies only to those who see work as a burden, and people who enjoy their work are not so much at risk. We need to find out more.'

Questions 1 – 4

Instructions to follow

- Read the following statements 1-4. According to the reading passage, write
  TRUE if the statement is true
  FALSE if the statement is false
  NOT GIVEN if there is insufficient evidence

***Example**: It was once believed that there was an equal chance of suffering a heart attack on any day of the week.*

Answer: True.

1. Unemployed Germans have a higher risk of heart attack than employed Germans.
2. Unemployed Italians have a lower risk of heart attack than unemployed Germans.
3. German's risk heart attack because of their high consumption of fatty food.
4. Cholesterol and smoking cause heart attacks.

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Questions 5-13

Instructions to follow

- Read passage 1 and choose the best heading for each paragraph A-I from the list of headings below.
- Write the appropriate number i-ix, in the spaces numbered 5-13 on the answer sheet. Use each heading ONCE only.

5 Heading for Paragraph A

6 Heading for Paragraph B

7 Heading for Paragraph C

8 Heading for Paragraph D

9 Heading for Paragraph E

10 Heading for Paragraph F

A Heading for Paragraph G

B Heading for Paragraph H

13 Heading for Paragraph I

List of headings

i. Exact cause of heart attacks

ii. The safest day

iii. Breathless, sweaty and crushed

iv. Reducing heart attack hazard

v. High-risk Monday

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vi. Mondays: riskier than food and way of life

vii. Jobless but safer

viii. Elderly also at risk

ix. Bodily adaptations

Question 14

Instructions to follow

- Reading passage 1 is untitled. Select the best title for the entire passage from the choices A-D below.

A Reduce your chance of having a heart attack

B Warning: Mondays are bad for your heart

C The overweight and smokers risk heart attacks

A Happy and healthy

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Section 2

Instructions to follow

- You should spend 20 minutes on Questions 15-27 which are based on Reading Passage 2

Growing up in New Zealand

It has long been known that the first one thousand days of life are the most critical in ensuring a person's healthy future; precisely what happens during this period to any individual has been less well documented. To allocate resources appropriately, public health and education policies need to be based upon quantifiable data, so the New Zealand Ministry of Social Development began a longitudinal study of these early days, with the view to extending it for two decades. Born between March 2009 and May 20I0, the 6,846 babies recruited came from a densely populated area of New Zealand, and it is hoped they will be followed until they reach the age of 21.

By 2014, fur reports, collectively known as *Growing Up in New Zealand* (*GUiNZ*), had been published, showing New Zealand to be a complex, changing country, with the participants and their families' being markedly different from those of previous generations.

Of the 6,846 babies, the majority were identified as European New Zealanders, but one quarter was Maori (indigenous New Zealanders), 20% were Pacific (originating in islands in the Pacific), and one in six were Asian. Almost 50% of the children had more than one ethnicity.

The first three reports of *GUiNZ* are descriptive, portraying the cohort before birth, at nine months and at two years of age. Already, the first report, *before we are born*, has

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made history as it contains interviews with the children's mothers *and* fathers. The fourth report, which is more analytical, explores the definition of vulnerability for children in their first one thousand days.

Before we are born, published in 2010, describes the hopes, dreams, and realities that prospective parents have. It shows that the average age of both parents having a child was 30, and around two-thirds of parents were in legally binding relationships. However, one-third of the children were born to either a mother or a father who did not grow up in New Zealand – a significant difference from previous longitudinal studies in which a vast majority of parents were New Zealanders born and bred.

Around 60% of the births in the cohort were planned, and most families hoped to have two or three children. During pregnancy, some women changed their behaviour, with regard to smoking, alcohol, and exercise, but many did not. Such information will be useful for public health campaigns.

Now we are born is the second report. 52% of its babies were male and 48% female, with nearly a quarter delivered by caesarean section. The World Health Organisation and New Zealand guidelines recommend babies be breastfed exclusively for six months, but the median age for this in the *GUiNZ* cohort was four months since almost one-third of mothers had returned to full-time work. By nine months, the babies were all eating solid food. While 54% of them were living in accommodation their families owned, their parents had almost all experienced a drop in income, sometimes a steep one, mostly due to mothers' not working.

Over 90% of the babies were immunised, and almost all were in very good health. Of the mothers, however, 11% had experienced post-natal depression – an alarming statistic, perhaps, but, once again, useful for mental health campaigns. Many of the babies were

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put in childcare while their mothers worked or studied, and the providers varied by ethnicity: children who were Maori or Pacific were more likely to be looked after by grandparents; European New Zealanders tended to be sent to daycare.

Now we are two, the third report, provides more insights into the children's development – physically, emotionally, behaviourally, and cognitively. Major changes in home environments are documented, like the socio-economic situation, and childcare arrangements. Information was collected both from direct observations of the children and from parental interviews. Once again, a high proportion of New Zealand two-year-old were in very good health.

Two-thirds of the children knew their gender, and used their own name or expressed independence in some way. The most common first word was a variation on 'Mum', and the most common favourite first food was a banana. Bilingual or multi-lingual children were in a large minority of 40%. Digital exposure was high: one in seven two-year-old had used a laptop or a children's computer, and 80% watched TV or DVDs daily; by contrast, 66% had books read to them each day.

The fourth report evaluates twelve environmental risk factors that increase the likelihood of poor developmental outcomes for children and draws on experiences in Western Europe, where the specific factors were collated. This, however, was the first time for their use in a New Zealand context. The factors include: being born to an adolescent mother; having one or both parents on income-tested benefits; and, living in cramped conditions.

In addition to descriptive ones, future reports will focus on children who move in and out of vulnerability to see how these transitions affect their later life.

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To date, *GUiNZ* has been highly successful with only a very small dropout rate for participants – even those living abroad, predominantly in Australia, have continued to provide information. The portrait *GUiNZ* paints of a country and its people are indeed revealing.

Questions 15-20

Instructions to follow

- Do the following statements agree with the information given in passage 2?
  TRUE if the statement agrees with the information
  FALSE if the statement contradicts the information
  NOT GIVEN if there is no information on this

15 Findings from studies like *GUiNZ* will inform public policy.

16 Exactly 6,846 babies formed the *GUiNZ* cohort.

17 *GUiNZ* will probably end when the children reach ten.

18 Eventually, there will be 21 reports in *GUiNZ*.

19 So far, *GUiNZ* has shown New Zealanders today to be rather similar to those of 25 years ago.

20 Parents who took part in *GUiNZ* believe New Zealand is a good place to raise children.

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Questions 21-27

Instructions to follow

- Write the correct letter A, B, C or D, in boxes 21-27 on your answer sheet.
- Classify the following things that relate to

A Report 1.

B Report 2.

C Report 3.

D Report 4.

21 This is unique because it contains interviews with both parents.

A ○ B ○ C ○ D ○

22 This looks at how children might be at risk.

A ○ B ○ C ○ D ○

A ○ This suggests having a child may lead to financial hardship.

A ○ B ○ C ○ D ○

24 Information for this came from direct observations of children.

A ○ B ○ C ○ D ○

A ○ This shows many children use electronic devices.

A ○ B ○ C ○ D ○

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26 This was modelled on criteria used in Western Europe.

A ○ B ○ C ○ D ○

27 This suggests having a teenage mother could negatively affect a child.

A ○ B ○ C ○ D ○

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Section 3

Instructions to follow

- You should spend 20 minutes on Questions 28-40 which are based on Reading Passage 3

IS AID HURTING AFRICA?

Despite its population of more than one billion and its rich land and natural resources, the continent of Africa remains poor. The combined economies of its 54 states equal that of one European country: the Netherlands.

It is difficult to speak of Africa as a unit as its states differ from each other in culture, climate, size, and political system. Since mid-20th-century independence, many African states have pursued different economic policies. Yet, none of them has overcome poverty. Why might this be?

One theory says Africa is unlucky. Sparsely populated with diverse language and culture, it contains numerous landlocked countries, and it is far from international markets. Dambisa Moyo, a Zambian-born economist, has another theory. In her 2009 book, Dead Aid, she proposes that international aid is largely to blame for African poverty because it has encouraged dependence and corruption, and has diverted talented people from the business. One of her statistics is that from 1970-98, when aid to Africa was highest, poverty rose from eleven to 66%. If aid were cut, she believes Africans would utilise their resources more creatively.

When a state lacks the capacity to care for its people, international non-governmental organisations (NGOs), like Oxfam or the Red Cross, assume this role. While NGOs

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distribute food or medical supplies, Moyo argues they reduce the ability of the state to provide. Furthermore, during this process, those in government and the military siphon off aid goods and money themselves. Transparency International, an organisation that surveys corruption, rates the majority of African states poorly.

Moyo provides another example. Maybe a Hollywood star donates American-made mosquito nets. Certainly, this benefits malaria-prone areas, but it also draws business away from local African traders who supply nets. More consultation is needed between do-gooder foreigners and local communities.

Moyo also suggests African nations increase their wealth by investment in bonds, or by increased co-operation with China.

The presidents of Rwanda and Senegal are strong supporters of Moyo, but critics say her theories are simplistic. The international aid community is not responsible for geography, nor has it anything to do with the military takeover, corruption, or legislation that hampers trade. Africans have had half a century of self-government and economic control, yet, as the population of the continent doubled, its GDP has risen only 60%. In the same period, Malaysia and Vietnam threw off colonialism and surged ahead economically by investing in education, health, and infrastructure; by lowering taxes on international trade; and, by being fortunate to be surrounded by other successful nations.

The economist Paul Collier has speculated that if aid were cut, African governments would not find alternative sources of income, nor would they reduce corruption. Another economist, Jeffrey Sachs, has calculated that twice the amount of aid currently given is needed to prevent suffering on a grand scale.

In *Dead Aid*, Moyo presents her case through a fictitious country called 'Dongo', but

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nowhere does she provide examples of real aid organisations causing actual problems. Her approach may be entertaining, but it is hardly academic.

Other scholars point out that Africa is dominated by tribal societies with military-government elites. Joining the army, rather than doing business, was the easiest route to personal wealth and power. Unsurprisingly, military takeovers have occurred in almost every African country. In the 1960s and 70s, European colonials were replaced by African 'colonials' – African generals and their families. Meantime, the very small, educated bourgeoisie has moved abroad. All over Africa, strongmen leaders have ruled for a long time, or one unstable military regime has succeeded another. As a result, business, separate from the military government is rare, and international investment limited.

Post-secondary education rates are low in Africa. Communications and transportation remain basic although mobile phones are having an impact. The distances farmers must travel to market are vast due to poor roads. High cross-border taxes and long bureaucratic delays are par for the course. African rural populations exceed those elsewhere in the world. Without a decent infrastructure or an educated urbanised workforce, a business cannot prosper.

Recent World Bank statistics show that in southern Africa, the number of companies using the internet for business is 20% as opposed to 40% in South America or 80% in the US. There are 37 days each year without water whereas there is less than one day in Europe. The average cost of sending one container to the US is $7600, but only $3900 from East Asia or the Pacific. All these problems are the result of poor state planning.

Great ethnic and linguistic diversity within African countries has led to tribal favouritism. Governments are often controlled by one tribe or allied tribes; civil war is usually tribal. It is estimated each civil war costs a country roughly $64 billion. Southern Africa had 34 such

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conflicts from 1940-2000 while South Asia, the next-affected region, had only 24 in the same period. To this day, a number of bloody conflicts continue.

Other opponents of Moyo add that her focus on market investment and more business with China is shortsighted. The 2008 financial crisis meant that countries with market investments lost money. Secondly, China's real intentions in Africa are unknown, but everyone can see China is buying up African farmland and securing cheap oil supplies.

All over Africa, there are untapped resources, but distance, diversity, and low population density contribute to poverty. Where there is no TV, infrequent electricity, and bad roads, there still seems to be money for automatic weapons just the right size for 12-year-old boys to use. Blaming the West for assisting with aid fails to address the issues of continuous conflict, ineffective government, and little infrastructure. Nor does it prevent terrible suffering.

Has aid caused problems for Africa, or is Africa's strife of its own making or due to geography? Whatever you think, Dambisa Moyo's book has generated lively discussion, which is fruitful for Africa.

Questions 28-38

Instructions to follow

- Choose ONE WORD OR A NUMBER from the passage for each answer.

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AFRICA'S PROBLEMS

Africa has a lot of people, 28 ..... , and natural resources.

Yet it is still 29 ..... .

Moyo's theory	Other scholars' theories
International 30 ..... is largely responsible. States now depend on it, and are corrupt as a result. Talented people have been drawn away from 31 ..... by working for NGOs. If foreigners help, they ought to involve local 32 ..... more. African states should buy into bond markets, and have a closer relationship with 33	This is because Africa is unfortunate due to its 34 ..... . It is a long way from international markets. It is also culturally and politically diverse. However, corrupt military-government elites control most of the economy. Many African business-people have left. There is little international 35 ..... . 36 ..... , communications, and transportation remain under-developed. Numerous civil wars, mostly tribal, have been costly. From 1940-2000, there were 37 ..... of these.

Without international aid:

Moyo's theory	Other scholars' theories
Africa would use its resources more creatively.	Africans would experience enormous 38 ..... .

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Questions 39-40

Instructions to follow

- Choose TWO letters: A-E.
- Which of the statements does the writer of passage 3 support?

A Moyo is right that international aid is causing Africa's problems.

B Moyo has ignored the role of geography in Africa.

C Convincing evidence is lacking in Moyo's theory.

D Most political leaders in Africa agree with Moyo's analysis.

E Useful discussion about Africa has resulted from Moyo's book.

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Answer Keys

Reading Test 1

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	nest	14	iii	27	F
2	tortoises	15	x	28	B
3	oaks	16	viii	29	E
4	native Americans	17	ix	30	C
5	prescribed burns	18	vi	31	D
6	shrubs	19	I	32	E
7	soil	20	iv	33	C
8	ants	21	extra snacks	34	A
9	eggs	22	firewood	35	C
10	True	23	85%	36	Yes
11	False	24	50%	37	No
12	Not given	25	A	38	No

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13	True	26	C	39	Not given
				40	Yes

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Reading Test 2

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	B	14	G	27	iii
2	B	15	C	28	vii
3	A	16	B	29	i
4	A	17	D	30	iv
5	C	18	B	31	ix
6	B	19	B	32	viii
7	E	20	A	33	v
8	C	21	C	34	ii
9	A	22	Yes	35	False
10	D	23	No	36	True
11	False	24	Not given	37	Not given
12	True	25	Yes	38	True
13	True	26	Not given	39	True
				40	B

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Reading Test 3

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	road	14	D	27	Yes
2	conference	15	F	28	Yes
3	proposals	16	E	29	No
4	launch	17	C	30	Not given
5	exhibition	18	A	31	Not given
6	True	19	D	32	No
7	False	20	A	33	(their) behavior/ activities
8	False	21	C	34	turn-taking
9	Not given	22	C	35	interruptions
10	6 meter/ six meters	23	A	36	belong
11	(pads of) moss	24	C	37	distress levels
12	(the) hull (shape)	25	C	38	rejection

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13	cost and time	26	C	39	agreement
				40	content

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Reading Test 4

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	E	15	B	27	P
2	H	16	B	28	H
3	C	17	A	29	F
4	F	18	D	30	G
5	False	19	solved	31	N
6	True	20	computers	32	J
7	True	21	other people	33	C
8	Not given	22	cut-off	34	True
9	False	23	team-work	35	False
10	affected	24	decrease in	36	False
11	blend	25	touch-tone systems	37	Not given
12	caring	26	electronic presence	38	True
13	slowly			39	False

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14	overcome			40	D

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Reading Test 5

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	D	14	C	27	i
2	B	15	F	28	v
3	B	16	A	29	x
4	C	17	D	30	vii
5	microwave dish	18	E	31	ix
6	accelerometers	19	True	32	ii
7	A	20	False	33	vi
8	F	21	False	34	iv
9	G	22	True	35	B
10	D	23	True	36	C
11	C	24	False	37	B
12	E	25	True	38	G
13	B	26	False	39	H
				40	D

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Reading Test 6

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	iv	15	C	28	C
2	vi	16	A	29	D
3	v	17	B	30	A
4	vii	18	F	31	G
5	B	19	D	32	E
6	D	20	D	33	B
7	D	21	B	34	F
8	A	22	A	35	C
9	Policy	23	C	36	A
10	(explicit) guidelines	24	Yes	37	C
11	Curriculum	25	Not Given	38	Natural Language
12	Victims	26	No	39	Eugenicists
13	Playful fighting	27	Not Given	40	Official Recognition

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14	D	

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Reading Test 7

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	B	14	C	28	Trade not aid
2	C	15	A	29	Coffee
3	D	16	A	30	A tiny number
4	A	17	D	31	Positively
5	B	18	B	32	High prices
6	A	19	C	33	D
7	E	20	D	34	A
8	D	21	B	35	H
9	G	22	Workplace injury	36	B
10	H	23	16.6 weeks	37	No
11	Not Given	24	7%	38	Yes
12	False	25	Golf	39	Not Given
13	Not Given	26	massage	40	No
		27	workloads		

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Reading Test 8

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	E	14	iii	27	D
2	C	15	i	28	D
3	H	16	v	29	A
4	B	17	iv	30	C
5	C	18	ii	31	A
6	B	19	vi	32	A
7	B	20	D	33	High tides
8	A	21	C	34	Agriculture production
9	False	22	A	35	Coastal boundaries
10	Not Given	23	B	36	Not Given
11	False	24	B	37	Not Given
12	True	25	A	38	No
13	True	26	D	39	Yes

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	40	No

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Reading Test 9

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	False	14	C	27	A
2	True	15	F	28	D
3	Not Given	16	E	29	A
4	True	17	H	30	C
5	False	18	A	31	E
6	Not Given	19	D	32	B
7	Sizes	20	Not Given	33	G
8	messages	21	No	34	F
9	Web surfing	22	Not Given	35	Carbon emissions/carbon dioxide/CO2 emissions
10	attention	23	Yes	36	Powerful lobbies/lobby groups
11	bloggers	24	Yes	37	Solar

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12	Scientific research	25	Yes	38	Massive state subsidies
13	nature	26	No	39	Untried
				40	$0.0686 kwh / $0.0686 per kilowatt-hour

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Reading Test 10

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	Yes	14	E	27	C
2	No	15	B	28	G
3	No	16	G	29	A
4	Not Given	17	C	30	E
5	No	18	A	31	B
6	B	19	D	32	F
7	C	20	F	33	H
8	D	21	B	34	D
9	A	22	True	35	False
10	B	23	Not Given	36	True
11	D	24	True	37	False
12	A	25	False	38	True
13	F	26	D	39	Missionaries and traders

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	40	Demographic triumph

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Reading Test 11

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	True	14	C	27	Yes
2	Not Given	15	D	28	Not Given
3	Not Given	16	A	29	No
4	False	17	K	30	Not Given
5	Pith	18	I	31	Social division
6	Terpenes	19	B	32	Machines
7	Alkaloids	20	L	33	John Fredersen
8	Detoxify	21	J	34	Abstract
9	Hooks	22	True	35	Function
10	G	23	False	36	Efficiency
11	D	24	True	37	C
12	E	25	False	38	A
13	C	26	True	39	B

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	40	D

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Reading Test 12

Section 1		Section 2		Section 3	
Question	**Answer**	**Question**	**Answer**	**Question**	**Answer**
1	False	15	True	28	Land
2	Not Given	16	True	29	Poor
3	Not Given	17	False	30	Aid
4	Not Given	18	Not Given	31	Business
5	Iii	19	False	32	Communities
6	V	20	Not Given	33	China
7	Vii	21	A	34	Geography
8	Ii	22	D	35	Investment
9	I	23	B	36	Education
10	Ix	24	C	37	34
11	viii	25	C	38	Suffering
12	Vi	26	D	39	C, E (in either order)
13	Iv	27	D	40	E, C (in either order)

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14	B	

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