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IELTSKING

(About IELTSKING)

We are a small team of dedicated and experienced English Language trainers, fired with a passion to help and guide students struggling with poor language skills. We have seen many students giving up on their over-seas dreams, unable to clear the IELTS hurdle.

Starting with a small group of twelve students in the year 2022, our training methods coupled with a clear understanding of exam requirements has enabled us to help thousands of students.

The countless success stories that we have carved out year after year, are a testimony of our uncompromising quality. As students continue to approach us from all across India and other parts of the world, we continue to keep up the standards of excellence.

PLEASE READ THE FOLLOWING

This is only a tentative list of writing questions of task 2 exam questions. You may be asked questions that are not part of this list.

Reading PDF & Handbook

I, at IELTS KING, am well aware of the challenges students face in their Reading Module. While sometimes it is a lack of time management, at other times students struggle with poor reading skills of leading to ineffective communication.

Our Reading PDF is an attempt to solve all your reading worries and give you the ultimate key to a high band performance in your Reading test.

What it contains

A readymade Reading test list of probable questions with answers

How it can help you

Read through the sample answers. Read aloud a few times noting the words used and the sentence structures till you get a grip of the language used. As you continue to do this, you will find that your language quality has improved tremendously and you can now speak fluently and express your ideas freely.



Hi students, I wish you all the best for your exams. Don't approach the IELTS exam with fear and anxiety. Stay positive, work hard and believe that you can do it. This journey towards your required Band Score is challenging and exciting at the same time. Enjoy it.

Mani Dhaliwal

Founder of IELTSKING

READING TEST 1

SECTION 1 BAKELITE

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named 'Bakelite', was of enormous technological importance, and effectively launched the modern plastics industry.

The term 'plastic' comes from the Greek *plassein*, meaning 'to mould'. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped.

Others are 'thermosetting': like eggs, they cannot revert to their original viscous state, and their shape is thus fixed forever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today's plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors – immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of 'luxury' materials such as tortoiseshell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol (carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as woodflour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and

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ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure; thereby 'setting' its form for life.

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, 'streamlined' style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

Baekeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It became the wonder product of the new world of industrial expansion — 'the material of a thousand uses'. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the pre-plastic era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

Questions 1-3

Complete the summary.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 1-3 on your answer sheet.

Some plastics behave in a similar way to 1..... in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both entirely 2..... in origin and thermosetting.

There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of 3..... and the search for alternatives to natural resources like ivory.

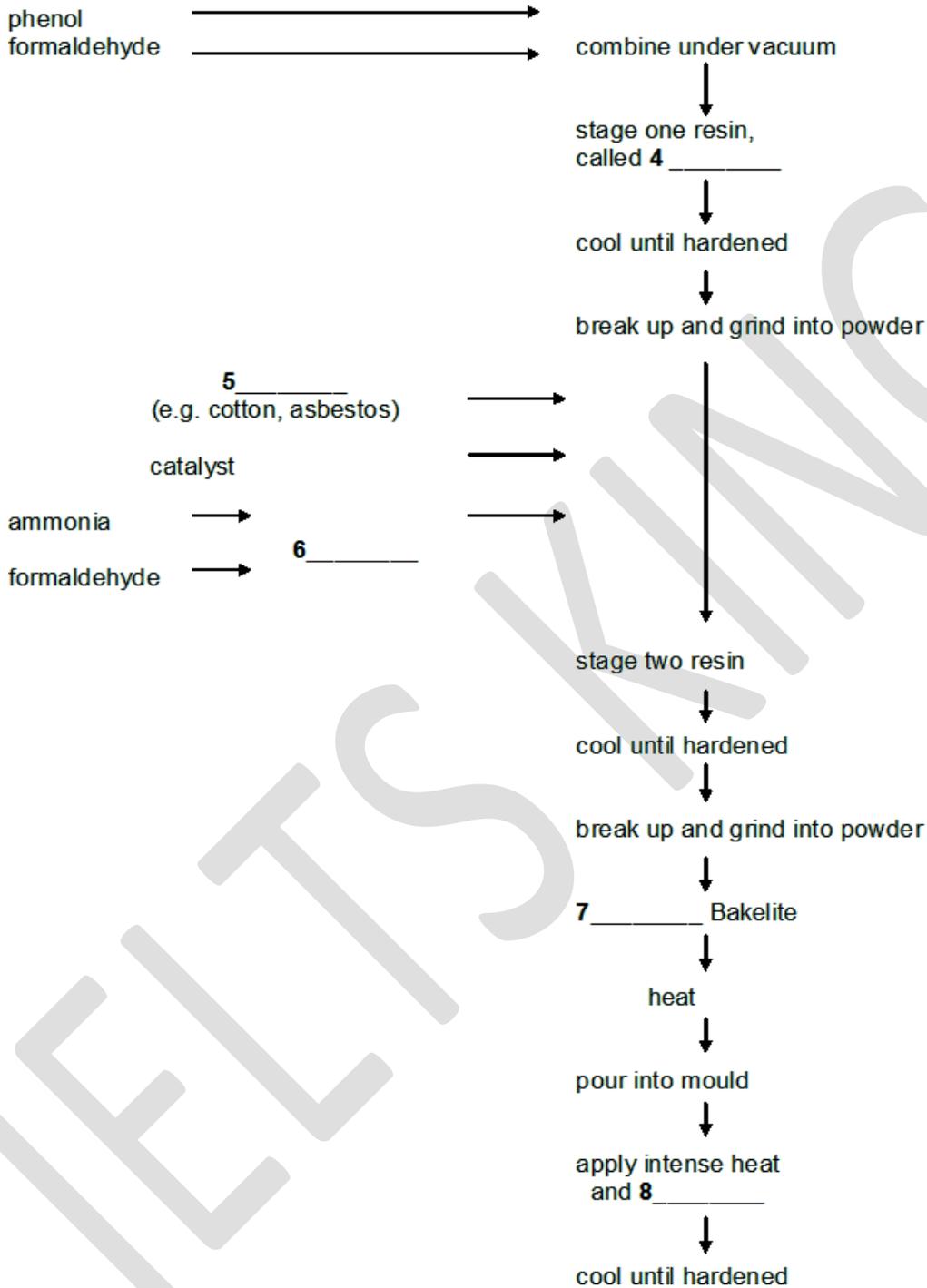
Questions 4-8

Complete the flow-chart

Choose ONE WORD ONLY from the passage for each answer. Write your answers in boxes 4-8 on your answer sheet.

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The Production of Bakelite



Questions 9-10

Write your answers in boxes 9 and 10 on your answer sheet.

Your answers may be given in either order.

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Which TWO of the following factors influencing the design of Bakelite objects are mentioned in the text?

- A the function which the object would serve
- B the ease with which the resin could fill the mould
- C the facility with which the object could be removed from the mould
- D the limitations of the materials used to manufacture the mould
- E the fashionable styles of the period

Questions 11-13

Do the following statements agree with the information given in Reading Passage 1?

In for questions 11-13, 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 statement

- 11 Modern-day plastic preparation is based on the same principles as that patented in 1907.
- 12 Bakelite was immediately welcomed as a practical and versatile material.
- 13 Bakelite was only available in a limited range of colours.

What's so funny?

John McCrone reviews recent research on humour

The joke comes over the headphones: 'Which side of a dog has the most hair? The left.' No, not funny. Try again. 'Which side of a dog has the most hair? The outside.' Hah! The punchline is silly yet fitting, tempting a smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines. He says that while there is no single format for jokes, many revolve around a sudden and surprising conceptual shift. A comedian will present a situation followed by an unexpected interpretation that is also apt.

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

However, there is another type of laughter, the laughter of social appeasement and it is important to understand this too. Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' – a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe social situations, rather than cognitive events such as jokes, trigger these instinctual markers of play or appeasement.

Both social and cognitive types of laughter tap into the same expressive machinery in our brains, the emotion and motor circuits that produce smiles and excited vocalisations. However, if cognitive laughter is the product of more general thought processes, it should result from more expansive brain activity.

Psychologist Vinod Goel investigated humour using the new technique of 'single event' functional magnetic resonance imaging (fMRI). An MRI scanner uses magnetic fields and radio waves to track the changes in oxygenated blood that accompany mental activity. Until recently, MRI scanners needed several minutes of activity and so could not be used to track rapid thought processes such as comprehending a joke. New developments now allow half-second 'snapshots' of all sorts of reasoning and problem-solving activities.

Although Goel felt being inside a brain scanner was hardly the ideal place for appreciating a joke, he found evidence that understanding a joke involves a widespread mental shift. His scans showed that at the beginning of a joke the listener's prefrontal cortex lit up, particularly the right prefrontal believed to be critical for problem solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life – the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.

Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be retuned in the blink of an eye. These abrupt changes will produce either positive or negative feelings. The orbital cortex, the region that becomes active in Goel's experiment, seems the best candidate for the site that feeds such feelings into higher-level thought processes, with its close connections to the brain's sub-cortical arousal apparatus and centres of metabolic control.

All warm-blooded animals make constant tiny adjustments in arousal in response to external events, but humans, who have developed a much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of pleased recognition. Creative discovery being pleasurable, humans have learned to find ways of milking this natural response. The fact that jokes tap into our general evaluative machinery explains why the line between funny and disgusting, or funny and frightening, can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.

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Humour may be a luxury, but the mechanism behind it is no evolutionary accident. As Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.'

Questions 14-20

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

For questions 14-20, 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 statement

14 Arthur Koestler considered laughter biologically important in several ways.

15 Plato believed humour to be a sign of above-average intelligence.

16 Kant believed that a successful joke involves the controlled release of nervous energy.

17 Current thinking on humour has largely ignored Aristotle's view on the subject.

18 Graeme Ritchie's work links jokes to artificial intelligence.

19 Most comedians use personal situations as a source of humour.

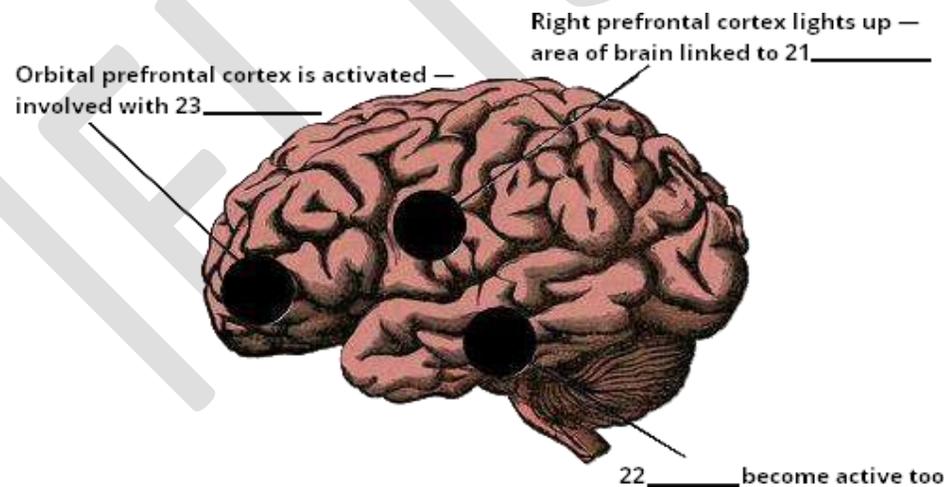
20 Chimpanzees make particular noises when they are playing.

Questions 21-23

The diagram below shows the areas of the brain activated by jokes.

Label the diagram.

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



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Questions 24-27

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

Write the correct letter A-G next to questions 24-27.

24 One of the brain's most difficult tasks is to

25 Because of the language they have developed, humans

26 Individual responses to humour

27 Peter Derks believes that humour

A react to their own thoughts.

B helped create language in humans.

C respond instantly to whatever is happening.

D may provide valuable information about the operation of the brain.

E cope with difficult situations.

F relate to a person's subjective views.

G led our ancestors to smile and then laugh.

SECTION 3 The Birth of Scientific English

World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the lingua franca for European intellectuals.

The European Renaissance (circa 14th-16th century) is sometimes called the 'revival of learning', a time of renewed interest in the 'lost knowledge' of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and – perhaps the most important scientific revolution of them all – the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473-1543).

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language – John Wall's and John Wilkins – helped Found the Royal Society in 1660 in order to promote empirical scientific research.

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Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations.

Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the Principia, in Latin, but published his later work on the properties of light – Optics – in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their 'author'. This growing concern about intellectual property rights was a feature of the period – it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between 'scholars and gentlemen' who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an 'insider language'.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities. Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in Micrographia (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

In 1665 a new scientific journal, Philosophical Transactions, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language

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of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

Questions 28-34

Complete the summary.

For answers to questions 28-34 choose NO MORE THAN TWO WORDS from the passage.

In Europe modern science emerged at the same time as the nation state. At first, the scientific language of choice remained 28 _____. It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them, particularly in the case of mathematicians and 29 _____. In Britain, moreover, scientists worried that English had neither the 30 _____ nor the 31 _____ to express their ideas. This situation only changed after 1660 when scientists associated with the 32 _____ set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then overtaken by 33 _____, it developed again in the 19th century as a direct result of the 34 _____.

Questions 35-37

Do the following statements agree with the information given in Reading Passage 3? For questions 35-37, write

YES if the statement agrees with the writer's claims

NO if the statement contradicts the writer's claims

NOT GIVEN if there is impossible to say what the writer thinks about this

35 There was strong competition between scientists in Renaissance Europe.

36 The most important scientific development of the Renaissance period was the discovery of magnetism.

37 In 17th century Britain, leading thinkers combined their interest in science with an interest in how to express ideas.

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Questions 38-40

Science written in the first half of the 17th century		
Language used	Latin	English
Type of science	Original	38 _____
Examples	39 _____	Encyclopedias
Target audience	International scholars	40 _____ but socially wider

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

Answer Keys and Scores

Section 1

1. **Candlewax.** Second paragraph, third sentence. Plastic is compared to wax, both becoming soft when treated with high temperature.
2. **Synthetic.** Last sentence of second paragraph. “Entirely” is a paraphrased “totally” from the text, which makes it more difficult to find when using keywords.
3. **Chemistry.** Paragraph three, second sentence. Advances in the field of chemistry promoted the progress of plastic industry.
4. **Novalak.** Paragraph five, sentence number two. Resin is hard to paraphrase, which makes it an excellent keyword. Pay attention to spelling — Novalak should be capitalised like in the text. Lack of capitalisation will be seen as mistake.
Note that the previous paragraph can be skipped as it is about the history of Bakelite which we do not need. Remember that the answers in the text follow one another, meaning that you will not have to return to that paragraph.
5. **Fillers.** Paragraph five, fourth sentence. The words in brackets in the diagram are examples of the skipped word.
6. **Hexa.** Same sentence, the second part of it. “A compound of ammonia and formaldehyde” is what makes up this material according to the text. You mix them and you get hexa. It fits the diagram.
7. **Raw.** Paragraph five, sentence six. Bakelite is capitalised in the text so it is pretty easy to find as a keyword.
8. **Pressure.** Last sentence of paragraph five. Heat and pressure are applied during the last stage of the process. Note how passive voice is used in the text – the material is *subjected to* heat and pressure.
9. and 10. **B and C** (in either order). “C” is found in the second sentence of paragraph six. Negative phrasing is used which can make it more difficult to notice. “B” is same paragraph, sentence four. “Facility” in this answer means “ease, readiness, lack of any obstacles”. “A” and “D” are not mentioned. “E” is mentioned — however it is the form of Bakelite

objects that made the style fashioned rather than the objects trying to follow the established trend.

11. **True.** This is a very rare example when you have to go back in the text to answer this. Paragraph four, last sentence. “The essential features are still in use today”. Using the date as keyword would help to find the answer quickly.
12. **False.** Paragraph seven, first sentence. “Treated with disdain” means that it wasn’t welcomed. The opposite of the question statement is correct, so the answer is “false”.
13. **False.** Paragraph seven, sentence number four. “Dazzling array of shades”, “no longer restricted to drab browns” means that the opposite is true — the material was available in a very wide selection of colors.

Section 2

14. **False.** Last sentence of paragraph one. “It serves no purpose” —the opposite statement is true. Easily found by the author’s name in the text — capitalised proper names stand out noticeably.
15. **Not given.** Paragraph two, second sentence. Plato believed it a fact of superiority, but it does not necessarily mean intellectual superiority. There is not relevant information to support this expression.
16. **True.** Paragraph two, sentence number three. Psychic tension is “safely punctured” — which is the paraphrased version of “controlled release” from the statement.
17. **False.** Sentence three in the second paragraph. The opposite is true according to the text — most modern humour scientists use Aristotle’s beliefs in their work.
18. **True.** Paragraph three, first sentence. Ritchie links the ability of understanding humour to reasoning in machines — he links jokes to artificial intelligence. This is true.
19. **Not given.** No mentioning of comedians’ techniques is present in the text.
20. **True.** Paragraph five, fourth sentence. Chimpanzees produce a panting noise when engaged in a game.

21. **Problem solving.** Paragraph eight, second sentence. The question is easy to answer as there is an anatomic term present, which is impossible to paraphrase. Use it as a keyword to find the relevant information in the text.
22. **Temporal lobes.** Paragraph eight, sentence three. Again, a medical term as a keyword help us to find the information quickly and effortlessly.
23. **Evaluating information.** Paragraph eight, last sentence. Prefrontalcortex is mentioned in the previous sentence while explanation is given in the following one. Don't let this confuse you.
24. **C.** Paragraph nine, sentence one. The easiest way to tackle this task is to find the question information in the text and then fit the most appropriate option from the answers. "Rapid assessment" is a synonym for "quick response".
25. **A.** Paragraph 10, sentence one, the second part of it. "Humans ... respond to their own thoughts".
26. **F.** Last sentence of paragraph 10. Person's reaction to humour depends on their "outlook" — personal views, beliefs and preferences.
27. **D.** Paragraph 11, last sentence. To have a good handle here means to have good understanding of something. They will understand the brain functioning mechanism.

Section 3

28. **Latin.** Paragraph one, last sentence. "Language of choice" is paraphrased as "lingua franca" in the text, a Latin phrase with similar meaning. Pay attention to capitalisation — spelling Latin without the first capital letter will be seen as mistake.
29. **Doctors.** Paragraph seven, last sentence. As mathematicians are mentioned in the task it is preferable to use them as keyword. It is easy to see from question context that you need to look for another profession. Doctors are mentioned in the sentence following the one with mathematicians in the text.
30. **Technical vocabulary.** Paragraph eight, sentence two. Britain is not mentioned in the text, however the word "English" help us navigate and find the right information. Pay attention that you have to give

answers to questions 30 and 31 in this order, the order the information is given in the text.

31. **Grammatical resources.** Paragraph eight, sentence three. Same as the previous question. Keep in mind that you can't change the words from the text, so "grammatical resource" would be considered incorrect.
32. **Royal Society.** Eighth paragraph, sentence four. "Associated with" means membership to a certain group. The only group mentioned here is the Royal Society. Both letters have to be capitalised.
33. **German.** Paragraph 10, sentences two and three. It is easy to guess that English is compared to other language. "Overtaken by" means "Lost to", "Was less than". Spelled with capital G.
34. **Industrial revolution.** Paragraph 10, sentence four. 19th Century is the keyword that help to locate the needed information in the text. It promoted development in various spheres, including the English language.
35. **Not given.** In paragraph two, third sentence the word "competitive" might tempt you to answer "True". However, competitive here means "strong" rather than "willing to compete". For this and the following questions we have to track back to previous paragraphs.
36. **False.** Paragraph two, last sentence (the second part). Magnetism is mentioned only as a secondary discovery. The most important progress was made in astronomy by Copernicus.
37. **True.** Third paragraph, last sentence. By "expressing ideas" they meant developing linguistics.
38. **Popular.** Paragraph four, second sentence. Note how popular refers to all array of the books — encyclopedias, textbooks, translations etc.
39. **Principia / the Principia / Newton's Principia / mathematical treatise.** Paragraph five, sentences one and two. You are given freedom to choose any of those answers — all would be seen as correct. Principia has to be capitalised because it's a proper name.
40. **Local / more local / local audience.** Paragraph six, sentence two. Again, you are given a variety of correct answers. No need for capitalisation this time.

READING TEST 2

SECTION 1

The Impact of Wilderness Tourism

A

The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their 'wilderness' regions – such as mountains, Arctic lands, deserts, small islands and wetlands – to high-spending tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost. As the 1992 United Nations Conference on Environment and Development recognised, these regions are fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants. The three most significant types of fragile environment in these respects, and also in terms of the proportion of the Earth's surface they cover, are deserts, mountains and Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human activities, including tourism, are limited to quite clearly defined parts of the year.

Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous people. And poor governments in these isolated areas have welcomed the new breed of 'adventure tourist', grateful for the hard currency they bring. For several years now, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Arctic zones such as Lapland and Alaska and in desert areas such as Ayers Rock in Australia and Arizona's Monument Valley.

B

Once a location is established as a main tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money in a few weeks working as porters for foreign trekkers than they can in a year working in their fields, it is not surprising that many of them give up their farm-work, which is thus left to other members of the family. In some hill-regions, this has led to a serious decline in farm output and a change in the local diet, because there is insufficient labour to maintain terraces and irrigation systems and tend to crops. The result has been that many people in these regions have turned to outside supplies of rice and other foods.

In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting fruit over a relatively short season. However, as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit

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behind such changes. All kinds of wage labour, or government handouts, tend to undermine traditional survival systems. Whatever the cause, the dilemma is always the same: what happens if these new, external sources of income dry up?

The physical impact of visitors is another serious problem associated with the growth in adventure tourism. Much attention has focused on erosion along major trails, but perhaps more important are the deforestation and impacts on water supplies arising from the need to provide tourists with cooked food and hot showers. In both mountains and deserts, slow-growing trees are often the main sources of fuel and water supplies may be limited or vulnerable to degradation through heavy use.

C

Stories about the problems of tourism have become legion in the last few years. Yet it does not have to be a problem. Although tourism inevitably affects the region in which it takes place, the costs to these fragile environments and their local cultures can be minimized. Indeed, it can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal's Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term.

In the Swiss Alps, communities have decided that their future depends on integrating tourism more effectively with the local economy. Local concern about the rising number of second home developments in the Swiss Pays d'Enhaut resulted in limits being imposed on their growth. There has also been a renaissance in communal cheese production in the area, providing the locals with a reliable source of income that does not depend on outside.

Many of the Arctic tourist destinations have been exploited by outside companies, who employ transient workers and repatriate most of the profits to their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native corporation in Alaska, employing local people, is running an air tour from Anchorage to Kotzebue, where tourists eat Arctic food, walk on the tundra and watch local musicians and dancers.

Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hopi groups have been similarly successful with jewellery.

Too many people living in fragile environments have lost control over their economies, their culture and their environment when tourism has penetrated their homelands. Merely restricting tourism cannot be the solution to the imbalance, because people's desire to see new

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places will not just disappear. Instead, communities in fragile environments must achieve greater control over tourism ventures in their regions; in order to balance their needs and aspirations with the demands of tourism. A growing number of communities are demonstrating that, with firm communal decision-making, this is possible. The critical question now is whether this can become the norm, rather than the exception.

Questions 1-3

Reading Passage 1 has three sections, A-C.

Choose the correct heading for each section from the list of headings below.

Write the correct number I-VI in boxes 1-3 on your answer sheet.

List of Headings

- I The expansion of international tourism in recent years
- II How local communities can balance their own needs with the demands of wilderness tourism
- III Fragile regions and the reasons for the expansion of tourism there
- IV Traditional methods of food-supply in fragile regions
- V Some of the disruptive effects of wilderness tourism
- VI The economic benefits of mass tourism

- 1 Section A
- 2 Section B
- 3 Section C

Questions 4-9

Do the following statements reflect the claims of the writer in Reading Passage 1?

YES if the statement reflects 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

- 4 The low financial cost of setting up wilderness tourism makes it attractive to many countries.
- 5 Deserts, mountains and Arctic regions are examples of environments that are both ecologically and culturally fragile.
- 6 Wilderness tourism operates throughout the year in fragile areas.
- 7 The spread of tourism in certain hill-regions has resulted in a fall in the amount of food produced locally.
- 8 Traditional food-gathering in desert societies was distributed evenly over the year.
- 9 Government handouts do more damage than tourism does to traditional patterns of food-gathering.

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Questions 10-13

Choose **ONE WORD** from Reading Passage 1 for each answer.

The positive ways in which some local communities have responded to tourism	
People/Location	Activity
Swiss Pays d'Enhaut	Revived production of 10_____
Arctic communities	Operate 11_____businesses
Acoma and San Ildefonso	Produce and sell 12_____
Navajo and Hopi Activity	Produce and sell 13_____

Flawed Beauty: the problem with toughened glass

On 2nd August 1999, a particularly hot day in the town of Cirencester in the UK, a large pane of toughened glass in the roof of a shopping centre at Bishops Walk shattered without warning and fell from its frame. When fragments were analysed by experts at the giant glass manufacturer Pilkington, which had made the pane, they found that minute crystals of nickel sulphide trapped inside the glass had almost certainly caused the failure.

'The glass industry is aware of the issue,' says Brian Waldron, chairman of the standards committee at the Glass and Glazing Federation, a British trade association, and standards development officer at Pilkington. But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says.

Others disagree. 'On average I see about one or two buildings a month suffering from nickel sulphide related failures,' says Barrie Josie, a consultant engineer involved in the Bishops Walk investigation. Other experts tell of similar experiences. Tony Wilmott of London-based

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consulting engineers Sandberg, and Simon Armstrong at CladTech Associates in Hampshire both say they know of hundreds of cases. 'What you hear is only the tip of the iceberg,' says Trevor Ford, a glass expert at Resolve Engineering in Brisbane, Queensland. He believes the reason is simple: 'No-one wants bad press.'

Toughened glass is found everywhere, from cars and bus shelters to the windows, walls and roofs of thousands of buildings around the world. It's easy to see why. This glass has five times the strength of standard glass, and when it does break it shatters into tiny cubes rather than large, razor-sharp shards. Architects love it because large panels can be bolted together to make transparent walls, and turning it into ceilings and floors is almost as easy.

It is made by heating a sheet of ordinary glass to about 620°C to soften it slightly, allowing its structure to expand, and then cooling it rapidly with jets of cold air. This causes the outer layer of the pane to contract and solidify before the interior. When the interior finally solidifies and shrinks, it exerts a pull on the outer layer that leaves it in permanent compression and produces a tensile force inside the glass. As cracks propagate best in materials under tension, the compressive force on the surface must be overcome before the pane will break, making it more resistant to cracking.

The problem starts when glass contains nickel sulphide impurities. Trace amounts of nickel and sulphur are usually present in the raw materials used to make glass, and nickel can also be introduced by fragments of nickel alloys falling into the molten glass. As the glass is heated, these atoms react to form tiny crystals of nickel sulphide. Just a tenth of a gram of nickel in the furnace can create up to 50,000 crystals.

These crystals can exist in two forms: a dense form called the alpha phase, which is stable at high temperatures, and a less dense form called the beta phase, which is stable at room temperatures. The high temperatures used in the toughening process convert all the crystals to the dense, compact alpha form.

But the subsequent cooling is so rapid that the crystals don't have time to change back to the beta phase. This leaves unstable alpha crystals in the glass, primed like a coiled spring, ready to revert to the beta phase without warning.

When this happens, the crystals expand by up to 4%. And if they are within the central, tensile region of the pane, the stresses this unleashes can shatter the whole sheet. The time that elapses before failure occurs is unpredictable. It could happen just months after manufacture, or decades later, although if the glass is heated – by sunlight, for example – the process is speeded up. Ironically, says Graham Dodd, of consulting engineers Arup in London, the oldest pane of toughened glass known to have failed due to nickel sulphide inclusions was in Pilkington's glass research building in Lathom, Lancashire. The pane was 27 years old.

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Data showing the scale of the nickel sulphide problem is almost impossible to find. The picture is made more complicated by the fact that these crystals occur in batches. So even if, on average, there is only one inclusion in 7 tonnes of glass, if you experience one nickel sulphide failure in your building, that probably means you've got a problem in more than one pane. Josie says that in the last decade he has worked on over 15 buildings with the number of failures into double figures.

One of the worst examples of this is Waterfront Place, which was completed in 1990. Over the following decade the 40 storey Brisbane block suffered a rash of failures. Eighty panes of its toughened glass shattered due to inclusions before experts were finally called in. John Barry, an expert in nickel sulphide contamination at the University of Queensland, analysed every glass pane in the building. Using a studio camera, a photographer went up in a cradle to take photos of every pane.

These were scanned under a modified microfiche reader for signs of nickel sulphide crystals. 'We discovered at least another 120 panes with potentially dangerous inclusions which were then replaced,' says Barry. 'It was a very expensive and time-consuming process that took around six months to complete.' Though the project cost \$1.6 million (nearly 700,000 Pounds), the alternative – re-cladding the entire building – would have cost ten times as much.

Questions 14-17

Look at the following people and the list of statements below.
Match each person with the correct statement.

- 14 Brian Waldron
- 15 Trevor Ford
- 16 Graham Dodd
- 17 John Barry

List of Statements

- A suggests that publicity about nickel sulphide failure has been suppressed
- B regularly sees cases of nickel sulphide failure
- C closely examined all the glass in one building
- D was involved with the construction of Bishops Walk
- E recommended the rebuilding of Waterfront Place
- F thinks the benefits of toughened glass are exaggerated
- G claims that nickel sulphide failure is very unusual
- H refers to the most extreme case of delayed failure

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Questions 18-23

Complete the summary with the list of words A-P below.

Toughened Glass

Toughened glass is favoured by architects because it is much stronger than ordinary glass, and the fragments are not as 18_____ when it breaks. However, it has one disadvantage: it can shatter 19_____. This fault is a result of the manufacturing process. Ordinary glass is first heated, then cooled very 20_____.

The outer layer 21_____ before the inner layer, and the tension between the two layers which is created because of this makes the glass stronger. However, if the glass contains nickel sulphide impurities, crystals of nickel sulphide are formed. These are unstable, and can expand suddenly, particularly if the weather is 22_____. If this happens, the pane of glass may break. The frequency with which such problems occur is 23_____ by glass experts. Furthermore, the crystals cannot be detected without sophisticated equipment.

A numerous	B detected	C quickly	D agreed
E warm	F sharp	G expands	H slowly
I unexpectedly	J removed	K contracts	L disputed
M cold	N moved	O small	P calculated

Questions 24-26

Do the following statements agree with the information given in Reading 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

24 Little doubt was expressed about the reason for the Bishops Walk accident.

25 Toughened glass has the same appearance as ordinary glass.

26 There is plenty of documented evidence available about the incidence of nickel sulphide failure.

SECTION 3

The effects of light on plant and animal species

Light is important to organisms for two different reasons. Firstly it is used as a cue for the timing of daily and seasonal rhythms in both plants and animals, and secondly it is used to assist growth in plants.

Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour. Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount. The seasonal impact of day length on physiological responses is called photoperiodism, and the amount of experimental evidence for this phenomenon is considerable. For example, some species of birds' breeding can be induced even in midwinter simply by increasing day length artificially (Wolfson 1964). Other examples of photoperiodism occur in plants. A short-day plant flowers when the day is less than a certain critical length. A long-day plant flowers after a certain critical day length is exceeded. In both cases the critical day length differs from species to species. Plant which flower after a period of vegetative growth, regardless of photoperiod, are known as day-neutral plants.

Breeding seasons in animals such as birds have evolved to occupy the part of the year in which offspring have the greatest chances of survival. Before the breeding season begins, food reserves must be built up to support the energy cost of reproduction, and to provide for young birds both when they are in the nest and after fledging. Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.

The adaptive significance of photoperiodism in plants is also clear. Short-day plants that flower in spring in the temperate zone are adapted to maximising seedling growth during the growing season. Long-day plants are adapted for situations that require fertilization by insects, or a long period of seed ripening. Short-day plants that flower in the autumn in the temperate zone are able to build up food reserves over the growing season and over winter as seeds. Day-neutral plants have an evolutionary advantage when the connection between the favourable period for reproduction and day length is much less certain. For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.

The breeding season of some plants can be delayed to extraordinary lengths. Bamboos are perennial grasses that remain in a vegetative state for many years and then suddenly flower, fruit and die (Evans 1976). Every bamboo of the species *Chusquea abietifolio* on the island of Jamaica flowered, set seed and died during 1884. The next generation of bamboo flowered and died between 1916 and 1918, which suggests a vegetative cycle of about 31 years. The climatic

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trigger for this flowering cycle is not yet known, but the adaptive significance is clear. The simultaneous production of masses of bamboo seeds (in some cases lying 12 to 15 centimetres deep on the ground) is more than all the seed-eating animals can cope with at the time, so that some seeds escape being eaten and grow up to form the next generation (Evans 1976).

The second reason light is important to organisms is that it is essential for photosynthesis. This is the process by which plants use energy from the sun to convert carbon from soil or water into organic material for growth. The rate of photosynthesis in a plant can be measured by calculating the rate of its uptake of carbon. There is a wide range of photosynthetic responses of plants to variations in light intensity. Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane, never reach a maximum, but continue to increase photosynthesis rate as light intensity rises.

Plants in general can be divided into two groups: shade-tolerant species and shade-intolerant species. This classification is commonly used in forestry and horticulture. Shade-tolerant plants have lower photosynthetic rates and hence have lower growth rates than those of shade-intolerant species. Plant species become adapted to living in a certain kind of habitat, and in the process evolve a series of characteristics that prevent them from occupying other habitats. Grime (1966) suggests that light may be one of the major components directing these adaptations. For example, eastern hemlock seedlings are shade-tolerant. They can survive in the forest understorey under very low light levels because they have a low photosynthetic rate.

Questions 27-33

Do the following statements agree with the information given in Reading Passage 3?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

27 There is plenty of scientific evidence to support photoperiodism.

28 Some types of bird can be encouraged to breed out of season.

29 Photoperiodism is restricted to certain geographic areas.

30 Desert annuals are examples of long-day plants.

31 Bamboos flower several times during their life cycle.

32 Scientists have yet to determine the cue for *Chusquea abietifolia*'s seasonal rhythm.

33 Eastern hemlock is a fast-growing plant.

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Questions 34-40

Complete the sentences.

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

34 Day length is a useful cue for breeding in areas where _____ are unpredictable.

35 Plants which do not respond to light levels are referred to as _____.

36 Birds in temperate climates associate longer days with nesting and the availability of _____.

37 Plants that flower when days are long often depend on _____ to help them reproduce.

38 Desert annuals respond to _____ as a signal for reproduction.

39 There is no limit to the photosynthetic rate in plants such as _____.

40 Tolerance to shade is one criterion for the _____ of plants in forestry and horticulture.

READING TEST ANSWER 2

- 1. III.** First part of Paragraph One focuses on how fragile the regions of ‘deserts, mountains and Arctic areas’ are. Then, it is said how attractive the business is, because it requires almost no investment. In the second paragraph of the section it is mentioned how important this tourism has become for some countries’ financial well-being.

Heading VI doesn’t fit here as economic benefits of wilderness tourism is not the main topic of this section.
- 2. V.** All three paragraphs of this section concentrate on the various negative effects of wilderness tourism on the regions – both economically and ecologically. The word ‘disruptive’ here means ‘preventing a system from working or functioning in a traditional, established way’.

Heading IV shouldn’t be used here. Yes, Paragraph Two focuses on the traditional ways of producing food and harvesting. However, this is not the main topic of the whole section.
- 3. II.** Most of the paragraphs in this section give examples how the local population of the exotic tourism destinations managed to benefit financially from the travel industry. The focus is on how to maintain balance between the influx of tourists that can potentially harm the fragile regions and the money they bring to the local economies.

Don’t be tempted to choose **Heading VI** here – economic benefits are mentioned in most paragraphs, but the main idea is divided between that and preserving the regions.
- 4. Yes.** First paragraph of the text, sentence three: ‘The attraction of these areas is obvious’.
- 5. Yes.** Middle of the same paragraph says, that these regions are ‘fragile not just in terms of their ecology, but also in terms of the culture of their inhabitants’. Then they specify the exact range of regions in the following sentence: ‘deserts, mountains and Arctic areas’.
- 6. No.** Last two sentence of the first paragraph state the opposite – these areas are open to tourism for a limited number of days each year because of their ‘marked seasonality’.
- 7. Yes.** First paragraph of Section B mentions how farmers of the hilly regions turned to being porters for tourists, which proved much more

- profitable and as a result the amount of crops went down: 'In some hill-regions, this has led to a serious decline in farm output'.
8. **No.** Second paragraph, the very beginning states the opposite. Ending of sentence one points out how hunting and gathering is spread 'over a relatively short season'.
 9. **Not Given.** Section B, at the end the second paragraph government handouts are mentioned as being harmful. However, no direct comparison between them and the food-gathering patterns is made.
 10. **Cheese.** Last sentence in the second paragraph of Section C: 'There has also been a renaissance in communal cheese production in the area'.
 11. **Tourist/ tourism/tour businesses.** Section C, paragraph three, the second sentence: 'But some Arctic communities are now operating tour businesses themselves.'
 12. **Pottery.** Last sentence of the fourth paragraph in Section C: 'The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses'.
 13. **Jewelry/ jewellery.** Same last sentence of Paragraph Four: 'The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses 'the Navajo and Hopi groups have been similarly successful with jewellery'. 'Similarly successful' refers to the business venture of the Acoma and San Ildefonso

Section 2

14. **G.** Last sentence of Paragraph Two: 'But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says.'. A short disclaimer: Looking for proper names (just like this task requires us to) is the easiest because they are capitalised, which makes them ideal keywords - they really stand out in the text.
15. **A.** Last but one sentence of Paragraph Three: 'What you hear is only the tip of the iceberg,' says Trevor Ford'. He then clarifies that the likely reason for such situation is that 'No-one wants bad press.'
16. **H.** Middle of Paragraph Nine has a description of an extreme case of delayed failure in a research building in Lathom, Lancashire.

17. **C.** Last but one paragraph mentions Waterfront Place undergoing a thorough glass examination due to a high number of failures. The examination was conducted by John Barry.
18. **Sharp.** Paragraph Four, sentence three mentions the ordinary glass breaking into 'razor-sharp shards', whereas toughened glass is different. Not as sharp.
19. **Unexpectedly.** An adverb is required here. The word is easy to guess from the general context of the passage. Paragraph Nine, sentence three states that 'The time that elapses before failure occurs is unpredictable.'
20. **Quickly.** Paragraph Five gives a description of the glass toughening procedure. First sentence of the paragraph says, that the glass, after being heated is treated with jets of cold air, 'cooling it rapidly'.
21. **Contracts.** Paragraph Five, sentence two: 'This causes the outerlayer of the pane to contract and solidify before the interior.'
22. **Warm.** Paragraph Nine, sentence three: 'although if the glass is heated – by sunlight, for example – the process is speeded up'.
23. **Disputed.** In Paragraph Two Brian Waldron, one of the experts, believes that the cases are few and rare. Then, at the beginning of Paragraph Three it is said that 'Others disagree.'. Barrie Josie, Tony Wilmott and Simon Armstrong have different experiences and opinions on the topic. Thus, the frequency of occurrences is disputed.
24. **True.** Last sentence of Paragraph One: 'minute crystals of nickel sulphide trapped inside the glass had almost certainly caused the failure'.
25. **Not given.** Paragraph Four gives a brief description of toughened glass properties. However, nothing is said about its visual similarity with the regular glass.
26. **False.** An incidence is a rate or frequency at which something happens. See Question 23 which covers the same problem. There is no clear data on the frequency of such incidents.

Section 3

27. **True.** Paragraph Two, third sentence states that the amount of data to support the idea of photoperiodism is 'considerable'.
28. **True.** Paragraph Two, sentence four supports this idea by giving an example of simulating longer days to encourage birds to breed.
29. **Not given.** No such information can be found in any of the paragraphs.
30. **False.** Last sentence of Paragraph Five states the opposite – these plants use rainfall rather than length of day as a cue to germinate. Therefore, these plants are neither long-day nor short-day.
31. **False.** First sentence of Paragraph Five gives a different information. According to it, bamboo plants 'suddenly flower, fruit and die'. Therefore, they can only flower once.
32. **True.** Paragraph Five, sentence three confirms this information. The trigger, or cue for this species of plants to flower is not known yet.
33. **False.** Last two sentences of the text contain the answer. However, to interpret the data one has to go back to the beginning of the last paragraph, where the concept of 'photosynthetic rate' is explained. In short, hemlock's photosynthetic rate is low and therefore it is a slow-growing plant.
34. **Temperatures.** Paragraph Two, sentences two and three talk both about temperatures and length of day. The former can vary and is therefore less predictable, whereas day length changes consistently and is therefore a better cue for the breeding animals.
35. **Day-neutral / day-neutral plants.** Last sentence of Paragraph Two says that day-neutral plants are plants that flower regardless of photoperiod, which is a term to describe how sensitive a given organism is to the amount of light during the day.
36. **Food / food resources / adequate food resources.** Last sentence of Paragraph Three gives us the information of birds using warmer seasons to breed because of food being in abundance then.
37. **Insects / fertilization by insects.** Paragraph Four, second sentence mentions long-day plants relying on fertilization by insects. To answer this question it is important to remember that long-day plants are plants that flower when days become longer (i.e. in summer).

38. **Rainfall / suitable rainfall.** Last sentence of Paragraph four mentions rain being a trigger for plants in those regions to flower.
39. **Sugarcane.** Last sentence, Paragraph Six gives the example of sugarcane as a plant that has no limit on the rate of photosynthesis.
40. **Classification.** Second sentence of the last paragraph talks about horticulture classification.

READING TEST 3

SECTION 1 - Adam's Wine

A

Water is the giver and, at the same time, the taker of life. It covers most of the surface of the planet we live on and features large in the development of the human race. On present predictions, it is an element that is set to assume even greater significance.

B

Throughout history, water has had a huge impact on our lives. Humankind has always had a rather ambiguous relationship with water, on the one hand receiving enormous benefit from it, not just as a drinking source, but as a provider of food and a means whereby to travel and to trade. But forced to live close to water in order to survive and to develop, the relationship has not always been peaceful or beneficial. In fact, it has been quite the contrary. What has essentially been a necessity for survival has turned out in many instances to have a very destructive and life-threatening side.

C

Through the ages, great floods alternated with long periods of drought have assaulted people and their environment, hampering their fragile fight for survival. The dramatic changes to the environment that are now a feature of our daily news are not exactly new: fields that were once lush and fertile are now barren; lakes and rivers that were once teeming with life are now long gone; savannah has been turned to desert. What perhaps is new is our naive wonder when faced with the forces of nature.

D

Today, we are more aware of climatic changes around the world. Floods in far-flung places are instant news for the whole world. Perhaps these events make us feel better as we face the destruction of our own property by floods and other natural disasters.

E

In 2002, many parts of Europe suffered severe flood damage running into billions of euros. Properties across the continent collapsed into the sea as waves pounded the coastline wreaking havoc with sea defences. But it was not just the seas. Rivers swollen by heavy rains and by the effects of deforestation carried large volumes of water that wrecked many communities.

F

Building stronger and more sophisticated river defences against flooding is the expensive short-term answer. There are simpler ways. Planting trees in highland areas, not just in Europe but in places like the Himalayas, to protect people living in low-lying regions like the Ganges Delta, is a cheaper and more attractive solution. Progress is already being made in convincing countries that the emission of carbon dioxide and other greenhouse gases is causing considerable damage to the environment. But more effort is needed in this direction.

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G

And the future? If we are to believe the forecasts, it is predicted that two-thirds of the world population will be without fresh water by 2025. But for a growing number of regions of the world the future is already with us. While some areas are devastated by flooding, scarcity of water in many other places is causing conflict. The state of Texas in the United States of America is suffering a shortage of water with the Rio Grande failing to reach the Gulf of Mexico for the first time in 50 years in the spring of 2002, pitting region against region as they vie for water sources. With many parts of the globe running dry through drought and increased water consumption, there is now talk of water being the new oil.

H

Other doom-laden estimates suggest that, while tropical areas will become drier and uninhabitable, coastal regions and some low-lying islands will in all probability be submerged by the sea as the polar ice caps melt. Popular exotic destinations now visited by countless tourists will become no-go areas. Today's holiday hotspots of southern Europe and elsewhere will literally become hotspots – too hot to live in or visit. With the current erratic behaviour of the weather, it is difficult not to subscribe to such despair.

I

Some might say that this despondency is ill-founded, but we have had ample proof that there is something not quite right with the climate. Many parts of the world have experienced devastating flooding. As the seasons revolve, the focus of the destruction moves from one continent to another. The impact on the environment is alarming and the cost to life depressing. It is a picture to which we will need to become accustomed.

Questions 1-8

Reading Passage 1 has eight paragraphs labelled A-I.

Choose the most suitable headings for paragraphs B-I from the list of headings below.

Write the appropriate numbers (i-xiii) in boxes 1-8 on your answer sheet.

One of the headings has been done for you as an example.

Note: There are more headings than paragraphs, so you will not use all of them.

Example: Paragraph A — Answer vii

List of Headings

- i Environmental change has always been with us
- ii The scarcity of water
- iii Rivers and seas cause damage
- iv Should we be despondent? Or realistic?
- v Disasters caused by the climate make us feel better
- vi Water, the provider of food
- vii What is water?
- viii How to solve flooding
- ix Far-flung flooding

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- x Humans' relationship with water
- xi The destructive force of water in former times
- xii Flooding in the future
- xiii A pessimistic view of the future

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E
- 5 Paragraph F
- 6 Paragraph G
- 7 Paragraph H
- 8 Paragraph I

Questions 9-15

Choose the appropriate letters A-D and write them in boxes 9-15 on your answer sheet.

9 The writer believes that water

- A is gradually becoming of greater importance.
- B will have little impact on our lives in future.
- C is something we will need more than anything else.
- D will have even greater importance in our lives in the future.

10 Humankind's relationship with water has been

- A two-sided.
- B one-sided.
- C purely one of great benefit.
- D fairly frightening.

11 The writer suggests that

- A we are in awe of the news we read and see on TV every day.
- B change to the environment leaves us speechless.
- C we should not be in awe of the news we read and see on TV every day.
- D our surprise at the environmental change brought about by nature is something new.

12 According to the text, planting trees

- A has to be coordinated internationally.
- B is more expensive than building sea and river defences.
- C is a less expensive answer to flooding than building river defences.
- D is not an answer to the problem of flooding in all regions.

13 By 2025, it is projected that

- A at least half the world population will have fresh water.
- B the majority of the world population will have fresh water.

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C one-third of the world population will have fresh water.
D fresh water will only be available to half of the world population.

14 According to the text, in the future low-lying islands

- A will still be habitable.
- B will not be under water.
- C are likely to be under water.
- D will probably not be under water.

15 According to the writer,

- A people do not need to get used to environmental damage.
- B people will need to get used to climate changes that cause environmental damage.
- C people are now more used to environmental damage than they have been in the past.
- D the general despondency about environmental changes is ill-founded.

Section 2

Is it any wonder that there are teacher shortages? Daily, the press carries reports of schools going on four-day weeks simply because they cannot recruit enough teachers. But why? There is no straightforward answer. For a start, fewer students are entering teacher-training courses when they leave school. But can you blame young people after the barracking faced by the teaching profession in the UK over the last decade? The attack, relentless in the extreme, has been on several fronts. Government inspectors, by accident or design, have been feeding the media a constant stream of negative information about the teaching establishments in this country. Teachers also come in for a lot of flak from politicians. And the government wonders why there are problems in schools.

The government's obvious contempt for the teaching profession was recently revealed by one of the most powerful people in government when she referred to schools as 'bog standard comprehensives'. Hardly the sort of comment to inspire parents or careers advisers seeking to direct young people's future. Would you want to spend your working life in a dead-end profession? The government doesn't seem to want you to either.

On the administrative side, most teachers are weighed down by an increasing flow of bureaucracy. Cynicism would have me believe that this stops teachers from fomenting dissent as they are worn out by useless administrative exercises. Most teachers must then also be cynics!

Teacher bashing has, unfortunately, spread to youngsters in schools as the recent catalogue of physical attacks on teachers will testify. If grown-ups have no respect for the teaching profession, young people can hardly be expected to think any differently. The circle is then squared when, as well as experienced, competent teachers being driven out of the profession by the increased pressure and stress; fewer students are applying for teacher-training courses.

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Increased salaries are certainly welcome, but they are not the complete answer to a sector in crisis. Addressing the standing of the profession in the eyes of the public is crucial to encourage experienced teachers to remain in the classroom and to make it an attractive career option for potential teachers once again. It might also be a good idea for the relevant ministers to go on a fact-finding mission and find out from teachers in schools, rather than relying overmuch on advisers, as to what changes could be brought about to improve the quality of the education service. Initiatives in the educational field surprisingly come from either politicians who know little about classroom practice or educational theorists who know even less, but are more dangerous because they work in the rarefied air of universities largely ignorant of classroom practice.

Making sure that nobody without recent classroom experience is employed as a teacher-trainer at any tertiary institution would further enhance the teaching profession. If someone does not have practical experience in the classroom, they cannot in all seriousness propound theories about it. Instead of being given sabbaticals to write books or papers, lecturers in teacher-training establishments should be made to spend a year at the blackboard or, these days, the whiteboard. This would give them practical insights into current classroom practice. Student teachers could then be given the chance to come and watch the specialists in the classroom: a much more worthwhile experience than the latter sitting thinking up ideas far removed from the classroom. Then we would have fewer initiatives like the recent government proposal to teach thinking in school. Prima facie, this is a laudable recommendation. But, as any practising teacher will tell you, this is done in every class. Perhaps someone needs to point out to the academic who thought up the scheme that the wheel has been around for some time.

In the educational field, there is surprisingly constant tension between the educational theorists and government officials on the one hand, who would like to see teachers marching in unison to some greater Utopian abstraction and, on the other, practising teachers. Any experienced classroom practitioner knows that the series of initiatives on teaching and learning that successive governments have tried to foist on schools and colleges do not work.

Questions 16-22

Complete the summary below of the first four paragraphs of Reading Passage 2.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 16-22 on your answer sheet.

Is it surprising that there is a 16 _____ of teachers? Schools do not have enough teachers, but what are the reasons for this? To begin with, fewer students are going into 17 _____ after finishing school. But this is not young people's fault. The 18 _____ of teaching has been under constant attack over the last ten years. The government's lack of respect for the profession is 19 _____. Moreover, administratively, the flow of bureaucracy is 20 _____. Even pupils in schools have no respect for those who teach them, as a 21 _____ series of assaults on teachers shows. The growing strain and stress means that, as well as fewer applications for teacher-training courses, teachers who have experience and are 22 _____ are also being driven out.

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Questions 23-29

In boxes 23-29 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

23 More students are entering teacher-training courses.

24 The government is right to be surprised that there are problems in schools.

25 Teachers are too weighed down by administrative duties to stir up trouble.

26 All teachers are cynics.

27 Politicians are not as dangerous as educational theorists, who know even less than the former about educational theory.

28 Any experienced classroom practitioner knows that the initiatives on teaching and learning that governments have tried to impose on schools do not work.

29 The government's attitude with regard to teachers is of great interest to the general public.

Question 30

Choose the appropriate letter A-D and write it in box 30 on your answer sheet.

30 Which one of the following is the most suitable title for the passage?

A Politicians and teachers.

B A profession undervalued.

C Recruitment difficulties in the teaching profession.

D Teacher-training needs improvement.

Section 3

In one corner of the room is a mass of tangled rope suspended from the ceiling with some sections dangling to the floor; the first of three encountered pieces of work that have a resounding impact on the viewing public.

It stops one in one's tracks: how dare it be there – this mess of nothing! It is like arranged chaos: that is, the confused mixture of varying sizes of rope, dipped in latex, looks as though it might collapse in a heap on the floor at any moment. At the same time, it is held up and in place by a series of fine wires and hooks, giving it a strange sense of... order.

A deliberate challenge to the forces of gravity. It is a shambles. It makes one laugh. It is play. It is drawing in the air! Maybe it can move or dance about! Yet, it is hardly there, like something imagined.

The materials are cheap and disposable. Impermanent, like ... the people looking at it. But it is very definitely present! It has a presence. You can see that people want to walk into it and become a part of it – but alas! The gallery guard is hovering nearby.

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To the left of this piece, running along the wall, in two rows on top of each other, is a long series of lid-less boxes. They are mounted at average nose height and are made of fibreglass which gives them a shiny, almost moist, appearance. They are the colour of murky water, absorbing the gallery light with an opacity similar to that of mucus or tree gum.

They look as though they might be soft and malleable to touch, with their irregular edges and non-conforming sides. This gives the overall impression that they could fall in on themselves or slide down the wall. The structure is puzzlingly familiar, similar to things in the world, and yet it is not like anything in particular.

In the adjacent corner is the third piece, consisting of a collection of nine cylindrical open-ended objects, slit part way from end to end. They give the appearance of being randomly placed – some lying, some leaning on the wall or on each other—all seeming somehow to be related. Like the boxes, they are a multiple of each other. Made of fibreglass with a shiny surface they look almost like abandoned pods that had once been alive. The associations seem to jump around in one's head, running between sensations of delight and pleasure, violence and discomfort.

One has to bend down to be with them more. Driven by the desire to physically interact, one is almost forced to stoop further so that one can touch, or indeed taste, this intriguing surface; but no, the guard is there.

The visual language apparent in these artworks is unfamiliar, as is the artist, Eva Hesse. Her work is as exciting as it is disturbing. For many, Hesse's sculpture refers essentially to the body. This, perhaps, does not seem surprising when it is in relation to the body that women are generally assessed. Hesse died of a brain tumour in 1970 at the age of 34. It must be an inescapable inevitability, therefore, that her work was read in the context of its time where it has, until recently, been largely abandoned.

Given the influence of feminism on our cultural consciousness since that period, it seems paramount that we avoid, or at the very least attempt to avoid, those dramatic facts about her life and family history. We may then be freed from a limited and narrow translation of her art.

Hesse's work is much more ambiguous and funny than some rather literal readings would have us believe. Perhaps it is precisely because her use of metaphor in her work is so subtle that it escapes the one-line definitions we so love to employ.

We are now, more than ever, hungry for the cult of 'personality'. While Hesse and others before and since can more than fill that demand, we seem in danger of focusing on the life of the artist and not on the life of the art.

When looking at Hesse's sculpture, drawings and paintings, the most interesting and challenging aspects lie just there – within the work. And this must be the starting point for any interpretation, not her complex life or untimely death.

Questions 31-36

In boxes 31-36 on your answer sheet, write

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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

Example answer:

The Guggenheim Art Gallery is in New York. Yes

31 The first piece of Hesse's art has little effect on visitors to the gallery.

32 The order inherent in the first piece of Hesse's art is essential to the understanding of her work.

33 The second piece of art by Hesse is inferior in several significant ways to the first.

34 The second piece by Hesse has several design faults that attract the public.

35 The third piece of work arouses different emotions.

36 Of the three pieces of Hesse's work described, the first is the writer's favourite.

Question 37-40

Choose the appropriate letter A-D and write it in box 30 on your answer sheet.

37 According to the writer, Eva Hesse

A is not a well-known artist.

B is very familiar, as is her work.

C is not a good artist.

D is strongly attracted by visual language.

38 The writer concludes that

A Hesse's work is timeless.

B the understanding of Hesse's work has until recently been interpreted only in the context of its time.

C Hesse's work is a product of her time and is not relevant to the modern world.

D Hesse's work is easy to read.

39 The writer thinks that it is to define Hesse's work.

A not difficult

B essential

C not important.

D not easy

40 In the present climate,

A we may lose sight of Hesse's art and focus on her life.

B personality is very important.

C art cults are in vogue.

D we may lose sight of Hesse's life and focus on her art.

Answer Keys reading test 3

IELTS Reading Section 1

1. **X**. The paragraph gives a short record of human-water interaction.
Note that title **XI** doesn't fit — even though it tells us about destructive force of water in the past, Present Perfect tense is used. This means that this keeps on going. See note on tenses for clarification
2. **I**. The paragraph talks about changes to the environment and how said changes affected our lives. The phrase “are not exactly new” is a [paraphrase](#) of “always”.
3. **V**. The last sentence best describes the general idea of the paragraph. Heading **IX** doesn't fit as it is not the topical idea, even though it is mentioned.
4. **III**. Both seas and rivers are mentioned as causing serious damage. Even though it sounds simplistic, this heading is the most appropriate. **XI** doesn't fit because the phrase “former times” has a meaning of times long gone. The events described in the paragraph took place fairly recently.
5. **VIII**. This paragraph suggests several ways of solving the current problem of floods.
6. **II**. The main idea is lack of water rather than flooding, even though it is mentioned briefly so we can't use **XII**. You should also not be confused by the first sentence. The paragraph talks about both the future and the present situation, so **XIII** doesn't fit.
7. **XIII**. The paragraph is about “doom-laden estimates” — pessimistic forecasts. This title fits the paragraph perfectly.
8. **IV**. This paragraph reasons whether we should be hopeful about the future.
9. **D**. Last sentence of first paragraph. It is going to have even greater importance. Don't forget that relevant information goes in a certain order, see [IELTS Reading tips](#) for clarification.
10. **A**. The key to this question is the word “ambiguous” which means that it could be seen in more than one way. Down the

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paragraph the idea is expanded, bringing up examples of good and bad relationship with water. The suffix *ambi-* is a Latin prefix meaning “both, around” (e.g. ambivalence, ambient)

11. **D.** Second sentence of paragraph “D” says that the catastrophes are instant news, meaning that this comes as a surprise, as something new to us. Other paragraphs state the contrary of what is in the text — learning about the destruction makes us feel better, not frightened.
12. **C.** Sentence three in paragraph “F”. Tree-planting is described as being more affordable and therefore a better decision. “A” talks about international approach to the problem, which is mentioned in the text. However, there is nothing about coordinating their efforts.
13. **C.** Second sentence of paragraph “G”. It states that two-thirds of people will have no access to drinking water. This means that only one-third of population will have such access.
14. **C.** First sentence of paragraph “H”. It clearly states the probability of lowlands submerging underwater.
15. **B.** Last sentence of paragraph “I”. “Accustomed” is a synonym of “get used to”. Answer “D” is wrong because it is the opinion of “some” people, not the author’s.

IELTS Reading Section 2

16. **Shortage.** Note that the word is in singular, even though it is plural in the original text. We should use singular form because of the indefinite article “a” before the gap.
17. **Teacher-training.** This compound word is counted as one, because there is a hyphen (“-” symbol) between them. Note that if you spell them without that symbol it will be seen as a mistake because the task states one word limit for answers.
18. **Profession.** Ten years in English is a decade. Finding the word in the original text makes it easy to guess the right word for the gap.
19. **Obvious.** Sentence one of the second paragraph has the word “contempt” which has the same meaning as “lack of respect”.
20. **Increasing.** First sentence of paragraph three. Note how the original text and task texts have this word as different parts of speech (adjective in the text, continuous verb in the task)

21. **Recent.** Sentence one of fourth paragraph mentions a series of “recent bashing”, which is another word for assaults or attacks.
22. **Competent.** Last sentence of the same paragraph four. As can be seen from the sentence structure there should be an adjective in the gap. Experienced is one adjective to describe the teachers, it is used as a noun in the task. It means we have to use the other adjective.
23. **False.** The opposite is stated in first paragraph, sentence five.
24. **False.** Last sentence of paragraph one states that the government is surprised. However irony can be easily seen because the previous sentences named the reasons for such poor state of affairs with teacher’s profession popularity. Government has no right to be surprised, the situation is natural.
25. **Not given.** Beginning of paragraph three. The author makes an assumption, a guess that the teachers have no time to complain because of the administrative hurdles. It doesn’t mean that this is so in reality. Don’t be misled by the similar wording of the question and the sentence in the text.
26. **Not given.** Paragraph three, sentences two and three. The author is again using irony — he doesn’t mean that other teachers and cynical. However he doesn’t state that they aren’t, so we can’t answer FALSE in this case. We have no actual information whether teacher are cynical or not.
27. **True.** Paragraph five, sentence starting with “Initiatives in ...”. The question statement means that theorists are more dangerous than politicians. This is true, as stated in the sentence: “they know even less, but are more dangerous”. This refers to the educational theorists.
28. **True.** Last paragraph, last sentence. It is clearly stated that the forced government initiatives do not work. Word “foist” is used which can confuse you.
29. **Not given.** No such information is present in the text, nothing even remotely related.
30. **B.** The main notion throughout the text is how teachers are underappreciated. “A” is simplistic and is too general. “C” and “D” mention some of the issues in the text, not all of them, so they cannot be used as title.

IELTS Reading Section 3

31. **No.** Paragraph one, second part. The work has “resounding” or a very strong effect on the visitors. The opposite is true, so the answer is “No”.
32. **Not given.** No relevant information on this statement can be found in the text.
33. **Not given.** Even though it is stated that the materials are “cheap and disposable” it is meant to describe the first work. Not to mention that it doesn’t mean that the artistic value of this piece is lower because of its materials.
34. **Not given.** Some design faults are mentioned in paragraphs five and six. However there is not information on whether they attract any additional attention.
35. **Yes.** Paragraph two states that the first work gives a sense of “order”. The last sentence of paragraph seven states that the third work gives a sensation of “violence and discomfort”. These emotions are different; the answer is “Yes”.
36. **Not given.** The author does not state their preference in the listed works. Nothing is mentioned about which of the three works is author’s “favourite”.
37. **A.** Paragraph nine, first sentence. The author states that the “visual language is unfamiliar, as is the author”. The comparison makes it clear that the author is fairly unknown to the public.
38. **B.** Paragraph nine, the last sentence. As the author states, her work had been largely ignored “until recently” — it is no longer seen within the context of its time. It is also natural to put conclusions in the end of a paragraph.
39. **D.** Paragraph 11, first sentence. It states that Hesse’s work is more than the obvious “readings”, or interpretations, make us think. Therefore it is not easy to read, or to understand it’s meaning.
40. **A.** Paragraph 10, both sentences. The information there suggests the importance of her life being greater than her work because of “influence of feminism ... since that period”. Note how this question defies the [paradigm of answers](#) in the text following one another — we had to return to the previous paragraph to answer it.

Vocabulary

Section 1

n. **scarcity** – state of being scarce (very rare, hard to find)

adj. **despondent** – pessimistic

n. **flood** – a **disaster** involving water

adj. **far-flung** — distant, far-away

adj. **frightening** — scary

n. **awe** — strong fear of something.

n. pl. **defences** — protection against something.

adj. **habitable** — populated by people, animals or other living beings

adj. **ill-founded** — without reason, false, groundless

adj. **ambiguous** — dubious, having double meaning, two-sided

v. **hamper** — to constrain, to prevent somebody from doing something

ph. v. **teem with** — to be swarmed, to have something in abundance.

adj. **doom-laden** — catastrophic, grim

Section 2

n. **shortage** — lack of something.

adj. **relentless** — having no mercy

v. **testify** — to give description of events you witnessed (legal term)

adj. **crucial** — very important

v. **encourage** — to promote

adj. **relevant** — having relation to something.

n. **sabbatical** – a period of leave given to teachers every seventh year of service.

lat. **prima facie** — at first sight, as it seems as first

adj. **undervalued** — underappreciated, given too little importance to

v. **foist** — to sell or to give by force.

Section 3

adj. **inherent** — having relation to, intrinsic

adj. **resounding** — here: having strong effect on somebody.

adj. **deliberate** — something with a purpose

IELTS READING 4

SECTION 1

A

They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

B

Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one – such as building muscle strength in golfers – to others, such as swimming and squash. They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. ‘We can’t waste our time looking at ethereal scientific questions that don’t help the coach work with an athlete and improve performance.’ says Peter Fricker, chief of science at AIS.

C

A lot of their work comes down to measurement – everything from the exact angle of a swimmers dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It’s the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason’s contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmers performance into factors that can be analysed individually – stroke length, stroke frequency, average duration of each stroke,

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velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.

D

'Take a look.' says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? 'His turn times were 44 hundredths of a second behind the other guy.' says Mason. 'If he can improve on his turns, he can do much better.' This is the kind of accuracy that AIS scientists' research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run. There's more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

E

Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times. 'You design the model to make that time.' says Mason. 'A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times'. All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world's most successful sporting nation.

F

Of course, there's nothing to stop other countries copying – and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two percent off cyclists' and rowers times. Now everyone uses them. The same has happened to the altitude tent', developed by AIS to replicate the effect of altitude training at sea level. But Australia's success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

Questions 1-7

Reading Passage 1 has six sections, A-F.

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Which paragraph contains the following information?

Write the correct letter A-F for questions 1-7 .

NB You may use any letter more than once

- 1 a reference to the exchange of expertise between different sports
- 2 an explanation of how visual imaging is employed in investigations
- 3 a reason for narrowing the scope of research activity
- 4 how some AIS ideas have been reproduced
- 5 how obstacles to optimum achievement can be investigated
- 6 an overview of the funded support of athletes
- 7 how performance requirements are calculated before an event

Questions 8-11

Classify the following techniques according to whether the writer states they

- A are currently exclusively used by Australians
- B will be used in the future by Australians
- C are currently used by both Australians and their rivals

Write the correct letter A, B, C or D for questions 8-11.

- 8 cameras
- 9 sensors
- 10 protein tests
- 11 altitude tents

Questions 12 and 13

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the Reading Passage 1 for each answer.

Write your answers for questions 12 and 13 .

- 12 What is produced to help an athlete plan their performance in an event?
- 13 By how much did some cyclists' performance improve at the 1996 Olympic Games?

SECTION 2

The vast expansion in international trade owes much to a revolution in the business of moving freight.

A

International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost

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every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.

B

What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import-export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

C

At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40-50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.

D

Countries still trade disproportionately with their geographic neighbours. Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

E

To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market. Distance therefore poses no obstacle to the globalisation of the disk-drive industry.

F

This is even more true of the fast-growing information industries. Films and compact discs cost

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little to transport, even by aeroplane. Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.

G

In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as containerisation and inter-modal transportation has led to swift productivity improvements in cargo-handling. Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.

H

The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road haulers and railways, were freed from restrictions on what they could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives – while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

I

In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

Questions 14-17

Reading Passage 2 has nine paragraphs, A-I.

Which paragraph contains the following information?

Write the correct letter A-I for questions 14-17 .

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- 14 the effects of the introduction of electronic delivery
- 15 the similar cost involved in transporting a product from abroad or from a local supplier
- 16 the weakening relationship between the value of goods and the cost of their delivery
- 17 the rate of industry growth

Questions 18-22

For questions 18-22 , 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

- 18 International trade is increasing at a greater rate than the world economy.
- 19 Cheap labour guarantees effective trade conditions.
- 20 Japan imports more meat and steel than France.
- 21 Most countries continue to prefer to trade with nearby nations.
- 22 Small computer components are manufactured in Germany.

Questions 23-26

Complete the summary using the list of words, A-K, below.

Write the correct letter A-K for questions 23-26 .

THE TRANSPORT REVOLUTION

Modern cargo-handling methods have had a significant effect on 23_____as the business of moving freight around the world becomes increasingly streamlined.

Manufacturers of computers, for instance, are able to import 24_____ from overseas, rather than having to rely on a local supplier. The introduction of 25_____ has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce 26_____ in order to free up the domestic cargo sector.

- | | | | |
|--------------------|--------------------------|----------------------------------|------------------|
| A tariffs | B components | C container ships | D output |
| E employees | F insurance costs | G trade | H freight |
| I fares | J software | K international standards | |

SECTION 3

Climate change and the Inuit

The threat posed by climate change in the Arctic and the problems faced by Canada's Inuit people

A

Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects – if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the 'canary in the mine' for global warming – a warning of what's in store for the rest of the world.

B

For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

C

The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.

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D

Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing.

Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

E

While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.

F

With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.' In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

G

Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn't go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and

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despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we're seeing is natural capriciousness and how much is the consequence of human activity.

Questions 27-32

Reading Passage 3 has seven paragraphs, A-G.

Choose the correct heading for paragraphs B-G from the list of headings below.

Write the correct number i-ix for questions 27-32 .

Paragraph A has been done as an example

List of Headings

- i The reaction of the Inuit community to climate change
- ii Understanding of climate change remains limited
- iii Alternative sources of essential supplies
- iv Respect for Inuit opinion grows
- v A healthier choice of food
- vi A difficult landscape
- vii Negative effects on well-being
- viii Alarm caused by unprecedented events in the Arctic
- ix The benefits of an easier existence

Example: Paragraph A Answer: viii

- 27 Paragraph B
- 28 Paragraph C
- 29 Paragraph D
- 30 Paragraph E
- 31 Paragraph F
- 32 Paragraph G

Questions 33-40

Complete the summary of paragraphs C and D below.

Choose NO MORE THAN TWO WORDS from paragraphs C and D for each answer.

Write your answers for questions 33-40 .

If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in 33 _____ as a means of supporting themselves. For thousands of years they have had to rely on catching 34 _____ and 35 _____ as a means of sustenance. The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful.

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The 36 _____ people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few 37 _____. In recent years, many of them have been obliged to give up their 38 _____ lifestyle, but they continue to depend mainly on 39 _____ for their food and clothes. 40 _____ produce is particularly expensive.

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Answer Keys and Scores reading test 4

Section 1

1. **Paragraph B.** Third sentence in that paragraph gives a clear example of transferring knowledge from one sports to another.
2. **Paragraph C.** Sentences five and six talk about a 3D model — an image, as stated by the task. Note that Paragraph D is wrong answer — even though it is about analysing and investigation, they talk about “sheets of data” — numbers mostly, without any visuals.
3. **Paragraph B.** Remember that you can use any paragraph more than once, as mentioned in the task. Last sentence, quoting Mr. Fricker. He states the reason for narrowing the scope of their studies: they aim to improve athletes’ performance above everything else. They aim to win.
4. **Paragraph F.** Sentences two and three talk about coolant-lined sportswear that proved to be extremely effective. This technology was then borrowed by other competitors — reproduced by them, as the task words it.
5. **Paragraph D.** Sentences three, four and five examine a swimmer’s performance in detail and discover the problematic points (obstacles) that could be improved on.
6. **Paragraph A.** Last but one sentence talks about financing, or funding, of the program.
7. **Paragraph E.** Starting with the second sentence the author points out how goals are set in advance. Paragraph D is a wrong answer — even though they analyse data there, it happens after the event.

8. **A.** Paragraph C, the part below middle that talks about SWAN system. Those cameras are currently used in Australian competitions, other countries are not mentioned.
9. **B.** Paragraph C, sentences six and seven talk about a 3D analysis prototype. No word “sensor” is used, however it is implied that for such

analysis you would need them. "When fully developed ..." lets us know that it will be used in the future, it is not finished right now.

10. **A.** Second part of paragraph D. They are talking about protein traces in people's saliva and mention that all of AIS athletes have since then stayed healthy. AIS is an Australian company and therefore according to the text used exclusively in Australia.
11. **C.** Paragraph F, sentences four and five. Coolant-lined jackets are now used by everyone and the same happened to altitude tents.

12. **(a) competition model.** Paragraph E, second sentence. According to the following sentences it help an athlete to reach their goals.

13. **(by) 2 percent.** Paragraph F, sentence three. Number 1996 is an easy keyword to find, just like any other digit in the text.

Section 2

14. **Paragraph F.** Sentence number three suggest "transporting" software by means of telephone line, effectively bringing the total cost to zero.

15. **Paragraph E.** Sentence four compares shipping costs from abroad and producing similar goods within the country.

16. **Paragraph D.** Sentence two clearly states relation between cost of goods and transportation growing weaker. Most of the paragraph emphasises the progress made in making the transportation more affordable by implementing new materials into production of goods.

17. **Paragraph A.** Sentences one and two give factual growth figures.

18. **True.** Paragraph A, second sentence. It is stated there that the trade is growing at a double rate of economy.

19. **False.** Paragraph B, last sentence. The opposite is stated — cheap labour means nothing without other factors such as appropriate delivery time.

20. **Not given.** Even though Paragraph C tells us about steel and meat imports, there is no direct comparison between countries. No such information is present in the text.

21. **True.** Paragraph two, sentence one and two. First sentence mentions disproportion in trade between "close" and "far" neighbouring countries. It becomes more clear that most of the trading is between neighbours after you read sentence two. Sentence two implies that because of the size and weight of goods it is more profitable to reduce shipping distance.

22. **Not given.** Paragraph E talks about disk-drives manufacturing that is mostly found in Asia. You are tempted to answer "False", but this answer is wrong. The question states "small computer components" in general, not disk-drives. Therefore we should ask "not given", as the text has no information regarding computer components in general.

23. **Trade.** As a general idea of the text, this fits the introductory paragraph the best.

24. **Components.** As mentioned in paragraph E — a disk-drive is a common example of a computer component.

25. **Container ships.** Paragraph G talks about sea transportation that made shipments safe and cost-efficient. Even though there is no mentioning of "container ships", this is the right answer.

26. **Tariffs.** This should not be confused with fares. Tariffs are custom duties while fares are payments for shipping. Since government is mentioned then it means that the word is tariffs — only government can regulate them.

Section 3

27. **I.** The paragraph is about how seriously the locals have taken the news. They are full of resolve to handle the situation themselves rather than leaving it to be taken care of by "outside experts".

28. **VI.** The paragraph describes the features of territory inhabited by the Inuit and the hardships they have to endure living there.

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29. **III.** The paragraph focuses on difficulty in obtaining the essential that the nature can't provide. Note that title VI doesn't fit — even though there is some description of stern conditions they live in, it is not the main idea of the paragraph.
30. **VII.** This paragraph names the many difficulties the indigenous population have faced because of the changes in climate. Namely hunting becoming less popular as a result of rising temperatures.
31. **IV.** Sentences four to six of paragraph F talk about how the locals' opinion gradually became more valued by the scientists.
32. **II.** In the last paragraph the author acknowledges that there are "gaps" in our understanding of the Arctic.
33. **Farming.** Paragraph C, third sentence states that "farming is out of the question". Means of supporting themselves is another way of saying "to make one's living".
34. **Sea mammals.** This and the next questions are answered in the next, fourth sentence of paragraph C.
35. **Fish.** See previous question. It is important to give answers in this order — the order of the original text.
36. **Thule.** Paragraph C, sentence number five. By "latter" the author means "successful". Spelled with capital T, will be counted as a mistake otherwise.
37. **Islands.** Paragraph D, second sentence. "Few" in the task is synonymized as "a handful" in the text. Note that the answer has to be in plural because of the adjective "few" before the gap.
38. **Nomadic.** Paragraph D, sentence four. "Lifestyle" is a synonym of "way".
39. **Nature.** Paragraph D, sentence four. "Depends" in the task is a synonym for "rely" in the text.
40. **Imported.** "Produce" here means food, or meat specifically if we are talking about the text. "Imported meat" can be found in paragraph D, sentence beginning with "It would cost ...".

READING TEST 5

SECTION 1

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Networking as a concept

Networking as a concept has acquired what is in all truth an unjustified air of modernity. It is considered in the corporate world as an essential tool for the modern businessperson, as they trot round the globe drumming up business for themselves or a corporation. The concept is worn like a badge of distinction, and not just in the business world.

People can be divided basically into those who keep knowledge and their personal contacts to themselves, and those who are prepared to share what they know and indeed their friends with others. A person who is insecure, for example someone who finds it difficult to share information with others and who is unable to bring people, including friends, together does not make a good networker. The classic networker is someone who is strong enough within themselves to connect different people including close friends with each other. For example, a businessman or an academic may meet someone who is likely to be a valuable contact in the future, but at the moment that person may benefit from meeting another associate or friend.

It takes quite a secure person to bring these people together and allow a relationship to develop independently of himself. From the non-networker's point of view such a development may be intolerable, especially if it is happening outside their control. The unfortunate thing here is that the initiator of the contact, if he did but know it, would be the one to benefit most. And why?

Because all things being equal, people move within circles and that person has the potential of being sucked into ever-growing spheres of new contacts. It is said that, if you know eight people, you are in touch with everyone in the world. It does not take much common sense to realise the potential for any kind of venture as one is able to draw on the experience of more and more people.

Unfortunately, making new contacts, business or otherwise, while it brings success, does cause problems. It enlarges the individual's world. This is in truth not altogether a bad thing, but it puts more pressure on the networker through his having to maintain an ever larger circle of people. The most convenient way out is, perhaps, to cull old contacts, but this would be anathema to our networker as it would defeat the whole purpose of networking. Another problem is the reaction of friends and associates. Spreading oneself thinly gives one less time for others who were perhaps closer to one in the past. In the workplace, this can cause tension with jealous colleagues, and even with superiors who might be tempted to rein in a more

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successful inferior. Jealousy and envy can prove to be very detrimental if one is faced with a very insecure manager, as this person may seek to stifle someone's career or even block it completely.

The answer here is to let one's superiors share in the glory; to throw them a few crumbs of comfort. It is called leadership from the bottom. In the present business climate, companies and enterprises need to co-operate with each other in order to expand. As globalization grows apace, companies need to be able to span not just countries but continents. Whilst people may rail against this development it is for the moment here to stay. Without co-operation and contacts, specialist companies will not survive for long. Computer components, for example, need to be compatible with the various machines on the market and to achieve this, firms need to work in conjunction with others. No business or institution can afford to be an island in today's environment. In the not very distant past, it was possible for companies to go it alone, but it is now more difficult to do so.

The same applies in the academic world, where ideas have been jealously guarded. The opening-up of universities and colleges to the outside world in recent years has been of enormous benefit to industry and educational institutions. The stereotypical academic is one who moves in a rarefied atmosphere living a life of sometimes splendid isolation, a prisoner of their own genius. This sort of person does not fit easily into the mould of the modern networker. Yet even this insular world is changing. The ivory towers are being left ever more frequently as educational experts forge links with other bodies; sometimes to stunning effect as in Silicon Valley in America and around Cambridge in England, which now has one of the most concentrated clusters of high-tech companies in Europe.

It is the networkers, the wheeler-dealers, the movers and shakers, call them what you will, that carry the world along. The world of the Neanderthals was shaken between 35,000 and 40,000 BC; they were superseded by Homo Sapiens with the very 'networking' skills that separate us from other animals: understanding, thought abstraction and culture, which are inextricably linked to planning survival and productivity in humans. It is said the meek will inherit the earth. But will they?

Questions 1-5

YES if the statement agrees with the writer's claims

NO if the statement contradicts the writer's claims

NOT GIVEN if there is impossible to say what the writer thinks about this

- 1 Networking is not a modern idea.
- 2 Networking is worn like a badge exclusively in the business world.
- 3 People fall into two basic categories.

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4 A person who shares knowledge and friends makes a better networker than one who does not.

5 The classic networker is physically strong and generally in good health.

Questions 6-10

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

6 Making new acquaintances _____ but also has its disadvantages.

7 At work, problems can be caused if the manager is _____.

8 A manager can suppress, or even totally _____ the career of an employee.

9 In business today, working together is necessary in order for _____ to grow.

10 Businesses that specialise will not last for long without _____.

Questions 11-15

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

11 In which sphere of life have ideas been protected jealously?

12 Which type of individual does not easily become a modern networker?

13 Where is one of the greatest concentrations of high tech companies in Europe?

14 Who replaced the Neanderthals?

15 What, as well as understanding and thought abstraction, sets us apart from other animals?

SECTION 2

A Silent Force

A

There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilisation it became in Europe during the Renaissance when it was seen as one of the attributes of the civilised individual.

B

Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they have done for far too long; otherwise, they are in danger of falling even further behind economically.

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C

It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.

D

Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large part of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

E

There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F

But the negative connotations apart, is modern Western society strongly opposing an uncontrollable spiral of decline? I think not.

G

How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and low brow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

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H

But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word. Catch them young and, perhaps, they just might then all become bookworms.

Questions 16-22

Reading Passage 2 has eight paragraphs labelled A-H.

Choose the most suitable heading for each paragraph from the list of headings below.

Note: There are more headings than paragraphs, so you will not use all of them.

One of the headings has been done for you as an example. Any heading may be used more than once.

List of Headings

- i Reading not taken for granted
- ii Taking children to libraries
- iii Reading: the mark of civilisation
- iv Reading in St Augustine's day
- v A large pool of educated workers in India
- vi Literacy rates in developed countries have declined because of people's attitude
- vii Persuading people to read
- viii Literacy influences the economies of countries in today's world
- ix Reading benefits the economy by billions of pounds
- x The attitude to reading amongst the young
- xi Reading becomes an economic force
- xii The writer's attitude to the decline in reading

Example: Paragraph H Answer vii

- 16 Paragraph A
- 17 Paragraph B
- 18 Paragraph C
- 19 Paragraph D

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- 20 Paragraph E
- 21 Paragraph F
- 22 Paragraph G

Questions 23-27

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

YES if the statement agrees with the writer's claims

NO if the statement contradicts the writer's claims

NOT GIVEN if there is impossible to say what the writer thinks about this

23 European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

24 Reading is an economic force.

25 The literacy rate in less developed nations is considerably higher than in all European countries.

26 If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

27 People should be discouraged from reading comics and magazines.

SECTION 3

Variations on a theme: the sonnet form in English poetry

A

The form of lyric poetry known as 'the sonnet', or 'little song', was introduced into the English poetic corpus by Sir Thomas Wyatt the Elder and his contemporary Henry Howard, Earl of Surrey, during the first half of the sixteenth century. It originated, however, in Italy three centuries earlier, with the earliest examples known being those of Giacomo de Lentino, 'The Notary' in the Sicilian court of the Emperor Frederick II, dating from the third decade of the thirteenth century. The Sicilian sonneteers are relatively obscure, but the form was taken up by the two most famous poets of the Italian Renaissance, Dante and Petrarch, and indeed the latter is regarded as the master of the form.

B

The Petrarchan sonnet form, the first to be introduced into English poetry, is a complex poetic structure. It comprises fourteen lines written in a rhyming metrical pattern of iambic pentameter, that is to say each line is ten syllables long, divided into five 'feet' or pairs of syllables (hence 'pentameter'), with a stress pattern where the first syllable of each foot is unstressed and the second stressed (an iambic foot). This can be seen if we look at the first line of one of Wordsworth's sonnets, 'After-Thought':

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'I thought of thee my partner and my guide'.

If we break down this line into its constituent syllabic parts, we can see the five feet and the stress pattern (in this example each stressed syllable is underlined), thus: 'I thought/ of thee/ my partner and/ my guide'.

C

The rhyme scheme for the Petrarchan sonnet is equally as rigid. The poem is generally divided into two parts, the octave (eight lines) and the sestet (six lines), which is demonstrated through rhyme rather than an actual space between each section. The octave is usually rhymed abbaabba with the first, fourth, fifth and eighth lines rhyming with each other, and the second, third, sixth and seventh also rhyming. The sestet is more varied: it can follow the patterns cdecde, cdccdc, or cdedce. Perhaps the best interpretation of this division in the Petrarchan sonnet is by Charles Gayley, who wrote: "The octave bears the burden; a doubt, a problem, a reflection, a query, an historical statement, a cry of indignation or desire, a vision of the ideal. The sestet eases the load, resolves the problem or doubt, answers the query or doubt, solaces the yearning, realises the vision." Thus, we can see that the rhyme scheme demonstrates a twofold division in the poem, providing a structure for the development of themes and ideas.

D

Early on, however, English poets began to vary and experiment with this structure. The first major development was made by Henry Howard, Earl of Surrey, altogether an indifferent poet, but was taken up and perfected by William Shakespeare, and is named after him. The Shakespearean sonnet also has fourteen lines in iambic pentameter, but rather than the division into octave and sestet, the poem is divided into four parts: three quatrains and a final rhyming couplet. Each quatrain has its own internal rhyme scheme, thus a typical Shakespearean sonnet would rhyme abab cdcd efef gg. Such a structure naturally allows greater flexibility for the author and it would be hard, if not impossible, to enumerate the different ways in which it has been employed, by Shakespeare and others. For example, an idea might be introduced in the first quatrain, complicated in the second, further complicated in the third, and resolved in the final couplet — indeed, the couplet is almost always used as a resolution to the poem, though often in a surprising way.

E

These, then, are the two standard forms of the sonnet in English poetry, but it should be recognized that poets rarely follow rules precisely and a number of other sonnet types have been developed, playing with the structural elements. Edmund Spenser, for example, more famous for his verse epic 'The Faerie Queene', invented a variation on the Shakespearean form by interlocking the rhyme schemes between the quatrains, thus: abab bcbc cdcd ee, while in

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the twentieth century Rupert Brooke reversed his sonnet, beginning with the couplet. John Milton, the seventeenth-century poet, was unsatisfied with the fourteen-line format and wrote a number of 'Caudate' sonnets, or 'sonnets with the regular fourteen lines (on the Petrarchan model) with a 'coda' or 'tail' of a further six lines. A similar notion informs George Meredith's sonnet sequence 'Modern Love', where most sonnets in the cycle have sixteen lines.

F

Perhaps the most radical of innovators, however, has been Gerard Manley Hopkins, who developed what he called the 'Curtal' sonnet. This form varies the length of the poem, reducing it in effect to eleven and a half lines, the rhyme scheme and the number of feet per line. Modulating the Petrarchan form, instead of two quatrains in the octave, he has two tercets rhyming abc abc, and in place of the sestet he has four and a half lines, with a rhyme scheme dcbdc. As if this is not enough, the tercets are no longer in iambic pentameter, but have six stresses instead of five, as does the final quatrain, with the exception of the last line, which has three. Many critics, however, are sceptical as to whether such a major variation can indeed be classified as a sonnet, but as verse forms and structures become freer, and poets less satisfied with convention, it is likely that even more experimental forms will out.

Questions 28-32

Reading Passage 3 has six paragraphs labelled A-F.

Choose the most suitable heading for each paragraph from the list of headings below.

Write the appropriate numbers (i-xiii) in boxes 28-32 on your answer sheet.

Any heading may be used more than once.

Note: There are more headings than paragraphs, so you will not use all of them.

List of Headings

- i Octave develops sestet
- ii The Faerie Queene and Modern Love
- iii The origins of the sonnet
- iv The Shakespearean sonnet form
- v The structure of the Petrarchan sonnet form
- vi A real sonnet?
- vii Rhyme scheme provides structure developing themes and ideas
- viii Dissatisfaction with format
- ix The Sicilian sonneteers
- x Howard v. Shakespeare
- xi Wordsworth's sonnet form
- xii Future breaks with convention
- xiii The sonnet form: variations and additions

Example Paragraph A Heading iii

- 28 Paragraph B
- 29 Paragraph C
- 30 Paragraph D
- 31 Paragraph E
- 32 Paragraph F

Questions 33-37

Using **NO MORE THAN THREE WORDS** from the passage, complete the sentences below.

- 33 Sir Thomas Wyatt the Elder and Henry Howard were_____.
- 34 It was in the third decade of the thirteenth century that the_____ was introduced.
- 35 Among poets of the Italian Renaissance_____ was considered to be the better sonneteer.
- 36 The Petrarchan sonnet form consists of_____.
- 37 In comparison with the octave, the rhyming scheme of the sestet is_____.

Questions 38-40

Choose the correct letters **A-D** and write them in boxes **38-40** on your answer sheet.

- 38 According to Charles Gayley,**
- A the octave is longer than the sestet.
 - B the octave develops themes and ideas.
 - C the sestet provides answers and solutions.
 - D the sestet demonstrates a twofold division.

39 The Shakespearean sonnet is

- A an indifferent development.
- B more developed than the Petrarchan sonnet.
- C more flexible than the Petrarchan sonnet.
- D enumerated in different ways.

40 According to the passage, whose sonnet types are similar?

- A Spenser and Brooke
- B Brooke and Milton
- C Hopkins and Spenser
- D Milton and Meredith

Answer Keys and Scores test 5

IELTS Reading Section 1 Answer Keys

1. **Yes.** Paragraph one, first sentence. “Unjustified air of modernity” means that it is unfairly thought of as something new. It is implied then that the concept of networking is old — just like the task states.
2. **No.** Last sentence of paragraph one. The opposite idea is clearly stated.
3. **Yes.** Second paragraph, first sentence. It is clearly said that all people can be divided into two types and their description is given.
4. **Yes.** Sentences two and three of second paragraph confirm the task statement.
5. **Not given.** Sentence three of paragraph two has the expression “strong within themselves”. This statement doesn’t mean physical strength, but rather a person’s mental and psychological capability. No information about physical qualities of a good networker is given in the text.
6. **Brings success.** Paragraph three, first sentence. “Causes problems” in the text is synonymised as “has disadvantages” in the task.
7. **(very) insecure/jealous/nervous.** Last sentence of paragraph three. The word “manager” isn’t paraphrased so it is quite easy to find, making it an excellent choice of keyword for this question.
8. **Block.** Same last sentence of third paragraph. Note that “stifle” isn’t the right word as it is the synonym of “suppress” from the task.
9. **Companies and enterprises.** Paragraph four, sentence two. “To expand” and “to grow” are synonymized. Business becomes a good keyword, making for easier navigation.
10. **Cooperation and contact.** Middle of paragraph four. “Specialist” or “specialise” is the keyword that helps here.
11. **(the) academic world.** The first sentence of paragraph five. “Jealously” remains unchanged while “guarded” is changed to “protected”.
12. **(the) stereotypical academic.** Paragraph five, sentences three and four. The natural propensity to isolation makes an academic poor networker.

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13. **(around) Cambridge (in England)**. Last sentence of paragraph five. “Which” refers to the word closest to it, so the answer is Cambridge and not Silicon Valley.
14. **Homo Sapiens**. Paragraph six, second sentence. “Supersede” is a scientific term that means “to replace something old-fashioned or less developed”. Keep in mind that both words should be capitalised.
15. **Culture**. Paragraph six, second sentence enumerates three basic distinctions — understanding, though abstraction and culture. Be careful to write only “Culture” as your answer as the other two are already mentioned in the task.

IELTS Reading Section 2 Answer Keys

16. **III**. Last sentence of the paragraph gives an accurate summary of it. Title **IV** is wrong — the period discussed in the paragraph is before the St. Augustine’s.
17. **VIII**. The influence of literacy on economies is mentioned both in the beginning and at the end of this paragraph, being the main idea of the abstract. Title **V** doesn’t fit — India sure has a great amount of educated people and it is mentioned in the text but it is a minor detail rather than the main point of the paragraph.
18. **XI**. Once again the last sentence accurately sums up the idea of whole paragraph. Title **VIII** would not fit as it has “countries” in plural, whereas this paragraph is solely about the UK. Title **XI** doesn’t fit — the phrase “billions of pounds” is mentioned, but only as a supportive argument to the general idea. Remember that titles should reflect the main topic of the paragraph.
19. **VI**. Most Western nations and the UK are considered to be “developed nations”. The negative attitude to reading is also mentioned as the key reason for declining literacy rate among population of these countries.
20. **X**. The focus of the paragraph is how the young part of population sees reading. Title **VI** would be wrong because there is no mentioning of declining levels of literacy. The main idea is that reading as an activity is frowned upon.

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21. **XII.** The author expresses his opinion on the whole matter rather ironically. No other title fits this short paragraph.
22. **VII.** The author suggest a number of ways to change the current situation.
23. **Yes.** Paragraph B, last sentence. The European countries have spent too much time “resting on their laurels” or enjoying the past achievements. India is an example of said “other country” that managed to overtake developed nations in the literacy department.
24. **Yes.** Last sentence of paragraph C clearly states the same.
Reading is indeed an economic force
25. **Not given.** Last sentence of paragraph D talks about falling rates of literacy in developed countries. However, the author says nothing about how much lower the literacy of first-world countries is in comparison to less developed nations. We can neither confirm nor refute this statement so the answer is “not given”.
26. **Yes.** This is a rather difficult question. Look at sentence six of paragraph E. It states that the bullying kids do so because of their insecurity about their own level of literacy. This means that if we were to make them love reading from the early age it would make them less biased towards other reading children. The word “subcultures” helps us to find this piece of information that is relevant to the answer.
27. **No.** Sentence five of paragraph G states that reading comics and magazines “is frowned upon”. However, the next sentence states that it doesn’t make much difference what people read as long as they enjoy reading. So the second sentence means that people shouldn’t be discouraged from reading light fiction. The opposite is true.

IELTS Reading Section 3 Answer Keys

28. **V.** This title is a fairly easy to choose. Petrarchan sonnet is the main topic and there are not alternative titles with word Petrarchan in them.
29. **VII.** The paragraph talks about how various structures could serve different needs and express varied emotions. Octaves and sestets fit for expressing different feelings and notions. Title I isn’t good

- enough — it is too simplistic and doesn't satisfy the main topic of the paragraph, this title being too narrow and specific.
30. **IV.** Shakespearean contribution to the form of sonnet is the main notion of this paragraph. Word Shakespeare is a perfect keyword for this abstract.
31. **XIII.** The paragraph focuses on the developments based on the original sonnet form. Title **VIII** wouldn't fit as only one of the variations was made out of dissatisfaction with the current choice of rhyme models — the Caudete sonnet. The paragraph has other variations so this title wouldn't fully cover the theme of it.
32. **VI.** The second part of the paragraph challenges the idea of this format as being a real sonnet and not a completely different form of poetry.
33. **Contemporaries.** Paragraph A, first sentence. A contemporary is a person who lived or lives in the same time period as the other person in question.
34. **Sonnet / little song.** Paragraph A, sentence number two. Three decades are thirty years. The words for the answers are found in the very beginning of the paragraph, but the structure that hints at these answers is in the second sentence: "It originated ... dating from the third decade of the thirteenth century."
35. **Petrarch.** Last sentence of paragraph A. Both Dante and Petrarch are mentioned, but the "latter" is named to be the better one. Latter means the last of the named ones. Do not forget to capitalize Petrarch — it is a proper name.
36. **Fourteen lines / octave and sestet.** Paragraph B, second sentence give a clear answer on the structure of a Petrarchan sonnet.
37. **More varied.** Paragraph C, sentence four. Sestet's structure is more varied with more variations in the rhyming pattern.
38. **C.** Paragraph C, below the middle. Gayley says that "sestet ... answers the query or doubt". D is wrong — it isn't the sestet that has a twofold division but a rhyming pattern in general — division into octave and sestet.
39. **C.** Paragraph D in the middle: "Such structure allows greater flexibility...". Answer B is wrong as there is no direct comparison in terms of development.

40. D. The second part of paragraph E compares Milton's and Meredith's approach to sonnet — last sentence of E. "A similar notion ... where most sonnets in the cycle have sixteen lines".

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READING TEST 6

SECTION 1

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

The Value of a College Degree

Escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment to both the individual and to society.

The Economic Value of Higher Education

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial burden associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today—about 80 percent of all students—enrol either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, Think College Early, a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A full-time student in a public two-year college pays an average of \$1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

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Other Benefits of Higher Education

College graduates also enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for post-secondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to “decrease prejudice, enhance knowledge of world affairs and enhance social status” while increasing economic and job security for those who earn bachelor’s degrees (Ibid.). Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one’s children. In fact, “parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children” and Increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets” (Cohn and Geske, 1992).

The Social Value of Higher Education

A number of studies have shown a high correlation between higher education and cultural and family values, and economic growth. According to Elchanan Cohn and Terry Geske (1992), there is the tendency for more highly educated women to spend more time with their children; these women tend to use this time to better prepare their children for the future. Cohn and Geske (1992) report that “college graduates appear to have a more optimistic view of their past and future personal progress.”

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998)

Conclusion

While it is clear that investment in a college degree, especially for those students in the lowest income brackets, is a financial burden, the long-term benefits to individuals as well as to society at large, appear to far outweigh the costs.

Questions 1-4

Do the following statements agree with the information in Reading Passage 1? In boxes 1-4 on your Answer Sheet, write

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TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

1. The cost of a college education has remained steady for several years.
2. Some people have to borrow large amounts of money to pay for college.
3. About 80 percent of college students study at public colleges.
4. Public colleges cost less than private colleges.

Questions 5-9

Complete the fact sheet below.

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

Financial Costs and Benefits of Higher Education

The average high school graduate makes a little more than one million dollars in 5_____The average person with an associate's degree earns 6_____

The average 7_____makes over two million dollars.

The average student at a four year college spends 8_____ \$ a year on classes, housing, and food.

The average student at a two-year college spends \$1,359 on 9_____

Questions 10-13

The list below shows some benefits which college graduates may enjoy more of as compared to non-college graduates. Which four of these benefits are mentioned in the article?

Write the appropriate letters A-G in boxes 10-13 on your Answer Sheet.

- A They own bigger houses.
- B They are more optimistic about their lives.
- C They save more money.
- D They enjoy more recreational activities.
- E They have healthier children.
- F They travel more frequently.
- G They make more purchases.

PASSAGE 2

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

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Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine. The study, published in the January 2001 issue of the Archives of Pediatric and Adolescent Medicine, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers. The study took place in two similar San Jose, California, elementary schools. Students in one school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not. Both groups of students had similar reports of aggressive behaviour at the beginning of the study. After the six-month program, however, the two groups had very real differences. The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program. Physical acts of violence, parental reports of aggressive behaviour, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behaviour, and it is among the first to evaluate a solution to the problem. Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing Video games, to motivate them to limit those activities on their own. The initial lessons were followed by TV-Turnoff, an organisation that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks. Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics. Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behaviour later in life—stronger even than violent behaviour as children. The more violent television the subjects watched at age eight, the more serious was their aggressive behaviour even 22 years later. Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and

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Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975. Murder rates in South Africa remained relatively steady from the mid-1940s through the mid- 1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had levelled off in the meantime.

Centerwall’s study implies that the medium of television, not just the content, promotes violence and the current study by Dr. Robinson supports that conclusion. The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behaviour. Even television that is not “violent” is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people. Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 14-20

Complete the summary using words from the box below. Write your answers in boxes 14-20 on your Answer Sheet.

parents	eighteen days
teachers	classmates
six months	nonviolent programs
violently	time of day
watched TV	number of hours
scared	avoided TV
less TV	favourite programs

A study that was published in January 2001 found that when children 14 _____ less, they behaved less 15 _____. Students in a California elementary school participated in the study, which lasted 16 _____. By the end of the study, the children’s behaviour had changed. For example, the children’s 17 _____ reported that the children were acting less violently than before. During the study, the children kept a record of the 18 _____ they watched TV. Then, for ten days, they 19 _____. Near the end of the study, the students began to suggest watching 20 _____.

Questions 21-24

Do the following statements agree with the information in Reading Passage 2? In boxes 21-

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24 write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

21. Only one study has found a connection between TV and violent behaviour.

22. There were more murders in Canada after people began watching TV.

23. The United States has more violence on TV than other countries.

24. TV was introduced in South Africa in the 1940s.

Questions 25 and 26

For each question, choose the correct letter A-D and write it in boxes 25 and 26 on your Answer Sheet.

25. According to the passage,

A only children are affected by violence on TV.

B only violent TV programs cause violent behaviour.

C children who watch too much TV get poor grades in school.

D watching a lot of TV may keep us from learning important social skills.

26. The authors of this passage believe that

A some violent TV programs are funny

B the best plan is to stop watching TV completely.

C it's better to watch TV with other people than on your own.

D seven hours a week of TV watching is acceptable

Reading Passage 3

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

Issues Affecting the South Resident Orcas

A

Orcas, also known as killer whales, are opportunistic feeders, which means they will take a variety of different prey species. J, K, and L pods (specific groups of orcas found in the region) are almost exclusively fish eaters. Some studies show that up to 90 percent of their diet is salmon, with Chinook salmon being far and away their favourite. During the last 50 years, hundreds of wild runs of salmon have become extinct due to habitat loss and overfishing of wild stocks. Many of the extinct salmon stocks are the winter runs of Chinook and coho.

Although the surviving stocks have probably been sufficient to sustain the resident pods, many of the runs that have been lost were undoubtedly traditional resources favoured by the

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resident orcas. This may be affecting the whales' nutrition in the winter and may require them to change their patterns of movement in order to search for food.

Other studies with tagged whales have shown that they regularly dive up to 800 feet in this area. Researchers tend to think that during these deep dives the whales may be feeding on bottomfish. Bottomfish species in this area would include halibut, rockfish, lingcod, and greenling. Scientists estimate that today's lingcod population in northern Puget Sound and the Strait of Georgia is only 2 percent of what it was in 1950. The average size of rockfish in the recreational catch has also declined by several inches since the 1970s, which is indicative of overfishing. In some locations, certain rockfish species have disappeared entirely. So even if bottomfish are not a major food resource for the whales, the present low numbers of available fish increases the pressure on orcas and all marine animals to find food. (For more information on bottomfish see the San Juan County Bottomfish Recovery Program.)

B

Toxic substances accumulate in higher concentrations as they move up the food chain. Because orcas are the top predator in the ocean and are at the top of several different food chains in the environment, they tend to be more affected by pollutants than other sea creatures. Examinations of stranded killer whales have shown some extremely high levels of lead, mercury, and polychlorinated hydrocarbons. Abandoned marine toxic waste dumps and present levels of industrial and human refuse pollution of the inland waters probably presents the most serious threat to the continued existence of this orca population. Unfortunately, the total remedy to this huge problem would be broad societal changes on many fronts. But because of the fact that orcas are so popular, they may be the best species to use as a focal point in bringing about the many changes that need to be made in order to protect the marine environment as a whole from further toxic poisoning.

C

The waters around the San Juan Islands are extremely busy due to international commercial shipping, fishing, whale watching, and pleasure boating. On a busy weekend day in the summer, it is not uncommon to see numerous boats in the vicinity of the whales as they travel through the area. The potential impacts from all this vessel traffic with regard to the whales and other marine animals in the area could be tremendous.

The surfacing and breathing space of marine birds and mammals is a critical aspect of their habitat, which the animals must consciously deal with on a moment-to-moment basis throughout their lifetimes. With all the boating activity in the vicinity, there are three ways in which surface impacts are most likely to affect marine animals: (a) collision, (b) collision avoidance, and (c) exhaust emissions in breathing pockets.

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The first two impacts are very obvious and don't just apply to vessels with motors. Kayakers even present a problem here because they're so quiet. Marine animals, busy hunting and feeding under the surface of the water, may not be aware that there is a kayak above them and actually hit the bottom of it as they surface to breathe.

The third impact is one most people don't even think of. When there are numerous boats in the area, especially idling boats, there are a lot of exhaust fumes being spewed out on the surface of the water. When the whale comes up to take a nice big breath of "fresh" air, it instead gets a nice big breath of exhaust fumes. It's hard to say how greatly this affects the animals, but think how breathing polluted air affects us (i.e., smog in large cities like Los Angeles, breathing the foul air while sitting in traffic jams, etc).

D

Similar to surface impacts, a primary source of acoustic pollution for this population of orcas would also be derived from the cumulative underwater noise of vessel traffic. For cetaceans, the underwater sound environment is perhaps the most critical component of their sensory and behavioural lives. Orcas communicate with each other over short and long distances with a variety of clicks, chirps, squeaks, and whistles, along with using echolocation to locate prey and to navigate. They may also rely on passive listening as a primary sensory source. The long-term impacts from noise pollution would not likely show up as noticeable behavioural changes in habitat use, but rather as sensory damage or gradual reduction in population health. A new study at The Whale Museum called the Sea-Sound Remote Sensing Network has begun studying underwater acoustics and its relationship to orca communication.

Questions 27-30

Reading Passage 3 has four sections (A-D). Choose the most suitable heading for each section from the list of headings below.

List of Headings

- | | |
|---------------|--|
| 27. Section A | I Top Ocean Predators |
| 28. Section B | II Toxic Exposure |
| 29. Section C | III Declining Fish Populations |
| 30. Section D | IV Pleasure Boating in the San Juan Islands w Underwater Noise |
| | V Underwater Noise |
| | VI Smog in Large Cities |
| | VII Impact of Boat Traffic |

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Write the appropriate number (I-VII) in boxes 27-30 on your Answer Sheet. There are more headings than sections, so you will not use all of them.

Questions 31-32

For each question, choose the appropriate letter A-D and write it in boxes 31 and 32 on your Answer Sheet

31. Killer whales (orcas) in the J, K, and L pods prefer to eat
A halibut.

B a type of salmon.

C a variety of animals.

D fish living at the bottom of the sea.

32. Some groups of salmon have become extinct because

A they have lost places to live.

B whales have eaten them.

C they don't get good nutrition.

D the winters in the area are too cold.

Questions 33-40

Complete the chart below.

Choose NO MORE THAN THREE WORDS for each answer.

Write your answers in boxes 33-40 on your Answer Sheet.

Cause	Effect
Scientists believe some whales feed 33_____	These whales dive very deep.
Scientists believe that the area is being overfished.	Rockfish caught today is 34_____than rockfish caught in the past
Orcas are at the top of the ocean food chain	35_____affects orcas more than it does other sea animals

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Orcas are a 36_____species	We can use orcas to make society aware of the problem of marine pollution
People enjoy boating, fishing, and whale watching in the San Juan Islands	On weekends there are 37_____near the whales
Kayaks are 38_____	Marine animals hit them when they come up for air
A lot of boats keep their motors running	Whales breathe 39_____
Boats are noisy	Whales have difficulty 40_____

Answer Keys reading 6

- | | |
|-----------------------------|----------------------------|
| 1. FALSE | 21. FALSE |
| 2. TRUE | 22. TRUE |
| 3. TRUE | 23. NOT GIVEN |
| 4. NOT GIVEN | 24. NOT GIVEN |
| 5. a lifetime | 25. D |
| 6. \$1.6 million | 26. B |
| 7. bachelor's degree holder | 27. III |
| 8. 8,655 | 28. II |
| 9. tuition | 29. VII |
| 10. C | 30. V |
| 11. D | 31. B |
| 12. E | 32. A |
| 13. G | 33. on bottomfish |
| 14. watched TV | 34. smaller |
| 15. violently | 35. pollution |
| 16. 6 months | 36. popular |
| 17. parents | 37. numerous boats/vessels |
| 18. number of hours | 38. quiet |
| 19. avoided TV | 39. exhaust fumes |
| 20. less TV | 40. communicating |

Reading test 7

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You should spend about 20 minutes on Questions 1-15, which are based on Passage 1 below.

Questions 1-5

Reading Passage 1 has five paragraphs, A-E. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (I-VIII) on your Answer Sheet. There are more headings than paragraphs, so you will not use them all.

1. Paragraph A	List of headings:
2. Paragraph B	I Glacial Continents
3. Paragraph C	II Formation and Growth of Glaciers
4. Paragraph D	III Glacial Movement
5. Paragraph E	IV Glaciers in the Last Ice Age
	V Glaciers Through the Years
	VI Types of Glaciers
	VII Glacial Effects on Landscapes
	VIII Glaciers in National Parks

Glaciers

A

Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. Heavily glaciated regions such as Greenland and Antarctica are called continental glaciers. These two ice sheets encompass more than 95 percent of the Earth's glacial ice. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called alpine or valley glaciers. Another way of classifying glaciers is in terms of their internal temperature. In temperate glaciers, the ice within the glacier is near its melting point. Polar glaciers, in contrast, always maintain temperatures far below melting.

B

The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. The reason glaciers are generally formed in high alpine regions is that they require cold temperatures throughout the year. In these areas where

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there is little opportunity for summer ablation (loss of mass), snow changes to compacted form and then crystallised ice. During periods in which melting and evaporation exceed the amount of snowfall, glaciers will retreat rather than progress. While glaciers rely heavily on snowfall, other climactic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of surging glaciers, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953, when the Kutiah Glacier in Pakistan grew more than 12 kilometres in three months.

C

The weight and pressure of ice accumulation causes glacier movement. Glaciers move out from under themselves, via plastic deformation and basal slippage. First, the internal flow of ice crystals begins to spread outward and downward from the thickened snow pack also known as the zone of accumulation. Next, the ice along the ground surface begins to slip in the same direction. Seasonal thawing at the base of the glacier helps to facilitate this slippage. The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction. The upper part of a glacier rides on the ice below. As a glacier moves it carves out a U-shaped valley similar to a riverbed, but with much steeper walls and a flatter bottom.

D

Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these land-forms do not become visible until after a glacier has receded. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a horn. The Matterhorn, in the Swiss Alps is one of the most famous horns. Fjords, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. Hanging valleys occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower hanging valleys, such as in Yosemite National Park. A cirque is a large bowl-shaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

E

Glacier movement and shape shifting typically occur over hundreds of years. While presently about 10 percent of the earth's land is covered with glaciers, it is believed that during the last Ice Age glaciers covered approximately 32 percent of the earth's surface. In the past century, most glaciers have been retreating rather than flowing forward. It is unknown whether this

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glacial activity is due to human impact or natural causes, but by studying glacier movement, and comparing climate and agricultural profiles over hundreds of years, glaciologists can begin to understand environmental issues such as global warming.

Questions 6-10

Do the following statements agree with the information in Passage 1? In boxes 6-10 on your Answer Sheet write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN if there is no information about this in the passage.

6. Glaciers exist only near the north and south poles.
7. Glaciers are formed by a combination of snow and other weather conditions.
8. Glaciers normally move at a rate of about 5 to 10 inches a day.
9. All parts of the glacier move at the same speed
10. During the last Ice Age, average temperatures were much lower than they are now.

Questions 11-15

Match each definition below with the term it defines.

Write the letter of the term, A-H, on your Answer Sheet. There are more terms than definitions, so you will not use them all.

Definition	Term
11. a glacier formed on a mountain	A fjord
12. a glacier with temperatures well below freezing	B alpine glacier
13. a glacier that moves very quickly	C horn
14. a glacial valley formed near the ocean	D polar glacier
15. a glacial valley that looks like a bowl	E temperate glacier
	F hanging valley
	G cirque
	H surging glacier

Reading Passage 2

You should spend about 20 minutes on Questions 16-28, which are based on Passage 2 below.

Irish Potato Famine

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A

In the ten years following the Irish potato famine of 1845, over 750,000 Irish people died, including many of those who attempted to immigrate to countries such as the United States and Canada. Prior to the potato blight, one of the main concerns in Ireland was overpopulation. In the early 1500s, the country's population was estimated at less than three million, but by 1840 this number had nearly tripled. The bountiful potato crop, which contains almost all of the nutrients that a person needs for survival, was largely to blame for the population growth. However, within five years of the failed crop of 1845, the population of Ireland was reduced by a quarter. A number of factors contributed to the plummet of the Irish population, namely the Irish dependency on the potato crop, the British tenure system, and the inadequate relief efforts of the English.

B

It is not known exactly how or when the potato was first introduced to Europe, however, the general assumption is that it arrived on a Spanish ship sometime in the 1600s. For more than one hundred years, Europeans believed that potatoes belonged to a botanical family of a poisonous breed. It was not until Marie Antoinette wore potato blossoms in her hair in the mid-eighteenth century that potatoes became a novelty. By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted.

C

By 1800, the vast majority of the Irish population had become dependent on the potato as its primary staple. It wasn't uncommon for an Irish potato farmer to consume more than six pounds of potatoes a day. Families stored potatoes for the winter and even fed potatoes to their livestock. Because of this dependency, the unexpected potato blight of 1845 devastated the Irish. Investigators at first suggested that the blight was caused by static energy, smoke from railroad trains, or vapours from underground volcanoes; however, the root cause was later discovered as an airborne fungus that travelled from Mexico. Not only did the disease destroy the potato crops, it also infected all of the potatoes in storage at the time. Their families were dying from famine, but weakened farmers had retained little of their agricultural skills to harvest other crops. Those who did manage to grow things such as oats, wheat, and barley relied on earnings from these exported crops to keep their rented homes.

D

While the potato blight generated mass starvation among the Irish, the people were held captive to their poverty by the British tenure system. Following the Napoleonic Wars of 1815, the English had turned their focus to their colonial land holdings. British landowners realised that the best way to profit from these holdings was to extract the resources and exports and

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charge expensive rents and taxes for people to live on the land. Under the tenure system, Protestant landlords owned 95 percent of the Irish land, which was divided up into five-acre plots for the people to live and farm on. As the population of Ireland grew, however, the plots were continuously subdivided into smaller parcels. Living conditions declined dramatically, and families were forced to move to less fertile land where almost nothing but the potato would grow.

E

During this same period of colonisation. The Penal Laws were also instituted as a means of weakening the Irish spirit. Under the Penal Laws, Irish peasants were denied basic human rights, such as the right to speak their own native language, seek certain kinds of employment, practice their faith, receive education, and own land. Despite the famine that was devastating Ireland, the landlords had little compassion or sympathy for tenants unable to pay their rent. Approximately 500,000 Irish tenants were evicted by their landlords between 1845 and 1847. Many of these people also had their homes burned down and were put in jail for overdue rent.

F

The majority of the British officials in the 1840s adopted the laissez-faire philosophy, which supported a policy of non-intervention in the Irish plight. Prime Minister Sir Robert Peel was an exception. He showed compassion toward the Irish by making a move to repeal the Corn Laws, which had been put in place to protect British grain producers from the competition of foreign markets. For this hasty decision, Peel quickly lost the support of the British people and was forced to resign. The new Prime Minister, Lord John Russell, allowed assistant Charles Trevelyan to take complete control over all of the relief efforts in Ireland. Trevelyan believed that the Irish situation should be left to Providence. Claiming that it would be dangerous to let the Irish become dependent on other countries, he even took steps to close food depots that were selling corn and to redirect shipments of corn that were already on their way to Ireland. A few relief programs were eventually implemented, such as soup kitchens and workhouses; however, these were poorly run institutions that facilitated the spread of disease, tore apart families, and offered inadequate food supplies considering the extent of Ireland's shortages.

G

Many of the effects of the Irish potato famine are still evident today. Descendants of those who fled Ireland during the 1840s are dispersed all over the world. Some of the homes that were evacuated by absentee landlords still sit abandoned in the Irish hills. A number of Irish descendants still carry animosity toward the British for not putting people before politics. The potato blight itself still plagues the Irish people during certain growing seasons when weather conditions are favourable for the fungus to thrive.

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The passage has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter in boxes 16-20 on your Answer Sheet

16. the position of the British government towards the potato famine
17. a description of the system of land ownership in Ireland
18. early European attitudes toward the potato
19. explanation of the lack of legal protection for Irish peasants
20. the importance of the potato in Irish society

Questions 21-28

Complete each sentence with the correct ending, A-L from the box at the top of the next page. Write the correct letter in boxes 21-28 on your Answer Sheet. There are more endings than sentences, so you won't use them all.

Sentence Beginnings

21. At first Europeans didn't eat potatoes
22. European monarchs encouraged potato growing
23. The potato blight was devastating to the Irish
24. Farmers who grew oats, wheat, and barley didn't eat these crops
25. Many Irish farmers lived on infertile plots
26. Many Irish farmers were arrested
27. Sir Robert Peel lost his position as prime minister
28. Soup kitchens and workhouses didn't relieve the suffering

Sentence Endings

- A because they couldn't pay the rent on their farms.
- B because railroad trains caused air pollution.
- C because potatoes were their main source of food.
- D because Charles Trevelyan took over relief efforts.
- E because they needed the profits to pay the rent.
- F because they weren't well-managed.
- G because there wasn't enough land for the increasing population.
- H because his efforts to help the Irish were unpopular among the British.
- I because they believed that potatoes were poisonous.
- J because the British instituted penal laws.

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K because it was discovered that potatoes are full of nutrients.

L because Marie Antoinette used potato blossoms as decoration

Reading Passage 3

You should spend about 20 minutes on Questions 29-40, based on Reading Passage 3.

Anaesthesiology

Since the beginning of time, man has sought natural remedies for pain. Between 40 and 60 A.D., Greek physician, Dioscorides travelled with the Roman armies, studying the medicinal properties of plants and minerals. His book, *De materia medica*, written in five volumes and translated into at least seven languages, was the primary reference source for physicians for over sixteen centuries. The field of anaesthesiology, which was once nothing more than a list of medicinal plants and makeshift remedies, has grown into one of the most important fields in medicine.

Many of the early pain relievers were based on myth and did little to relieve the suffering of an ill or injured person. The mandragora (now known as the mandrake plant) was one of the first plants to be used as an anaesthetic. Due to the apparent screaming that the plant made as it was pulled from the ground, people in the Middle Ages believed that the person who removed the mandrake from the earth would either die or go insane. This superstition may have resulted because the split root of the mandrake resembled the human form. In order to pull the root from the ground, the plant collector would loosen it and tie the stem to an animal. It was believed that the safest time to uproot a mandrake was in the moonlight, and the best animal to use was a black dog. In his manual, Dioscorides suggested boiling the root with wine and having a man drink the potion to remove sensation before cutting his flesh or burning his skin. Opium and Indian hemp were later used to induce sleep before a painful procedure or to relieve the pain of an illness. Other remedies such as cocaine did more harm to the patient than good as people died from their addictions. President Ulysses S. Grant became addicted to cocaine before he died of throat cancer in 1885.

The modern field of anaesthetics dates to the incident when nitrous oxide (more commonly known as laughing gas) was accidentally discovered. Humphrey Davy, the inventor of the miner's lamp, discovered that inhaling the toxic compound caused a strange euphoria, followed by fits of laughter, tears, and sometimes unconsciousness. U.S. dentist, Horace Wells, was the first on record to experiment with laughing gas, which he used in 1844 to relieve pain during a tooth extraction. Two years later, Dr. William Morton created the first anaesthetic machine. This apparatus was a simple glass globe containing an ether-soaked sponge. Morton considered ether a good alternative to nitrous oxide because the numbing effect lasted considerably

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longer. His apparatus allowed the patient to inhale vapours whenever the pain became unbearable. In 1846, during a trial experiment in Boston, a tumor was successfully removed from a man's jaw area while he was anaesthetised with Morton's machine.

The first use of anaesthesia in the obstetrics field occurred in Scotland by Dr. James Simpson. Instead of ether, which he considered irritating to the eyes, Simpson administered chloroform to reduce the pain of childbirth. Simpson sprinkled chloroform on a handkerchief and allowed labouring women to inhale the fumes at their own discretion. In 1853, Queen Victoria agreed to use chloroform during the birth of her eighth child. Soon the use of chloroform during childbirth was both acceptable and fashionable. However, as chloroform became a more popular anaesthetic, knowledge of its toxicity surfaced, and it was soon obsolete.

After World War II, numerous developments were made in the field of anaesthetics. Surgical procedures that had been unthinkable were being performed with little or no pain felt by the patient. Rather than physicians or nurses who administered pain relief as part of their profession, anaesthesiologists became specialists in suppressing consciousness and alleviating pain. Anaesthesiologists today are classified as perioperative physicians, meaning they take care of a patient before, during, and after surgical procedures. It takes over eight years of schooling and four years of residency until an anaesthesiologist is prepared to practice in the United States. These experts are trained to administer three different types of anaesthetics: general, local, and regional. General anaesthetic is used to put a patient into a temporary state of unconsciousness. Local anaesthetic is used only at the affected site and causes a loss of sensation. Regional anaesthetic is used to block the sensation and possibly the movement of a larger portion of the body. As well as controlling the levels of pain for the patient before and throughout an operation, anaesthesiologists are responsible for monitoring and controlling the patient's vital functions during the procedure and assessing the medical needs in the post-operative room.

The number of anaesthesiologists in the United States has more than doubled since the 1970s, as has the improvement and success of operative care. In addition, complications from anaesthesiology have declined dramatically. Over 40 million anaesthetics are administered in the United States each year, with only 1 in 250,000 causing death.

Questions 29-34

Do the following statements agree with the information in Passage 3? In boxes 29-34 on your Answer Sheet, write

TRUE if the statement is true according to the passage.

FALSE if the statement contradicts the passage.

NOT GIVEN inhere is no information about this in the passage.

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- 29. Dioscorides' book, De materia medica, fell out of use after 60 A.D.
- 30. Mandragora was used as an anaesthetic during the Middle Ages.
- 31. Nitrous oxide can cause the user to both laugh and cry.
- 32. During the second half of the 19th century, most dentists used anaesthesia .
- 33. Anaesthesiologists in the United States are required to have 12 years of education and training.
- 34. There are fewer anaesthesiologists in the United States now than in the past.

Questions 35-40

Match each fact about anaesthesia with the type of anaesthetic that it refers to. There are more types of anaesthetics listed than facts, so you won't use them all. Write the correct letter, A-H in boxes 35-40 on your Answer Sheet.

Fact about anaesthesia	Type of anaesthetic
35. used by sprinkling on a handkerchief	A general anaesthetic
36. used on only one specific part of the body	B local anaesthetic
37. used by boiling with wine	C regional anaesthetic
38. used first during a dental procedure	D chloroform
39. used to stop feeling over a larger area of the body	E ether
40. used in the first anaesthetic machine	F nitrous oxide
	G opium
	H mandrake

Answer Keys test 7

IELTS Reading Passage 1

1. **VI – Types of Glaciers.** A comprehensive description of various glaciers is given. **I – Glacial Continents** does not fit — Greenland is not a continent and it is not the main idea of this paragraph.
2. **II – Formation and Growth of Glaciers.** The process of how glaciers appear is described in detail. **Paragraph III – Glacial Movement** shouldn't be used here as the movement of glaciers is not the main topic here. Moreover, it will become useful later on.
3. **III – Glacial Movement.** This paragraph gives an in-depth view of how glaciers move. No other paragraph can fit here.
4. **VII – Glacial Effects on Landscapes.** Various alterations of terrain are described here. This paragraph probably contains a lot of vocabulary you are not familiar with. Concentrate on the main idea here — the fact that glaciers have a huge impact on landscape they affect. You do not have to understand every word to choose the right heading.
5. **V – Glaciers Through the Years.** The paragraph tells us about glaciers in various periods of time, not just the Ice Age. This is why **IV – Glaciers in the Last Ice Age** wouldn't be the right answer.
6. **FALSE.** The opposite is stated in first sentence of Paragraph **B**.
7. **TRUE.** Sentence two of Paragraph **B** describes the process. Statement of Question 7 gives a simplified description, similar to one in that sentence.
8. **TRUE.** Correct. Last but one sentence of Paragraph **B** confirms this statement, giving both figures.
9. **FALSE.** Middle of Paragraph **C** states that middle part of a glacier travels faster than other parts because there is nothing to cause friction and slow it down.
10. **NOT GIVEN.** Even though Paragraph **E** says that during the Last Ice Age glaciers used to cover larger territories, it does not state that the temperatures were lower. Remember, you shouldn't complete the ideas given in the text. Make sure you know the [basic rules and tips for IELTS Reading](#).

11. **B – alpine glacier.** Paragraph **A** mentions glaciers that are formed at “higher elevations” — a [paraphrase](#) for “mountain”. “Horn” is not correct as it is formed by multiple alpine glaciers, according to Paragraph **D**.
12. **D – polar glacier.** Last sentence of Paragraph **A** clearly gives the answer.
13. **H – surging glacier.** Last two sentences of Paragraph **B** describe surging glaciers as having unusually high speed, fastest among all types of glaciers.
14. **A – fjord.** Paragraph **D** states that fjords are formed by ocean water that fill the coastal valleys.
15. **G – cirque.** Bowl is the [keyword](#) that helps find the answer at the end of Paragraph **D**.

IELTS Reading Passage 2

16. **F.** This paragraph mentions the attitude of British officials towards the situation in Ireland. It also mentions how a certain individual attempted to help the Irish people, but unfortunately failed because of the government and the people opposing his views. Paragraph **E** is wrong as it only lists certain laws introduced by the officials. No detailed description of attitude is given.
17. **D.** The system of dividing land into plots is described in this paragraph. Paragraph **E** is wrong answer — it only mentions that the Irish were not allowed to have land in their ownership. Instead, they had to pay money to use it for a limited amount of time — to rent it.
18. **B.** The people of Europe were sceptical about potato. It is only a certain event took place that they decided to use it for food.
19. **E.** Sentence 3 of Paragraph **E** lists what rights Irish peasants didn't have in comparison to other people, namely the Englishmen.
20. **C.** First sentence of this paragraph states that potato became the cornerstone of Irish diet. The following sentences continue and expand this idea.
21. **I.** Paragraph **B**, second sentence.
22. **K.** Paragraph **B**, last sentence.
23. **C.** Paragraph **C**, sentence four.
24. **E.** Paragraph **C**, last sentence.
25. **G.** Paragraph **D**, last two sentences.
26. **A.** Paragraph **E**, last two sentences.

- 27. H. Paragraph F, sentences two to four.
- 28. F. Paragraph F, last sentence.

IELTS Reading Passage 3

- 29. **FALSE.** The opposite is correct — according to the second sentence of Paragraph One the book had been in use for sixteen centuries, long after the mentioned 60 A.D. This number refers to the date when Dioscorides' travels came to an end.
- 30. **TRUE.** Second sentence of Paragraph Two confirms this statement.
- 31. **TRUE.** Third paragraph, sentence two states that the gas can cause laughter and crying among other effects.
- 32. **NOT GIVEN.** Only one dentist is mentioned to be using anaesthesia. Nothing is said about 'most dentists' using it, so we can neither confirm nor deny this statement.
- 33. **TRUE.** Last but one paragraph talks about eight years of schooling and four years of residency being required to work as an anaesthesiologist. So a combined time of twelve years is required.
- 34. **FALSE.** The opposite is true according to the last paragraph — the number of specialists 'more than doubled since 1970'.
- 35. **D – chloroform.** Paragraph Four states that chloroform is administered by sprinkling it on a handkerchief to let a patient inhale it.
- 36. **B – local anaesthetic.** Last but one paragraph describes the process, sentence starting with "Local anaesthetic is used... ". It is in the middle of the paragraph. Not to be confused with **regional anaesthetic** — it is used for larger parts of body. Local anaesthetic is for smaller parts of body.
- 37. **H – mandrake.** Bottom half of the second paragraph describes the process of boiling mandrake root with wine to alleviate patient's pain.
- 38. **F – nitrous oxide.** Third sentence of Paragraph Three describes the first anaesthetic used in dental procedure. Nitrous oxide was the first one.
- 39. **C – regional anaesthetic.** Last but one paragraph states that it is used for larger parts of body.
- 40. **E – ether.** Third paragraph describes a globe with a sponge soaked in ether.

Reading test 9

Reading Passage 1

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

Crop-growing skyscrapers

A. By the year 2050, nearly 80% of the Earth's population will live in urban centres. Applying the most conservative estimates to current demographic trends, the human population will increase by about three billion people by then. An estimated 109 hectares of new land (about 20% larger than Brazil) will be needed to grow enough food to feed them if traditional farming methods continue as they are practised today. At present, throughout the world, over 80% of the land that is suitable for raising crops is in use. Historically, some 15% of that has been laid waste by poor management practices. What can be done to ensure enough food for the world's population to live on?

B. The concept of indoor farming is not new since hothouse production of tomatoes and other produce has been in vogue for some time. What is new is the urgent need to scale up this technology to accommodate another three billion people. Many believe an entirely new approach to indoor farming is needed, employing cutting-edge technologies. One such proposal is for the "Vertical Farm". These are multi-storey buildings in which food crops are grown in environmentally controlled conditions. Situated in the heart of urban centres, they would drastically reduce the amount of transportation required to bring food to consumers. Vertical farms would need to be efficient, cheap to construct and safe to operate. If successfully implemented, proponents, claim, vertical farms offer the promise of urban renewal, sustainable production of safe and varied food supply (through year-round production of all crops), and the eventual repair of ecosystems that have been sacrificed for horizontal farming.

C. It took humans 10,000 years to learn how to grow most of the crops we now take for granted. Along the way, we despoiled most of the land we worked, often turning verdant, natural ecozones into semi-arid deserts. Within that same time frame, we

evolved into an urban species, in which 60% of the human population now lives vertically in cities. This means that, for the majority, we humans have shelter from the elements, yet we subject our food-bearing plants to the rigours of the great outdoors and can do no more than hope for a good weather year. However, more often than not now, due to a rapidly changing climate, that is not what happens. Massive floods, long droughts, hurricanes and severe monsoons take their toll each year, destroying millions of tons of valuable crops.

D. The supporters of vertical farming claim many potential advantages for the system. For instance, crops would be produced all year round, as they would be kept in artificially controlled, optimum growing conditions. There would be no weather-related crop failures due to droughts, floods or pests. All the food could be grown organically, eliminating the need for herbicides, pesticides and fertilizers. The system would greatly reduce the incidence of many infectious diseases that are acquired at the agricultural interface. Although the system would consume energy, it would return energy to the grid via methane generation from composting nonedible parts of plants. It would also dramatically reduce fossil fuel use, by cutting out the need for tractors, ploughs and shipping.

E. A major drawback of vertical farming, however, is that the plants would require artificial light. Without it, those plants nearest the windows would be exposed to more sunlight and grow more quickly, reducing the efficiency of the system. Single-storey greenhouses have the benefit of natural overhead light: even so, many still need artificial lighting. A multi-storey facility with no natural overhead light would require far more. Generating enough light could be prohibitively expensive unless cheap, renewable energy is available, and this appears to be rather a future aspiration than a likelihood for the near future.

F. One variation on vertical farming that has been developed is to grow plants in stacked trays that move on rails. Moving the trays allows the plants to get enough sunlight. This system is already in operation, and works well within a single-storey greenhouse with light reaching it from above: it is not certain, however, that it can be made to work without that overhead natural light.

G. Vertical farming is an attempt to address the undoubted problems that we face in producing enough food for a growing population. At the moment, though, more needs

to be done to reduce the detrimental impact it would have on the environment, particularly as regards the use of energy. While it is possible that much of our food will be grown in skyscrapers in future, most experts currently believe it is far more likely that we will simply use the space available on urban rooftops.

Questions 1-7

Complete the sentences below.

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

Write your answers in boxes 1-7 on your answer sheet.

Indoor farming

1. Some food plants, including, are already grown indoors.
2. Vertical farms would be located in....., meaning that there would be less need to take them long distances to customers
3. Vertical farms could use methane from plants and animals to produce.....
4. The consumption of..... would be cut because agricultural vehicles would be unnecessary
5. The fact that vertical farms would need light is a disadvantage
6. One form of vertical farming involves planting in which are not fixed.
7. The most probable development is that food will be grown on in towns and cities.

Questions 8-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8-13 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

8. Methods for predicting the Earth's population have recently changed
9. Human beings are responsible for some of the destruction of food-producing land
10. The crops produced in vertical farms will depend on the season
11. Some damage to food crops is caused by climate change
12. Fertilizers will be needed for certain crops in vertical farms.
13. Vertical filing will make plants less likely to be affected by infectious diseases.

Reading Passage 2

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

The Falkirk Wheel

A unique engineering achievement

A. The Falkirk Wheel in Scotland is the world's first and only rotating boat lift. Opened in 2002, it is central to the ambitious £84.5m Millennium Link project to restore navigability across Scotland by reconnecting the historic waterways of the Forth & Clyde and Union Canals.

B. The major challenge of the project lay in the fact that the Forth & Clyde Canal is situated 35 metres below the level of the Union Canal. Historically, the two canals had been joined near the town of Falkirk by a sequence of 11 locks – enclosed sections of canal in which the water level could be raised or lowered – that stepped down across a distance of 1.5 km. This had been dismantled in 1933, thereby breaking the link. When the project was launched in 1994, the British Waterways authority were keen to create a dramatic twenty-first-century landmark which would not only be a fitting

commemoration of the Millennium, but also a lasting symbol of the economic regeneration of the region.

C. Numerous ideas were submitted for the project, including concepts ranging from rolling eggs to tilting tanks, from giant seesaws to overhead monorails. The eventual winner was a plan for the huge rotating steel boat lift which was to become The Falkirk Wheel. The unique shape of the structure is claimed to have been inspired by various sources, both manmade and natural, most notably a Celtic double-headed axe, but also the vast turning propeller of a ship, the ribcage of a whale or the spine of a fish.

D. The various parts of The Falkirk Wheel were all constructed and assembled, like one giant toy building set, at Butterley Engineerings Steelworks in Derbyshire, some 400 km from Falkirk. A team there carefully assembled the 1,200 tonnes of steel, painstakingly fitting the pieces together to an accuracy of just 10 mm to ensure a perfect final fit. In the summer of 2001, the structure was then dismantled and transported on 35 lorries to Falkirk, before all being bolted back together again on the ground, and finally lifted into position in five large sections by crane. The Wheel would need to withstand immense and constantly changing stresses as it rotated, so to make the structure more robust, the steel sections were bolted rather than welded together. Over 45,000 bolt holes were matched with their bolts, and each bolt was hand-tightened.

E. The Wheel consists of two sets of opposing axe-shaped arms, attached about 25 metres apart to a fixed central spine. Two diametrically opposed water-filled „gondolas“, each with a capacity of 360,000 litres, are fitted between the ends of the arms. These gondolas always weigh the same, whether or not they are carrying boats. This is because, according to Archimedes principle of displacement, floating objects displace their own weight in water. So when a boat enters a gondola, the amount of water leaving the gondola weighs exactly the same as the boat. This keeps the Wheel balanced and so, despite its enormous mass, it rotates through 180° in five and a half minutes while using very little power. It takes just 1.5 kilowatt-hours (5.4 MJ) of energy to rotate the Wheel – roughly the same as boiling eight small domestic kettles of water.

F. Boats needing to be lifted up enter the canal basin at the level of the Forth & Clyde Canal and then enter the lower gondola of the Wheel. Two hydraulic steel gates are raised, so as to seal the gondola off from the water in the canal basin. The water between the gates is then pumped out. A hydraulic clamp, which prevents the arms of the Wheel moving while the gondola is docked, is removed, allowing the Wheel to turn. In the central machine room an array of hydraulic motors then begins to rotate the central axle. The axle connects to the outer arms of the

G. Wheel, which begins to rotate at a speed of 1/8 of a revolution per minute. As the wheel rotates, the gondolas are kept in the upright position by a simple gearing system. Two eight-metre-wide cogs orbit a fixed inner cog of the same width, connected by two smaller cogs travelling in the opposite direction to the outer cogs – so ensuring that the gondolas always remain level. When the gondola reaches the top, the boat passes straight onto the aqueduct situated 24 metres above the canal basin.

H. The remaining 11 metres of lift needed to reach the Union Canal is achieved by means of a pair of locks. The Wheel could not be constructed to elevate boats over the full 35-metre difference between the two canals, owing to the presence of the historically important Antonine Wall, which was built by the Romans in the second century AD. Boats travel under this wall via a tunnel, then through the locks, and finally on to the Union Canal.

Questions 14-19

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

In boxes 14-19 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

14. The Falkirk Wheel has linked the Forth & Clyde Canal with the Union Canal for the first time in their history.

15. There was some opposition to the design of the Falkirk Wheel at first.

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16. The Falkirk Wheel was initially put together at the location where its components were manufactured.

17. The Falkirk Wheel is the only boat lift in the world which has steel sections bolted together by hand.

18. The weight of the gondolas varies according to the size of the boat being carried.

19. The construction of the Falkirk Wheel site took into account the presence of a nearby ancient monument.

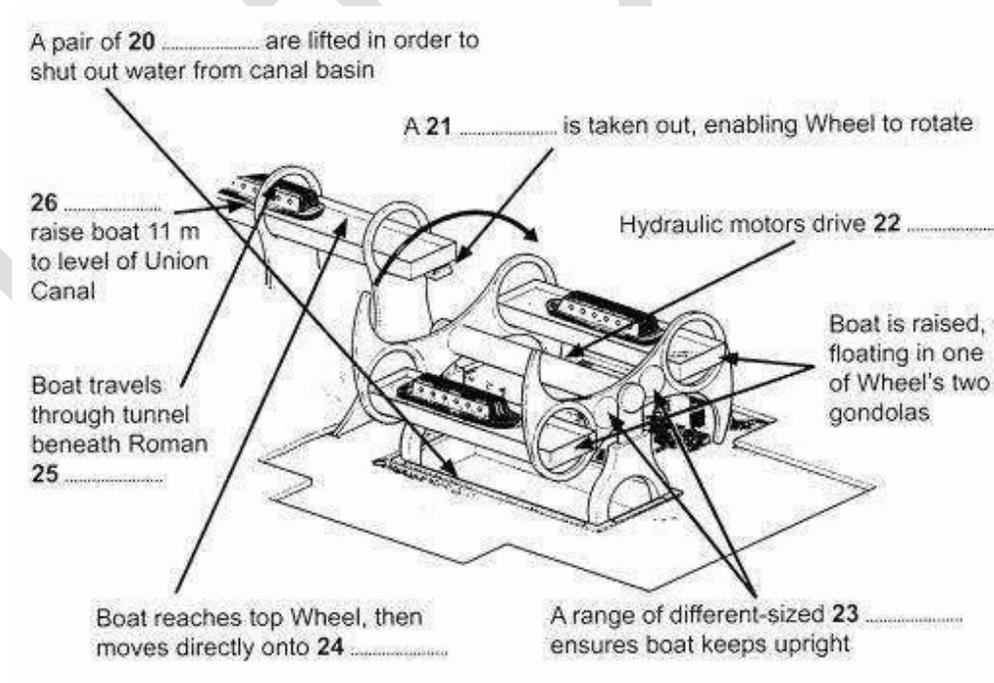
Questions 20-26

Label the diagram below.

Choose **ONE WORD** from the passage for each answer.

Write your answers in boxes 20-26 on your answer sheet.

How a boat is lifted on the Falkirk Wheel



Reading Passage 3

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

Reducing the Effects of Climate Change

Mark Rowe reports on the increasingly ambitious geoengineering projects being explored by scientists

A. Such is our dependence on fossil fuels, and such is the volume of carbon dioxide already released into the atmosphere, that many experts agree that significant global warming is now inevitable. They believe that the best we can do is keep it at a reasonable level, and at present, the only serious option for doing this is cutting back on our carbon emissions. But while a few countries are making major strides in this regard, the majority are having great difficulty even stemming the rate of increase, let alone reversing it. Consequently, an increasing number of scientists are beginning to explore the alternative of geo-engineering – a term which generally refers to the intentional large-scale manipulation of the environment. According to its proponents, geo-engineering is the equivalent of a backup generator: if Plan A – reducing our dependency on fossil fuels – fails, we require a Plan B, employing grand schemes to slow down or reverse the process of global warming.

B. Geo-engineering has been shown to work, at least on a small localised scale. For decades, May Day parades in Moscow have taken place under clear blue skies, aircraft having deposited dry ice, silver iodide and cement powder to disperse clouds. Many of the schemes now suggested look to do the opposite, and reduce the amount of sunlight reaching the planet. The most eye-catching idea of all is suggested by Professor Roger Angel of the University of Arizona. His scheme would employ up to 16 trillion minute spacecraft, each weighing about one gram, to form a transparent, sunlight-refracting sunshade in an orbit 1.5 million km above the Earth. This could, argues Angel, reduce the amount of light reaching the Earth by two per cent.

C. The majority of geoengineering projects so far carried out – which include planting forests in deserts and depositing iron in the ocean to stimulate the growth of algae – have focused on achieving a general cooling of the Earth. But some look specifically

at reversing the melting at the poles, particularly the Arctic. The reasoning is that if you replenish the ice sheets and frozen waters of the high latitudes, more light will be reflected back into space, so reducing the warming of the oceans and atmosphere.

D. The concept of releasing aerosol sprays into the stratosphere above the Arctic has been proposed by several scientists. This would involve using sulphur or hydrogen sulphide aerosols so that sulphur dioxide would form clouds, which would, in turn, lead to global dimming. The idea is modelled on historic volcanic explosions, such as that of Mount Pinatubo in the Philippines in 1991, which led to a short-term cooling of global temperatures by 0.5 °C. Scientists have also scrutinised whether it's possible to preserve the ice sheets of Greenland with reinforced high-tension cables, preventing icebergs from moving into the sea. Meanwhile, in the Russian Arctic, geoengineering plans include the planting of millions of birch trees. Whereas the regions native evergreen pines shade the snow and absorb radiation, birches would shed their leaves in winter, thus enabling radiation to be reflected by the snow. Re-routing Russian rivers to increase cold water flow to ice-forming areas could also be used to slow down warming, say some climate scientists.

E. But will such schemes ever be implemented? Generally speaking, those who are most cautious about geoengineering are the scientists involved in the research. Angel says that his plan is „no substitute for developing renewable energy: the only permanent solution“. And Dr Phil Rasch of the US-based Pacific Northwest National Laboratory is equally guarded about the role of geoengineering: „I think all of us agree that if we were to end geoengineering on a given day, then the planet would return to its pre-engineered condition very rapidly, and probably within ten to twenty years. That's certainly something to worry about.“

F. The US National Center for Atmospheric Research has already suggested that the proposal to inject sulphur into the atmosphere might affect rainfall patterns across the tropics and the Southern Ocean. „Geo-engineering plans to inject stratospheric aerosols or to seed clouds would act to cool the planet, and act to increase the extent of sea ice,“ says Rasch. „But all the models suggest some impact on the distribution of precipitation.“

G. A further risk with geoengineering projects is that you can “overshoot”,“ says Dr Dan Lunt, from the University of Bristol’s School of Geophysical Sciences, who has

studied the likely impacts of the sunshade and aerosol schemes on the climate. „You may bring global temperatures back to pre-industrial levels, but the risk is that the poles will still be warmer than they should be and the tropics will be cooler than before industrialisation.“ To avoid such a scenario, Lunt says Angel’s project would have to operate at half strength; all of which reinforces his view that the best option is to avoid the need for geoengineering altogether.

H. “The main reason why geo-engineering is supported by many in the scientific community is that most researchers have little faith in the ability of politicians to agree – and then bring in – the necessary carbon cuts. Even leading conservation organisations see the value of investigating the potential of geoengineering. According to Dr Martin Sommerkorn, climate change advisor for the World Wildlife Fund’s International Arctic Programme, „Human-induced climate change has brought humanity to a position where we shouldn’t exclude thinking thoroughly about these topics and its possibilities.

Questions 27-29

Reading Passage 3 has eight paragraphs A-H.

Which paragraph contains the following information?

Write the correct letter, A-H, in boxes 27-29 on your answer sheet.

27. mention of a geoengineering project based on an earlier natural phenomenon
28. an example of the successful use of geo-engineering
29. a common definition of geo-engineering

Questions 30-36

Complete the table below.

Choose **ONE WORD** from the passage for each answer.

Write your answers in boxes 30-36 on your answer sheet.

Geo-Engineering Projects

Procedure	Aim
put a large number of tiny spacecraft into orbit far above Earth	to create a 30.....that would reduce the amount of light reaching Earth
place 31in the sea	to encourage 32.....to form
release aerosol sprays into the stratosphere	to create 33that would reduce the amount of light reaching Earth
fix strong 34 to Greenland ice sheets	to prevent icebergs from moving into the sea
plant trees in the Russian Arctic that would lose their leaves in winter	to allow the 35 to reflect radiation
change the direction of 36.....	to bring more cold water into ice-forming areas

Questions 37-40

Look at the following statements (Questions 37-40) and the list of scientists below.

Match each statement with the correct scientist, A-D.

Write the correct letter, A-D, in boxes 37-40 on your answer sheet.

37. The effects of geoengineering may not be long-lasting

38. Geo-engineering is a topic worth exploring.

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39. It may be necessary to limit the effectiveness of geoengineering projects.

40. Research into non-fossil-based fuels cannot be replaced by geo-engineering.

	List of Scientists
A	Roger Angel
B	Phil Rasch
C	Dan Lunt
D	Martin Sommerkorn

READING TEST 9 ANSWER Crop-growing skyscrapers

Answers

Reading Passage 1

1. tomatoes
2. urban centres/centres
3. energy
4. fossil fuel
5. artificial
6. (stacked) trays
7. (urban) rooftops
8. NOT GIVEN
9. TRUE
10. FALSE
11. TRUE
12. FALSE
13. TRUE

Reading Passage 2

14. FALSE
15. NOT GIVEN
16. TRUE

17. NOT GIVEN

18. FALSE
19. TRUE
20. gates
21. clamp
22. axle
23. cogs
24. aqueduct
25. wall
26. locks

Reading Passage 3

27. D
28. B
29. A
30. Sunshade
31. iron
32. Algae
33. Clouds
34. Cables
35. Snow
36. rivers
37. B
38. D
39. C
40. A

READING TEST 10

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

Walking with dinosaurs

Peter L. Falkingham and his colleagues at Manchester University are developing techniques which look set to revolutionize our understanding of how dinosaurs and other extinct animals behaved.

A. The media image of palaeontologists who study prehistoric life is often of field workers camped in the desert in the hot sun, carefully picking away at the rock surrounding a large dinosaur bone. But Peter Falkingham has done little of that for a while now. Instead, he devotes himself to his computer. Not because he has become inundated with paperwork, but because he is a new kind of paleontologist: a computational paleontologist.

B. What few people may consider is that uncovering a skeleton, or discovering a new species, is where the research begins, not where it ends. What we really want to understand is how the extinct animals and plants behaved in their natural habitats. Dr Bill Sellers and Phil Manning from the University of Manchester use a ‘genetic algorithm’ – a kind of computer code that can change itself and ‘evolve’ – to explore how extinct animals like dinosaurs, and our own early ancestors, walked and stalked.

C. The fossilized bones of a complete dinosaur skeleton can tell scientists a lot about the animal, but they do not make up the complete picture and the computer can try to fill the gap. The computer model is given a digitized skeleton and the locations of known muscles. The model then randomly activates the muscles. This, perhaps unsurprisingly, results almost without fail in the animal falling on its face. So the computer alters the activation pattern and tries again ... usually to similar effect. The modelled dinosaurs quickly ‘evolve’. If there is any improvement, the computer discards the old pattern and adopts the new one as the base for alteration. Eventually, the muscle activation pattern evolves a stable way of moving, the best possible solution is reached, and the dinosaur can walk, run, chase or graze. Assuming natural selection evolves the best possible solution too, the modelled animal should be moving in a manner similar to its now-extinct counterpart. And indeed, using the same method for living animals (humans, emu and ostriches) similar top speeds were achieved on the computer as in reality. By comparing their cyberspace results with real measurements of living species, the Manchester team of

paleontologists can be confident in the results computed showing how extinct prehistoric animals such as dinosaurs moved.

D. The Manchester University team have used the computer simulations to produce a model of a giant meat-eating dinosaur. It is called an acrocanthosaurus which literally means ‘high spined lizard’ because of the spines which run along its backbone. It is not really known why they are there but scientists have speculated they could have supported a hump that stored fat and water reserves. There are also those who believe that the spines acted as a support for a sail. Of these, one half think it was used as a display and could be flushed with blood and the other half think it was used as a temperature-regulating device. It may have been a mixture of the two. The skull seems out of proportion with its thick, heavy body because it is so narrow and the jaws are delicate and fine. The feet are also worthy of note as they look surprisingly small in contrast to the animal as a whole. It has a deep broad tail and powerful leg muscles to aid locomotion. It walked on its back legs and its front legs were much shorter with powerful claws.

E. Falkingham himself is investigating fossilized tracks, or footprints, using computer simulations to help analyze how extinct animals moved. Modern-day trackers who study the habitats of wild animals can tell you what animal made a track, whether that animal was walking or running, sometimes even the sex of the animal. But a fossil track poses a more considerable challenge to interpret in the same way. A crucial consideration is knowing what the environment including the mud, or sediment, upon which the animal walked was like millions of years ago when the track was made. Experiments can answer these questions but the number of variables is staggering. To physically recreate each scenario with a box of mud is extremely time-consuming and difficult to repeat accurately. This is where computer simulation comes in.

G. Falkingham uses computational techniques to model a volume of mud and control the moisture content, consistency, and other conditions to simulate the mud of prehistoric times. A footprint is then made in the digital mud by a virtual foot. This footprint can be chopped up and viewed from any angle and stress values can be extracted and calculated from inside it. By running hundreds of these simulations simultaneously on supercomputers, Falkingham can start to understand what types of footprint would be expected if an animal moved in a certain way over a given kind of ground. Looking at the variation in the virtual tracks, researchers can make sense of fossil tracks with greater confidence.

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H. The application of computational techniques in paleontology is becoming more prevalent every year. As computer power continues to increase, the range of problems that can be tackled and questions that can be answered will only expand.

Question 1-6

Do the following statements agree with the information given in Reading Passage 1? In boxes 1-6 on your answer sheet, write.

YES, if the statement agrees with the information

NO, if the statement contradicts with the information

NOT GIVEN, if there is no information on this

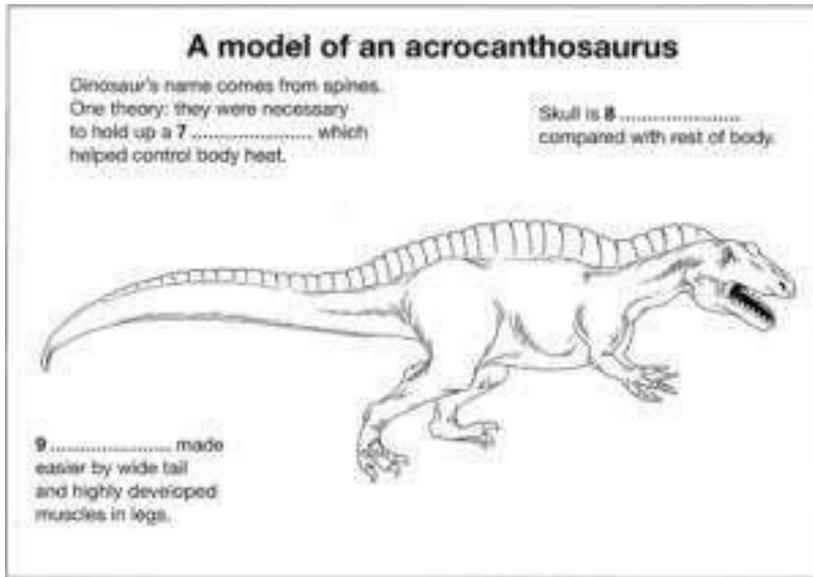
1. In his study of prehistoric life, Peter Falkingham rarely spends time on outdoor research those days.
2. Several attempts are usually needed before the computer model of a dinosaur used by Sellers and Manning manages to stay upright.
3. When the Sellers and Manning computer model was used for people, it showed them moving faster than they are physically able to.
4. Some palaeontologists have expressed reservations about the conclusions reached by the Manchester team concerning the movement of dinosaurs.
5. An experienced tracker can analyse fossil footprints as easily as those made by live animals.
6. Research carried out into the composition of prehistoric mud has been found to be inaccurate.

Questions 7-9

Label the diagram below.

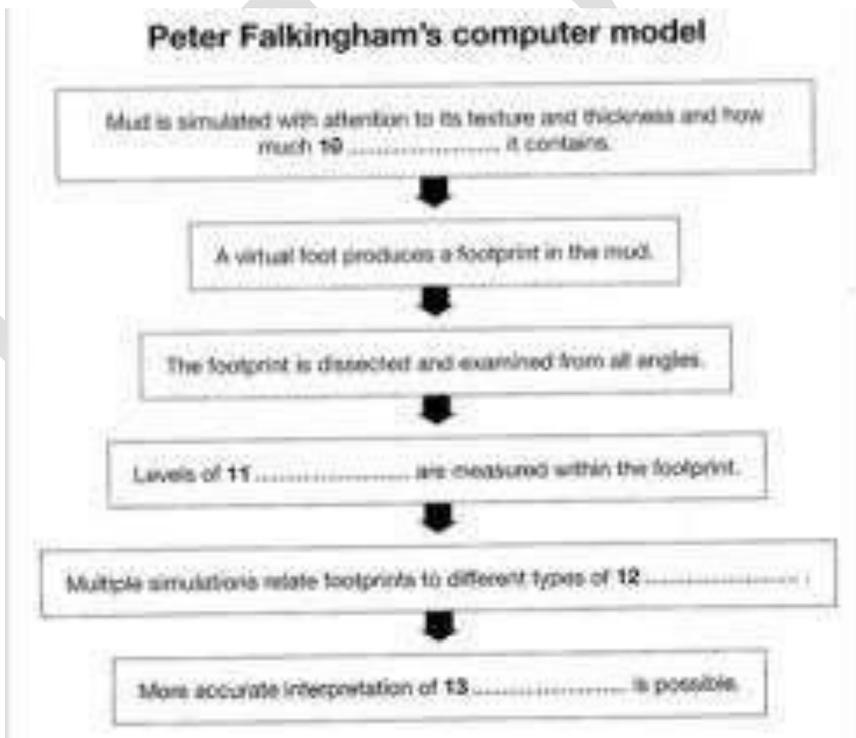
Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Write your answers in boxes 7-9 on your answer sheet.



Question 10-13 Complete the flow-chart below

Write NO MORE THAN TWO WORDS for each answer



Reading Passage 2

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

The robots are coming

What is the current state of play in Artificial Intelligence?

A. Can robots advance so far that they become the ultimate threat to our existence? Some scientists say no, and dismiss the very idea of Artificial Intelligence. The human brain, they argue, is the most complicated system ever created, and any machine designed to reproduce human thought is bound to fail. Physicist Roger Penrose of Oxford University and others believe that machines are physically incapable of human thought. Colin McGinn of Rutgers University backs this up when he says that Artificial Intelligence ‘is like sheep trying to do complicated psychoanalysis. They just don’t have the conceptual equipment they need in their limited brains’.

B. Artificial Intelligence, or AI, is different from most technologies in that scientists still understand very little about how intelligence works. Physicists have a good understanding of Newtonian mechanics and the quantum theory of atoms and molecules, whereas the basic laws of intelligence remain a mystery. But a sizable number of mathematicians and computer scientists, who are specialists in the area, are optimistic about the possibilities. To them, it is only a matter of time before a thinking machine walks out of the laboratory. Over the years, various problems have impeded all efforts to create robots. To attack these difficulties, researchers tried to use the ‘top-down approach’, using a computer in an attempt to program all the essential rules onto a single disc. By inserting this into a machine, it would then become self-aware and attain human-like intelligence.

C. In the 1950s and 1960s, great progress was made, but the shortcomings of these prototype robots soon became clear. They were huge and took hours to navigate across a room. Meanwhile, a fruit fly, with a brain containing only a fraction of the computing power, can effortlessly navigate in three dimensions. Our brains, like the fruit fly’s, unconsciously recognize what we see by performing countless calculations. This unconscious awareness of patterns is exactly what computers are missing. The second problem is the robots’ lack of common sense. Humans know that water is wet and that mothers are older than their daughters. But there is no mathematics that

can express these truths. Children learn the intuitive laws of biology and physics by interacting with the real world. Robots know only what has been programmed into them.

D. Because of the limitations of the top-down approach to Artificial Intelligence, attempts have been made to use a ‘bottom-up’ approach instead – that is, to try to imitate evolution and the way a baby learns. Rodney Brooks was the director of MIT’s Artificial Intelligence Laboratory, famous for its lumbering ‘top-down’ walking robots. He changed the course of research when he explored the unorthodox idea of tiny ‘insectoid’ robots that learned to walk by bumping into things instead of computing mathematically the precise position of their feet. Today many of the descendants of Brooks’ insectoid robots are on Mars gathering data for NASA (The National Aeronautics and Space Administration), running across the dusty landscape of the planet. For all their successes in mimicking the behaviour of insects, however, robots using neural networks have performed miserably when their programmers have tried to duplicate in them the behaviour of higher organisms such as mammals. MIT’s Marvin Minsky summarises the problems of AI: ‘The history of AI is sort of funny because the first real accomplishments were beautiful things, like a machine that could do well in a maths course. But then we started to try to make machines that could answer questions about simple children’s stories. There’s no machine today that can do that.’

E. There are people who believe that eventually there will be a combination between the top-down and bottom-up, which may provide the key to Artificial Intelligence. As adults, we blend the two approaches. It has been suggested that our emotions represent the quality that most distinguishes us as human, that it is impossible for machines ever to have emotions. Computer expert Hans Moravec thinks that in the future robots will be programmed with emotions such as fear to protect themselves so that they can signal to humans when their batteries are running low, for example. Emotions are vital in decision-making. People who have suffered a certain kind of brain injury lose the ability to experience emotions and become unable to make decisions. Without emotions to guide them, they debate endlessly over their options. Moravec points out that as robots become more intelligent and are able to make choices, they could likewise become paralysed with indecision. To aid them, robots of the future might need to have emotions hardwired into their brains.

F. There is no universal consensus as to whether machines can be conscious, or even, in human terms, what consciousness means. Minsky suggests the thinking process in our brain is not localised but spread out, with different centres competing with one another at any given time. Consciousness may then be viewed as a sequence of thoughts and images issuing from these different, smaller ‘minds’, each one competing for our attention. Robots might eventually attain a

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‘silicon consciousness’. Robots, in fact, might one day embody an architecture for thinking and processing information that is different from ours-but also indistinguishable. If that happens, the question of whether they really ‘understand’ becomes largely irrelevant. A robot that has perfect mastery of syntax, for all practical purposes, understands what is being said.

Questions 14-20

Reading Passage 2 has six paragraphs A-F.

Write the correct letter A-F in boxes 14-20 on your answer sheet.

NB You may use **any letter more than once. Which paragraph contains the following information?**

14. An insect that proves the superiority of natural intelligence over Artificial Intelligence
15. Robots being able to benefit from their mistakes
16. Many researchers not being put off believing that Artificial Intelligence will eventually be developed
17. An innovative approach that is having limited success
18. The possibility of creating Artificial Intelligence being doubted by some academics
19. No generally accepted agreement of what our brains do
20. Robots not being able to extend the* intelligence in the same way as humans

Questions 21-23

Look at the following people (Questions 21-23) and the list of statements below.

Match each person with the correct statement A-E

Write the correct letter A-E in boxes 21-23 on your answer sheet.

21. Colin McGinn
22. Marvin Minsky
23. Hans Moravec

- A. Artificial Intelligence may require something equivalent to feelings in order to succeed.
 - B. Different kinds of people use different parts of the brain.
 - C. Tests involving fiction have defeated Artificial Intelligence so far.

- D. People have intellectual capacities which do not exist in computers.
E. People have no reason to be frightened of robots.

Questions 24-26

Complete the summary below. Choose **ONE WORD ONLY** from the passage for each answer. **Write your answers in boxes 24-26 on your answer sheet.**

When will we have a thinking machine?

Despite some advances, early robots had certain weaknesses. They were given the information they needed on a 24..... This was known as the ‘top-down’ approach and enabled them to do certain tasks but they were unable to recognise 25..... Nor did they have any intuition or ability to make decisions based on experience. Rodney Brooks tried a different approach. Robots similar to those invented by Brooks are to be found on 26 where they are collecting information.

Reading Passage 3

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

Endangered languages

A. ‘Nevermind whales, save the languages’, says Peter Monaghan, a graduate of the Australian National University. Worried about the loss of rainforests and the ozone. At linguistics meetings in the US, where the layer? Well, neither of those is doing any worse than endangered-language issue has of late been a large majority of the 6,000 to 7,000 languages that something of a flavour of the month, there is remain in use on Earth. One-half of the survivors will growing evidence that not all approaches to the almost certainly be gone by 2050, while 40% more preservation of languages will be particularly will probably be well on their way out. In their place, helpful. Some linguists are boasting, for example, almost all humans will speak one of a handful of more and more sophisticated means of capturing mega languages – Mandarin, English, Spanish.

B. Linguists know what causes languages to disappear, but less often remarked is what happens on the way to disappearance: languages' vocabularies, grammars and expressive potential all diminish as one language is replaced by another. 'Say a community goes over from speaking a traditional Aboriginal language to speaking a creole*,' says Australian Nick Evans, a leading authority on Aboriginal languages, 'you leave behind a language where there's a very fine vocabulary for the landscape. All that is gone in a creole. You've just got a few words like 'gum tree' or whatever. As speakers become less able to express the wealth of knowledge that has filled ancestors' lives with meaning over millennia, it's no wonder that communities tend to become demoralised.'

C. If the losses are so huge, why are relatively few linguists combating the situation? Australian linguists, at least, have achieved a great deal in terms of preserving traditional languages. Australian governments began in the 1970s to support an initiative that has resulted in good documentation of most of the 130 remaining Aboriginal languages. In England, another Australian, Peter Austin, has directed one of the world's most active efforts to limit language loss, at the University of London. Austin heads a programme that has trained many documentary linguists in England as well as in language-loss hotspots such as West Africa and South America.

D. At linguistics meetings in the US, where the endangered-language issue has of late been something of a flavour of the month, there is growing evidence that not all approaches to the preservation of languages will be particularly helpful. Some linguists are boasting, for example, of more and more sophisticated means of capturing languages: digital recording and storage, and internet and mobile phone technologies. But these are encouraging the 'quick dash' style of recording trip: fly-in, switch on a digital recorder, fly home, download to the hard drive, and store gathered material for future research. That's not quite what some endangered-language specialists have been seeking for more than 30 years. Most loud and untiring has been Michael Krauss, of the University of Alaska. He has often complained that linguists are playing with non-essentials while most of their raw data is disappearing.

E. Who is to blame? That prominent linguist Noam Chomsky, say Krauss and many others. Or, more precisely, they blame those linguists who have been obsessed with his approaches. Linguists who go out into communities to study, document and describe languages, argue that theoretical linguists, who draw conclusions about how languages work, have had so much influence that linguistics has largely ignored the continuing disappearance of languages. Chomsky, from his post at the Massachusetts Institute of Technology, has been the great man of theoretical linguistics for far longer than he has been known as a political commentator. His

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landmark work of 1957 argues that all languages exhibit certain universal grammatical features, encoded in the human mind. American linguists, in particular, have focused largely on theoretical concerns ever since, even while doubts have mounted about Chomsky's universal.

F. Austin and Co. are in no doubt that because languages are unique, even if they do tend to have common underlying features, creating dictionaries and grammars requires prolonged and dedicated work. This requires that documentary linguists observe not only languages' structural subtleties, but also related social, historical and political factors. Such work calls for persistent funding of field scientists who may sometimes have to venture into harsh and even hazardous places. Once there, they may face difficulties such as community suspicion. As Nick Evans says, a community who speak an endangered language may have reasons to doubt or even oppose efforts to preserve it. They may have seen support and funding for such work come and go. They may have given up using the language with their children, believing they will benefit from speaking a more widely understood one. Plenty of students continue to be drawn to the intellectual thrill of linguistics fieldwork. That's all the more reason to clear away barriers, contend, Evans, Austin and others.

G. The highest barrier, they agree, is that the linguistics profession's emphasis on theory gradually wears down the enthusiasm of linguists who work in communities. Chomsky disagrees. He has recently begun to speak in support of language preservation. But his linguistic, as opposed to humanitarian, the argument is, let's say, unsentimental: the loss of a language, he states, 'is much more of a tragedy for linguists whose interests are mostly theoretical, like me, than for linguists who focus on describing specific languages, since it means the permanent loss of the most relevant data for general theoretical work'. At the moment, few institutions award doctorates for such work, and that's the way it should be, he reasons. In linguistics, as in every other discipline, he believes that good descriptive work requires thorough theoretical understanding and should also contribute to building new theory. But that's precisely what documentation does, objects Evans. The process of immersion in a language, to extract, analyse and sum it up, deserves a PhD because it is 'the most demanding intellectual task a linguist can engage in'.

Questions 27-32

Do the following statements agree with the views of the writer In Reading Passage 3?

In boxes 27-32 on your answer sheet, write

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YES, if the statement agrees with the information
NO, if the statement contradicts with the information
NOT GIVEN, if there is no information on this

27. By 2050 only a small number of languages will be flourishing.
28. Australian academics' efforts to record existing Aboriginal languages have been too limited.
29. The use of technology in language research is proving unsatisfactory in some respects.
30. Chomsky's political views have overshadowed his academic work.
31. Documentary linguistics studies require long-term financial support.
32. Chomsky's attitude to disappearing languages is too emotional.

Questions 33-36

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

33. The writer mentions rainforests and the ozone layer

- A. because he believes anxiety about environmental issues is unfounded.
- B. to demonstrate that academics in different disciplines share the same problems.
- C. because they exemplify what is wrong with the attitudes of some academics.
- D. to make the point that the public should be equally concerned about languages.

34. What does Nick Evans say about speakers of a creole?

- A. They lose the ability to express ideas which are part of their culture.
- B. Older and younger members of the community have difficulty communicating.
- C. They express their ideas more clearly and concisely than most people.
- D. Accessing practical information causes problems for them.

35. What is similar about West Africa and South America, from the linguist's point of view?

- A. The English language is widely used by academics and teachers.
- B. The documentary linguists who work there were trained by Australians.
- C. Local languages are disappearing rapidly in both places.
- D. There are now only a few undocumented languages there.

36. Michael Krauss has frequently pointed out that

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- A. linguists are failing to record languages before they die out.
- B. linguists have made poor use of improvements in technology.
- C. linguistics has declined in popularity as an academic subject.
- D. linguistics departments are underfunded in most universities.

Questions 37-40

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

Write the correct letter A-O in boxes 37-40 on your answer sheet.

- 37. Linguists like Peter Austin believe that every language is unique
- 38. Nick Evans suggests a community may resist attempts to save its language
- 39. Many young researchers are interested in doing practical research
- 40. Chomsky supports work in descriptive linguistics

- A. even though it is in danger of disappearing.
- B. provided that it has a strong basis in theory.
- C. although it may share certain universal characteristics
- D. because there is a practical advantage to it
- E. so long as the drawbacks are clearly understood.
- F. in spite of the prevalence of theoretical linguistics.
- G. until they realize what is involved

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Answers	21. D
1. TRUE	22. C
2. TRUE	23. A
3. FALSE	24. disc
4. NOT GIVEN	25. patterns
5. FALSE	26. Mars
6. NOT GIVEN	27. YES
7. sail	28. NO
8. narrow	29. YES
9. locomotion	30. NOT GIVEN
10. moisture	31. YES
11. stress	32. NO
12. ground	33. D
13. fossil tracks	34. A
14. C	35. C
15. D	36. A
16. B	37. C
17. D	38. A
18. A	39. F
19. F	40. B
20. C	

READING 11

READING PASSAGE 1 You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below.

Our Vanishing Night

“ Most city skies have become virtually empty of stars “

A. If humans were truly at home under the light of the moon and stars, it would make no difference to us whether we were out and about at night or during the day, the midnight world as visible to us as it is to the vast number of nocturnal species on this planet. Instead, we are diurnal creatures, meaning our eyes are adapted to living in the sun's light. This is a basic evolutionary fact, even though most of us don't think of ourselves as diurnal beings any more than as primates or mammals or Earthlings. Yet it's the only way to explain what we've done to the night: we've engineered it to meet our needs by filling it with light.

B. This kind of engineering is no different from damming a river. Its benefits come with consequences – called light pollution – whose effects scientists are only now beginning to study. Light pollution is largely the result of bad lighting design, which allows artificial light to shine outward and upward into the sky, where it is not wanted, instead of focusing it downward, where it is. Wherever human light spills into the natural world, some aspect of life – migration, reproduction, feeding – is affected. For most of human history, the phrase “light pollution” would have made no sense. Imagine walking toward London on a moonlit night around 1800, when it was one of Earth's most populous cities. Nearly a million people lived there, making do, as they always had, with candles and lanterns. There would be no gaslights in the streets or squares for another seven years.

C. Now, most of humanity lives under reflected, refracted light from overlit cities and suburbs, from light-flooded roads and factories. Nearly all of night-time Europe is a bright patch of light, as is most of the United States and much of Japan. In the South Atlantic, the glow from a single fishing fleet – squid fishermen luring their prey with metal halide lamps – can be seen from space, burning brighter on occasions than Buenos Aires. In most cities, the sky looks as though it has been emptied of stars, and taking their place is a constant orange glow. We've become so used to this that the glory of an unlit night – dark enough for the planet Venus to throw shadows on Earth – is wholly beyond our experience, beyond memory almost. And yet above the city's pale ceiling lies the rest of the universe, utterly undiminished by the light we waste.

D. We've lit up the night as if it were an unoccupied country when nothing could be further from the truth. Among mammals alone, the number of nocturnal species is astonishing. Light is a powerful biological force, and on many species, it acts as a magnet. The effect is so powerful that scientists speak of songbirds and seabirds being ‘captured’ by searchlights on land or by the light from gas flares on marine oil platforms, circling and circling in the thousands until they drop. Migrating at night, birds are apt to collide with brightly lit buildings; immature birds suffer in much higher numbers than adults.

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E. Insects, of course, cluster around streetlights, and feeding on those insects is a crucial means of survival for many bat species. In some Swiss valleys, the European lesser horseshoe bat began to vanish after streetlights were installed, perhaps because those valleys were suddenly filled with light-feeding pipistrelle bats. Other nocturnal mammals, like desert rodents and badgers, are more cautious about searching for food under the permanent full moon of light pollution because they've become easier targets for the predators who are hunting them.

F. Some birds – blackbirds and nightingales, among others – sing at unnatural hours in the presence of artificial light. Scientists have determined that long artificial days — and artificially short nights — induce early breeding in a wide range of birds. And because a longer day allows for longer feeding, it can also affect migration schedules. The problem, of course, is that migration, like most other aspects of bird behaviour, is a precisely timed biological behaviour. Leaving prematurely may mean reaching a destination too soon for nesting conditions to be right.

G. Nesting sea turtles, which seek out dark beaches, find fewer and fewer of them to bury their eggs on. When the baby sea turtles emerge from the eggs, they gravitate toward the brighter, more reflective sea horizon but find themselves confused by artificial lighting behind the beach. In Florida alone, hatching losses number in the hundreds of thousands every year. Frogs and toads living on the side of major highways suffer nocturnal light levels that are as much as a million times brighter than normal, disturbing nearly every aspect of their behaviour, including their night-time breeding choruses.

H. It was once thought that light pollution only affected astronomers, who need to see the night sky in all its glorious clarity. And, in fact, some of the earliest civic efforts to control light pollution were made half a century ago to protect the view from Lowell Observatory in Flagstaff, Arizona. In 2001 Flagstaff was declared the first International Dark Sky City. By now the effort to control light pollution has spread around the globe. More and more cities and even entire countries have committed themselves to reduce unwanted glare.

Questions 1-7:

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-7 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

1. Few people recognise nowadays that human beings are designed to function best in daylight.
2. Most light pollution is caused by the direction of artificial lights rather than their intensity.
3. By 1800 the city of London had such a large population, it was already causing light pollution.

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4. The fishermen of the South Atlantic are unaware of the light pollution they are causing.
5. Shadows from the planet Venus are more difficult to see at certain times of the year.
6. In some Swiss valleys, the total number of bats declined rapidly after the introduction of streetlights.
7. The first attempts to limit light pollution were carried out to help those studying the stars.

Questions 8-13:

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 8-13 on your answer sheet.

CREATURE	EFFECTS OF LIGHT
Songbirds and seabirds they bump into 9.....	The worst-affected birds are those which are seabirds 8..... which stand out at night
Desert rodents and badgers	They are more at risk from 10.....
Migrating birds not suitable on arrival.	Early migration may mean the 11 are
Sea turtles	They suffer from a decreasing number of 12.....
Frogs and toads	If they are near 13..... their routines will be upset.

Reading Passage 2

Is there a psychologist in the building?

— CHRISTIAN JARRETT reports on psychology's place in new architectural development. —

A. The space around us affects us profoundly – rebuilding of one south London school as a striking emotionally, behaviorally, cognitively. In Britain, that example of how building design can affect human space is changing at a pace not seen for a generation. But is anyone listening?

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'This is a hugely recognised country's psychology research that is not only relevant but improved schools. At the moment we're talking to ourselves,' says Chris Spencer, professor of environmental psychology at the University of Sheffield. Spencer recalls a recent talk he gave in which he called on fellow researchers to make a greater effort to communicate their findings to architects and planners. 'I was amazed at the response of many of the senior researchers, who would say: "I'm doing my research for pure science, the industry can take it or leave it". But there are models of how to apply environmental psychology to real problems if you know where to look Professor Frances Kuo is an example.

B. Kuo's website provides pictures and plain English " The collaborative project currently summaries of the research conducted by her Human stands as a one-off experiment. " Among these is trainee architects will now go away with some a study using police records that found inner-city surrounded by more vegetation suffered 52 per cent fewer crimes than apartment blocks with little or no greenery. Frances Kuo and her co-researcher William Sullivan believe that greenery reduces crime – so long as visibility is preserved – because it reduces aggression, brings local residents together outdoors, and the conspicuous presence of people deters criminals.

C. 'Environmental psychologists are increasingly in demand,' says David Uzzell, professor of environmental psychology. 'We're asked to contribute to the planning, design and management of many different environments, ranging from neighbourhoods, offices, schools, health, transport, traffic and leisure environments for the purpose of improving quality of life and creating a better people-environment fit.' Uzzell points to the rebuilding of one south London school as a striking example of how building design can affect human behaviour positively. Before its redesign, it was ranked as the worst school in the area – now it is recognised as one of the country's twenty most improved schools.

D. Uzzell has been involved in a pioneering project between M.Sc students in England and Scotland. Architecture students in Scotland acted as designers while environmental psychology students in England acted as consultants, as together they worked on a community project in a run-down area of Glasgow. The psychology students encouraged the architecture students to think about who their client group was, to consider issues of crowding and social cohesion, and they introduced them to psychological methodologies, for example, observation and interviewing local residents about their needs.' The collaborative project currently stands as a one-off experiment. 'Hopefully, these trainee architects will now go away with some understanding of the psychological issues involved in the design and will take into account people's needs,' says Uzzell.

E. Hilary Barker, a recent graduate in psychology, now works for a design consultancy. She's part of a four-person research team that contributes to the overall work of the company in

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helping clients use their office space more productively. Her team all have backgrounds in psychology or social science, but the rest of the firm consists mainly of architects and interior designers. 'What I do is pretty rare, to be honest,' Barker says. 'I feel very privileged to be able to use my degree in such a way.' Barker explains that the team carries out observational studies on behalf of companies, to identify exactly how occupants are using their building. The companies are often surprised by the findings, for example, that staff use meeting rooms for quiet, individual work.

F. One area where the findings from the environment- behaviour research have certainly influenced building is in hospital design. The government has a checklist of criteria that must be met in the design of new hospitals, and these are derived largely from the work of the behavioural scientist Professor Roger Ulrich,' Chris Spencer says. Ulrich's work has shown, for example, how the view from a patient's window can affect their recovery. Even a hospital's layout can impact on people's health, according to Dr John Zeisel. 'If people get lost in hospitals, they get stressed, which lowers their immune system and means their medication works less well. You might think that way-finding around the hospital is the responsibility of the person who puts all the signs up, but the truth is that the basic layout of a building is what helps people find their way around,' he says.

G. Zeisel also points to the need for a better balance between private and shared rooms in hospitals. 'Falls are reduced and fewer medication errors occur' in private rooms, he says. There's also research showing how important it is that patients have access to the outdoors and that gardens in hospitals are a major contributor to well-being. However, more generally, Zeisel shares Chris Spencer's concerns that the lessons from environmental psychology research are not getting through. 'There is certainly a gap between what we in social science know and the world of designers and architects,' says Zeisel. He believes that most industries, from sports to film-making, have now recognised the importance of an evidence-based approach and that the building trade needs to formulate itself more in that vein and to recognise that there is relevant research out there. 'It would be outrageous, silly, to go ahead with huge building projects without learning the lessons from the new towns established between 30 and 40 years ago,' he warns.

Questions 14-20:

Reading Passage 2 has seven paragraphs. A-G.

Choose the correct heading for A-G from the list of headings below.

Write the correct number, h-x, in boxes 14-20 on your answer sheet.

List of Headings

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- i. A comparison between similar buildings
- ii. The negative reaction of local residents
- iii. An unusual job for a psychologist
- iv. A type of building benefiting from prescribed guidelines
- v. The need for government action
- vi. A failure to use available information in practical ways
- vii. Academics with an unhelpful attitude
- viii. A refusal by architects to accept criticism
- ix. A unique co-operative scheme
- x. The expanding scope of environmental psychology

- 14. Paragraph A
- 15. Paragraph B
- 16. Paragraph C
- 17. Paragraph D
- 18. Paragraph E
- 19. Paragraph F
- 20. Paragraph G

Questions 21-22:

Choose TWO letters, A-E

Write the correct letters in boxes 21 and 22 on your answer sheet.

Which TWO of the following benefits are said to arise from the use of environmental psychology when planning buildings?

- A. better relationships between staff
- B. improved educational performance
- C. reduction of environmental pollution
- D. fewer mistakes made by medical staff
- E. easier detection of crime

Questions 23-24:

Choose TWO letters, A-E

Write the correct letters in boxes 23 and 24 on your answer sheet.

Which TWO of the following research methods are mentioned in the passage?

- A. the use of existing data relating to a geographical area
- B. measuring the space given to a variety of activities
- C. watching what people do in different parts of a building
- D. analyzing decisions made during the planning of a building
- E. observing patients' reactions to each other

Questions 25-26:

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Complete the sentences below

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

Write your answers in boxes 25 and 26 on your answer sheet.

25. The students from England suggested that the Scottish students should identify their

26. John Zeisel believes that if the of a building is clear, patient outcomes will improve

Reading Passage 3

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

A. Our ancestor, Homo erectus, may not have had culture or even language, but did they have teenagers? That question has been contested in the past few years, with some anthropologists claiming evidence of an adolescent phase in human fossil. This is not merely an academic debate. Humans today are the only animals on Earth to have a teenage phase, yet we have very little idea why. Establishing exactly when adolescence first evolved and finding out what sorts of changes in our bodies and lifestyles it was associated with could help us understand its purpose. Why do we, uniquely, have a growth spurt so late in life?

B. Until recently, the dominant explanation was that physical growth is delayed by our need to grow large brains and to learn all the behaviour patterns associated with humanity – speaking, social interaction and so on. While such behaviour is still developing, humans cannot easily fend for themselves, so it is best to stay small and look youthful. That way your parents and other members of the social group are motivated to continue looking after you. What's more, studies of mammals show a strong relationship between brain size and the rate of development, with larger-brained animals taking longer to reach adulthood. Humans are at the far end of this spectrum. If this theory is correct, and the development of large brains accounts for the teenage growth spurt, the origin of adolescence should have been with the evolution of our own species (Homo sapiens) and Neanderthals, starting almost 200,000 years ago. The trouble is, some of the fossil evidence seems to tell a different story.

C. The human fossil record is extremely sparse, and the number of fossilised children minuscule. Nevertheless, in the past few years, anthropologists have begun to look at what can be learned of the lives of our ancestors from these youngsters. One of the most studied is the famous Turkana boy, an almost complete skeleton of Homo erectus from 1.6 million years ago found in Kenya in 1984. Accurately assessing how old someone is from their skeleton is a tricky business. Even with a modern human, you can only make a rough estimate based on the developmental stage of teeth and bones and the skeleton's general size.

D. You need as many developmental markers as possible to get an estimate of age. The Turkana boy's teeth made him 10 or 11 years old. The features of his skeleton put him at 13, but he was

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as tall as a modern 15-year-old. Susan Anton of New York University points to research by Margaret Clegg who studied a collection of 18th- and 19th-century skeletons whose ages at death were known. When she tried to age the skeletons without checking the records, she found similar discrepancies to those of the Turkana boy. One 10-year-old boy, for example, had a dental age of 9, the skeleton of a 6-year-old but was tall enough to be 11. The Turkana kid still has a rounded skull, and needs more growth to reach the adult shape,' Anton adds. She thinks that Homo erectus had already developed modern human patterns of growth, with a late, if not quite so extreme, adolescent spurt. She believes Turkana boy was just about to enter it.

E. If Anton is right, that theory contradicts the orthodox idea linking late growth with the development of a large brain. Anthropologist Steven Leigh from the University of Illinois goes further. He believes the idea of adolescence as catch-up growth does not explain why the growth rate increases so dramatically. He says that many apes have growth spurts in particular body regions that are associated with reaching maturity, and this makes sense because by timing the short but crucial spells of maturation to coincide with the seasons when food is plentiful, they minimise the risk of being without adequate food supplies while growing. What makes humans unique is that the whole skeleton is involved. For Leigh, this is the key.

F. According to his theory, adolescence evolved as an integral part of efficient upright locomotion, as well as to accommodate more complex brains. Fossil evidence suggests that our ancestors first walked on two legs six million years ago. If proficient walking was important for survival, perhaps the teenage growth spurt has very ancient origins. While many anthropologists will consider Leigh's theory a step too far, he is not the only one with new ideas about the evolution of teenagers.

G. Another approach, which has produced a surprising result, relies on the minute analysis of tooth growth. Every nine days or so the growing teeth of both apes and humans acquire ridges on their enamel surface. These are like rings in a tree trunk: the number of them tells you how long the crown of a tooth took to form. Across mammals, the rate at which teeth develop is closely related to how fast the brain grows and the age you mature. Teeth are good indicators of life history because their growth is less related to the environment and nutrition than is the growth of the skeleton.

H. A more decisive piece of evidence came last year when researchers in France and Spain published their findings from a study of Neanderthal teeth. Neanderthals had much-festered tooth growth than Homo erectus who went before them, and hence, possibly, a shorter childhood. Lead researcher Fernando Ramirez-Rozzi thinks Neanderthals died young – about 25 years old – primarily because of the cold, harsh environment they had to endure in glacial Europe. They evolved to grow up quicker than their immediate ancestors. Neanderthals and

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Homo erectus probably had to reach adulthood fairly quickly, without delaying for an adolescent growth spurt. So it still looks as though we are the original teenagers.

Questions 27-30:

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

Write the correct letter in boxes 27-30 on your answer sheet.

27. In the first paragraph, why does the writer say ‘This is not merely an academic debate’?

- A. Anthropologists’ theories need to be backed up by practical research.
- B. There have been some important misunderstandings among anthropologists.
- C. The attitudes of anthropologists towards adolescence are changing.
- D. The work of anthropologists could inform our understanding of modern adolescence.

28. What was Susan Anton’s opinion of the Turkana boy?

- A. He would have experienced an adolescent phase had he lived.
- B. His skull showed he had already reached adulthood.
- C. His skeleton and teeth could not be compared to those from a more modern age.
- D. He must have grown much faster than others alive at the time.

29. What point does Steven Leigh make?

- A. Different parts of the human skeleton develop at different speeds.
- B. The growth period of many apes is confined to times when there is enough food.
- C. Humans have different rates of development from each other depending on living conditions.
- D. The growth phase in most apes lasts longer if more food is available.

30. What can we learn from a mammal’s teeth?

- A. A poor diet will cause them to grow more slowly.
- B. They are a better indication of a lifestyle than a skeleton.
- C. Their growing period is difficult to predict accurately.
- D. Their speed of growth is directly related to the body’s speed of development.

Questions 31-36:

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 31-36 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

31. It is difficult for anthropologists to do research on human fossils because they are so rare.

32. Modern methods mean it is possible to predict the age of a skeleton with accuracy.

33. Susan Anton’s conclusion about the Turkana boy reinforces an established idea.

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- 34. Steven Leigh's ideas are likely to be met with disbelief by many anthropologists.
- 35. Researchers in France and Spain developed a unique method of analysing teeth.
- 36. There has been too little research comparing the brains of Homo erectus and Neanderthals.

Questions 37-40:

Complete each sentence with the correct ending, A-G, below.

Write the correct letter, A-G, in boxes 37-40 on your answer sheet.

37. Until recently, delayed growth in humans until adolescence was felt to be due to

38. In her research, Margaret Clegg discovered

39. Steven Leigh thought the existence of adolescence is connected to

40. Research on Neanderthals suggests that they had short lives because of

- A. inconsistencies between height, skeleton and dental evidence.
- B. the fact that human beings walk on two legs.
- C. the way teeth grew.
- D. a need to be dependent on others for survival.
- E. difficult climatic conditions.
- F. increased quantities of food.
- G. the existence of much larger brains than previously.

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ANSWER TEST 11

Reading Passage 1

1. TRUE
2. TRUE
3. FALSE
4. NOT GIVEN -> **TRUE**
5. NOT GIVEN
6. FALSE -> **TRUE**
7. TRUE
8. immature
9. brightly lit buildings
10. predators
11. nesting condition
12. dark beaches
13. (major) highways

Reading Passage 2

14. vii
15. i
16. x
17. ix
18. iii
19. iv
20. vi
21. B
22. D
23. A
24. C
25. client group
26. (basic) layout

Reading Passage 3

27. D
28. A
29. B
30. D
31. YES
32. NO
33. NO
34. YES
35. NOT GIVEN
36. NOT GIVEN
37. D
38. A
39. B
40. E

READING TEST 12

PASSAGE 1

Seed vault guards resources for the future

Fiona Harvey paid a visit to a building whose contents are very precious

A. About 1,000 km from the North Pole, Svalbard is one of the most remote places on earth. For this reason, it is the site of a vault that will safeguard a priceless component of our common heritage – the seeds of our staple crops. Here, seeds from the world’s most vital food crops will be locked away for hundreds or even thousands of years. If something goes wrong in the world, the vault will provide the means to restore farming. We, or our descendants, will not have to retread thousands of years of agriculture from scratch.

B. Deep in the vault at the end of a long tunnel, are three storage vaults which are lined with insulated panels to help maintain the cold temperatures. Electronic transmitters linked to a satellite system monitor temperature, etc. and pass the information back to the appropriate authorities at Longycarbyen and the Nordic Gene Bank which provide the technical information for managing the seed vaults. The seeds are placed in sealed boxes and stored on shelves in the vaults. The minimal moisture level and low temperature ensure low metabolic activity. The remote location, as well as the rugged structure, provide unparalleled security for the world’s agricultural heritage.

C. The three vaults are buried deep in the hillside. To reach them, it is necessary to proceed down a long and surprisingly large corridor. At 93.3 metres in length, it connects the 26-metre long entrance building to the three vaults, each of which extends a further 27 metres into the mountain. Towards the end of this tunnel, after about 80 metres, there are several small rooms on the right-hand side. One is a transformer room to which only the power company officials have access – this houses the equipment needed to transform the incoming electrical current down to 220 volts. A second is an electrical room housing control for the compressor and other equipment. The boiler room is an office which can be heated to provide comfortable working conditions for those who will make an inventory of the samples in and out of the vault.

D. Anyone seeking access to the seeds has to pass through four locked doors: the heavy steel entrance doors, a second door approximately 90 metres down the tunnel and finally the two keyed doors separated by an airlock, from which it is possible to proceed directly into the seed vaults. Keys are coded to allow access to different levels of the facility. A work of art will make the vault visible for miles reflective sheets of steel and mirrors which form an installation acting as a beacon. It reflects polar light in the summer months, while in the winter, a network of 200 fibre-optic cables will give the piece a muted greenish-turquoise and white light. Cary Fowler, the mastermind behind the vault, stands inside the echoing cavern. For him, this is the culmination of nearly 30 years of work. ‘It’s an insurance policy,’ he explains, ‘very cheap insurance policy when you consider what we’re ensuring – the earth’s biological diversity.’

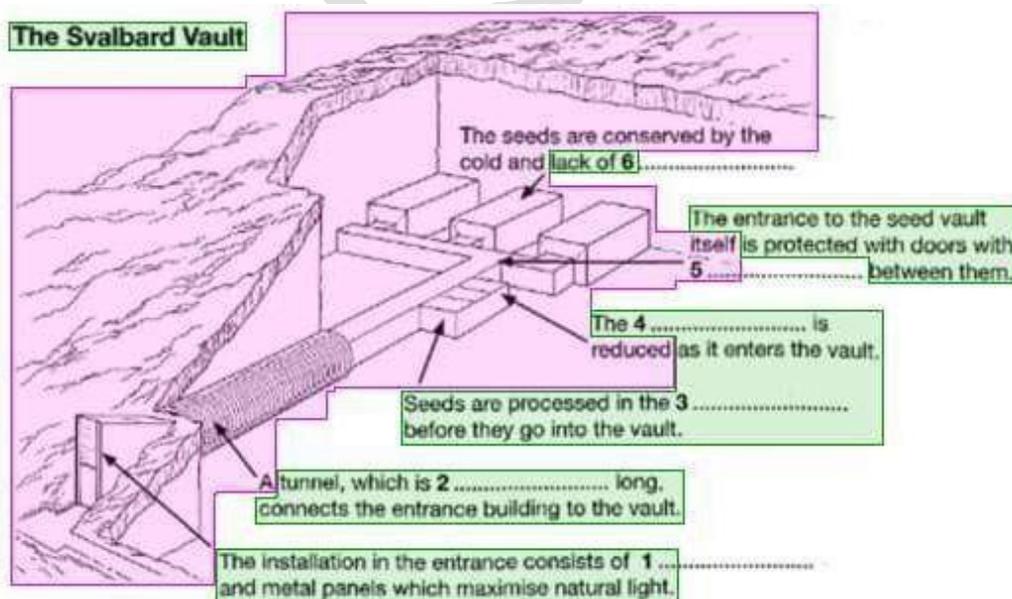
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E. Seeds are being brought here from all over the world, from seed banks created by governments, universities and private institutions. Soon, there will be seed varieties from at least 100 crops in the Svalbard vault – extending to examples of all of the 1.5 million known crop seed varieties in the world. If any more are unearthed, either in the wild or found in obscure collections, they can be added, too – the vault has room for at least 4.5 million samples. Inside the entrance area, it is more than 10°C below freezing, but in the chambers where the seeds are kept, refrigerators push down the temperature even further, to -18°C. At this temperature, which will be kept constant to stop the seeds germinating or rotting, the wheat seeds will remain viable for an estimated 1,700 years.

F. Svalbard’s Arctic conditions will keep the seeds cold. In order to maintain the temperature at a constant -10° C to -20°C, the cold Arctic air will be drawn into the vault during the winter, automatically and without human intervention. The surrounding rock will maintain the temperature requirements during the extremely cold season and, during warmer periods, refrigeration equipment will engage. Looking out across the snow-covered mountains of Svalbard, it is hard not to feel respect for the 2,300 or so people who live here, mainly in Longyearbyen, a village a few miles away. There are three months without light in winter.

G. Svalbard is intended 3s the seed bank of last resort. Each sample is made up of a few hundred seeds, sealed inside a watertight package which will never be tampered with while it is in the vault. The packages of seeds remain the property of the collections they have come from. Svalbard will disburse samples ‘only if all the other seeds in other collections around the world are gone,’ explains Fowler. If seeds do have to be given out, those who receive them are expected to germinate them and generate new samples, to be returned to the vault.

Questions 1-6 Label the diagram below. Choose NO MORE THAN TWO WORDS OR A NUMBER from the passage for each answer. Write your answers in boxes 1-6 on your answer sheet.



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Question 7-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 7-13 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 given on this

7. The vault has the capacity to accommodate undiscovered types of seed at a later date.
8. There are different levels of refrigeration according to the kinds of seeds stored.
9. During winter, the flow of air entering the vault is regularly monitored by staff.
10. There is a back-up refrigeration system ready to be switched on if the present one fails.
- 11.. The people who work at Svalbard are mainly locals.
- 12 Once a seed package is in the vault, it remains unopened.
13. If seeds are sent from Svalbard to other banks, there is an obligation for the recipient to send replacements back.

Reading Passage 2

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

What cookbooks really teach us

A. Shelves bend under the weight of cookery books. Even a medium-sized bookshop contains many more recipes than one person could hope to take in a lifetime. Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. The reason for this abundance is that cookbooks promise to bring about a kind of domestic transformation for the user. The daily routine can be put on one side and they liberate the user, if only temporarily. To follow their instructions is to turn a task which has to be performed every day into an engaging, romantic process. Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there.

B. The first Western cookbook appeared just over 1,600 years ago. *De re couquinara* (it means 'concerning cookery') is attributed to Roman gourmet named Apicius. It is probably a compilation of Roman and Greek recipes, some or all of them drawn from manuscripts that were later lost. The editor was sloppy, allowing several duplicated recipes to sneak in. Yet Apicius's book set the tone of cookery advice in Europe for more than a thousand years. As a cookbook, it is unsatisfactory with very basic instructions. Joseph Vehling, a chef who translated Apicius in the 1930s, suggested the author had been obscure on purpose, in case his secrets leaked out.

C. But a more likely reason is that Apicius's recipes were written by and for professional cooks, who could follow their shorthand. This situation continued for hundreds of years. There was no order to cookbooks: a cake recipe might be followed by a mutton one. But then, they were not written for careful study. Before the 19th century few educated people cooked for themselves. The wealthiest employed literate chefs; others presumably read recipes to their servants. Such cooks would have been capable of creating dishes from the vaguest of instructions.

D. The invention of printing might have been expected to lead to greater clarity but at first, the reverse was true. As words acquired commercial value, plagiarism exploded. Recipes were distorted through reproduction. A

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recipe for boiled capon in *Vk Good Huswives Jewell*, printed in 1596, advised the cook to add three or four dates. By 1653, when the recipe was given by a different author in *A Book of Fruits & Flowers*, the cook was told to see the dish aside for three or four days.

E. The dominant theme in 16th and 17th-century cookbooks was order. Books combined recipes and household advice, on the assumption that a well-made dish, a well-ordered larder and well-disciplined children were equally important. Cookbooks thus became a symbol of dependability in chaotic times. They hardly seem to have been affected by the English civil war or the revolutions in America and France.

F. In the 1850s, Isabella Becton published the *Book of Household Management*. Like earlier cookery writers she plagiarized freely, lifting not just recipes but philosophical observations from other books. If Becton's recipes were not wholly new, though, the way in which she presented them certainly was. She explains when the chief ingredients are most likely to be in season, how long the dish will take to prepare and even how much it is likely to cost. Becton's recipes were well suited to her times. Two centuries earlier, an understanding of rural ways had been so widespread that one writer could advise cooks to heat water until it was a little hotter than milk comes from a cow. By the 1850s Britain was industrializing. The growing urban middle class needed details, and Becton provided them in the hills.

G. In France, cookbooks were fast becoming even more systematic. Compare with Britain, France had produced few books written for the ordinary householder by the end of the 19th century. The most celebrated French cookbooks were written by superstar chefs who had a clear sense of codifying a unified approach to sophisticated French cooking. The 5,000 recipes in Auguste Escoffier's *Le Guide Culinaire* (*The Culinary Guide*), published in 1902, might as well have been written in stone, given the book's reputation among French chefs, many of whom still consider it the definitive reference book.

H. What Escoffier did for French cooking, Fannie Farmer did for American home cooking. She not only synthesized American cuisine; she elevated it to the status of science. 'Progress in civilization has been accompanied by progress in cookery,' she breezily announced in *The Boston Cooking-School Cook Book*, before launching into a collection of recipes that sometimes resembles a book of chemistry experiments. She was occasionally over-fussy. She explained that currants should be picked between June 28th and July 3rd, but not when it is raining. But in the main, her book is reassuringly authoritative. Its recipes are short, with no unnecessary chat and no unnecessary spices.

I. In 1950, *Mediterranean Food* by Elizabeth David launched a revolution in cooking advice in Britain. In some ways, *Mediterranean Food* recalled even older cookbooks but the smells and noises that filled David's books were not mere decoration for her recipes. They were the point of her books. When she began to write, many ingredients were not widely available or affordable. She understood this, acknowledging in a later edition of one of her books that 'even if people could not very often make the dishes here described, it was stimulating to think about them.' David's books were not so much cooking manuals as guides to the kind of food people might well wish to eat.

Questions 14-16

Complete the summary below.

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

Write your answers in boxes 14-16 on your answer sheet.

Why are there so many cookery books?

There are a great number more cookery books published than is really necessary and it is their 14.....which makes them differ from each other. There are such large numbers because they offer people an escape from their 15and some give the user the chance to inform themselves about other 16

Questions 17-21 Reading Passage 2 has nine paragraphs, A-I.

Which paragraph contains the following information?

Write the correct letter, A-I, in boxes 17-21 on your answer sheet.

NB You may use any letter more than once.

- 17. cookery books providing a sense of stability during periods of unrest
- 18. details in recipes being altered as they were passed on
- 19. knowledge which was in danger of disappearing
- 20. the negative effect on cookery books of a new development
- 21. a period when there was no need for cookery books to be precise

Questions 22-26

Look at the following statements (Questions 22-26) and list of books (A-E) below.
Match each statement with the correct book A-E.

Write the correct letter A-E. In boxes 22-26 on your answer sheet.

- 22. Its recipes were easy to follow despite the writer's attention to detail.
- 23. Its writer may have deliberately avoided passing on details.
- 24. It appealed to ambitious ideas people have about cooking.
- 25. Its writer used ideas from other books but added additional related information.
- 26. It put into print ideas which are still respected today.

List of cookery books

- A. De re couquinara
- B. The Book of Household Management
- C. Le Guide Culinaire
- D. The Boston Cooking-School Cook Book
- E. Mediterranean Food

Reading Passage 3

You should spend about 20 minutes on Questions 26-40, which are based on Reading Passage 3 below. Is there more to video games than people realize?

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A. Many people who spend a lot of time playing video games insist that they have helped them in areas like confidence-building, presentation skills and debating. Yet this way of thinking about video games can be found almost nowhere within the mainstream media, which still tend to treat games as an odd mix of the slightly menacing and the alien. This lack of awareness has become increasingly inappropriate, as video games and the culture that surrounds them have become very big business indeed.

B. Recently, the British government released the Byron report into the effects of electronic media on children. Its conclusions set out a clear, rational basis for exploring the regulation of video games. The ensuing debate, however, has descended into the same old squabbling between partisan factions: the preachers of mental and moral decline, and the innovative game designers. In between are the gamers, busily buying and playing while nonsense is talked over their heads.

C. Susan Greenfield, a renowned neuroscientist, outlines her concerns in a new book. Every individual's mind is the product of a brain that has been personalized by the sum total of their experiences; with an increasing quantity of our experiences from very early childhood taking place 'on-screen' rather than in the world, there is potentially a profound shift in the way children's minds work. She suggests that the fast-paced, second-hand experiences created by video games and the Internet may inculcate a worldview that is less empathetic, more risk-taking and less contemplative than what we tend to think of as healthy.

D. Greenfield's prose is full of mixed metaphors and self-contradictions and is perhaps the worst enemy of her attempts to persuade. This is unfortunate, because however many technophiles may snort, she is articulating widely held fears that have a basis in fact. Unlike even their immediate antecedents, the latest electronic media are at once domestic and work-related, their mobility blurring the boundaries between these spaces, and video games are at their forefront. A generational divide has opened that is in many ways more profound than the equivalent shifts associated with radio or television, more alienating for those unfamiliar with new technologies, more absorbing for those who are. So how do our lawmakers regulate something that is too fluid to be fully comprehended or controlled?

E. Adam Martin, a lead programmer for an online games developer, says: 'Computer games teach and people don't even notice they're being taught.' But isn't the kind of learning that goes on in games rather narrow? 'A large part of the addictiveness of games does come from the fact that as you play you are mastering a set of challenges. But humanity's larger understanding of the world comes primarily through communication and experimentation, through answering the question "What if?" Games excel at teaching this too.'

F. Steven Johnson's thesis is not that electronic games constitute a great, popular art, but that the mean level of mass culture has been demanding steadily more intellectual engagement from consumers. Games, he points out, generate satisfaction via the complexity of their virtual worlds, not by their robotic predictability. Testing the nature and limits of the laws of such imaginary worlds has more in common with scientific methods than with a pointless addiction, while the complexity of the problems children encounter within games exceeds that of anything they might find at school.

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G. Greenfield argues that there are ways of thinking that playing video games simply cannot teach. She has a point. We should never forget, for instance, the unique ability of books to engage and expand the human imagination, and to give us the means of more fully expressing our situations in the world. Intriguingly, the video games industry is now growing in ways that have more in common with an old-fashioned world of companionable pastimes than with a cyber future of lonely, isolated obsessives. Games in which friends and relations gather round a console to compete at activities are growing in popularity. The agenda is increasingly being set by the concerns of mainstream consumers – what they consider acceptable for their children, what they want to play at parties and across generations.

H. These trends embody a familiar but important truth: games are human products and lie within our control. This doesn't mean we yet control or understand them fully, but it should remind us that there is nothing inevitable or incomprehensible about them. No matter how deeply it may be felt, instinctive fear is an inappropriate response to a technology of any kind. So far, the dire predictions many traditionalists have made about the 'death' of old-fashioned narratives and imaginative thought at the hands of video games cannot be upheld. Television and cinema may be suffering, economically, at the hands of interactive media. But literacy standards have failed to decline. Young people still enjoy sport, going out and listening to music. And most research – including a recent \$1.5m study funded by the US government suggests that even pre-teens are not in the habit of blurring game worlds and real worlds.

F. The sheer pace and scale of the changes we face, however, leave little room for complacency. Richard Battle, a British writer and game researcher, says 'Times change: accept it; embrace it.' Just as, today, we have no living memories of a time before radio, we will soon live in a world in which no one living experienced growing up without computers. It is for this reason that we must try to examine what we stand to lose and gain before it is too late.

Questions 27-32

Do the following statements agree with the views of the writer in Reading Passage 3? In the boxes 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

27. Much media comment ignores the impact that video games can have on many people's lives.

28. The publication of the Byron Report was followed by a worthwhile discussion between those for and against video games.

29. Susan Greenfield's way of writing has become more complex over the years.

30. It is likely that video games will take over the role of certain kinds of books in the future.

31. More sociable games are being brought out to satisfy the demands of the buying public.

32. Being afraid of technological advances is a justifiable reaction.

Questions 33-37

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

33. According to the writer, what view about video games does Susan Greenfield put forward in her new book?

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- A. They are exposing a child to an adult view of the world too soon.
- B. Children become easily frightened by some of the situations in them.
- C. They are changing the way children's view of the world develops.
- D. Children don't learn from them because they are too repetitive.

34. According to the writer, what problems are faced when regulating video games?

- A. The widespread and ever-changing use of games makes it difficult for lawmakers to control them.
- B. The appeal of the games to a younger generation isn't really understood by many lawmakers.
- C. The lawmakers try to apply the same rules to the games as they did to radio and television.
- D. Many lawmakers feel it is too late for the regulations to have much effect on the use of games.

35. What main point does Adam Martin make about video games?

- A. People are learning how to avoid becoming addicted to them.
- B. They enable people to learn without being aware of it happening.
- C. They satisfy a need for people to compete with each other.
- D. People learn a narrow range of skills but they are still useful.

36. Which of the following does Steven Johnson disagree with?

- A. the opinion that video games offer educational benefits to the user
- B. the attitude that video games are often labelled as predictable and undemanding
- C. the idea that children's logic is tested more by video games than at school
- D. the suggestion that video games can be compared to scientific procedures

37. Which of the following is the most suitable subtitle for Reading Passage 3?

- A. A debate about the effects of video games on other forms of technology.
- B. An examination of the opinions of young people about video games.
- C. A discussion of whether attitudes towards video games are outdated.
- D. An analysis of the principles behind the historical development of video games.

Questions 38-40

Complete each sentence with the correct ending, A-E, below.

Write the correct letter, A-E, on your answer sheet.

38. There is little evidence for the traditionalists' prediction that

39. A recent study by the US government found that

40. Richard Battle suggests that it is important for people to accept the fact that

- A. young people have no problem separating their own lives from the ones they play on the screen.
- B. levels of reading ability will continue to drop significantly.
- C. new advances in technology have to be absorbed into our lives.
- D. games cannot provide preparation for the skills needed in real life.
- E. young people will continue to play video games despite warnings against doing so.

Answers

Reading Passage 1

1. mirrors
2. 93.3 metres
3. office
4. (electrical) current
5. an airlock
6. moisture
7. TRUE
8. FALSE
9. FALSE
10. NOT GIVEN
11. NOT GIVEN
12. TRUE
13. TRUE

Reading Passage 2

14. presentation
15. (daily) routine
16. cultures

17. E
18. D
19. F
20. D
21. C
22. D
23. A
24. E
25. B
26. C

Reading Passage 3

27. YES
28. NO
29. NOT GIVEN
30. NOT GIVEN
31. YES
32. NO
33. C
34. A
35. B
36. B
37. C
38. B
39. A
40. C

Reading 13

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below. **Section 1**

A Recent years have seen a barrage of dystopian Young Adult novels grow in popularity almost overnight - from The Hunger Games to The Maze Runner, Divergent, and The Knife of Never Letting Go. These novels, set in postapocalyptic, totalitarian or otherwise ruthless and dehumanising worlds, have gained such momentum that the trend has seeped into the film and TV industry as well, with multimillion dollar movie adaptations and popular TV series gracing the big and small screen. But what is it about dystopian stories that makes them so appealing to readers and audiences alike?

B Dystopias are certainly nothing new. The word “dystopia” itself, meaning “bad place” (from the Greek dys and topos), has been around since at least the 19th century, and Huxley’s Brave New World (1932) and Orwell’s 1984 (1949), commonly regarded as the first dystopian novels that fit firmly into the genre, were published more than 75 years ago. Even the first YA dystopian novel is older than 20 – Lois Lawry’s The Giver, which came out in 1993. While these are individual examples from previous decades, however, one would be hard-pressed to find a YA shelf in any bookstore nowadays that isn’t stocked with dozens of dystopian titles.

C According to film critic Dana Stevens, it is the similarities that can be drawn between dystopian settings and the daily lives of teenagers that make YA dystopian stories so captivating: the high school experience involves the same social structure as the Hunger Games arena, for example, or the faction-divided world of Divergent. Teenagers might not literally have to fight each other to the death or go through horrendous trials to join a virtue-based faction for the rest of their lives, but there’s something in each story that connects to their own backgrounds. The “cutthroat race for high school popularity” might feel like an “annual televised fight”, and the pressure to choose a clique at school bears a strong resemblance to Tris’s faction dilemma in Divergent.

D Justin Scholes’s and Jon Ostenson’s 2013 study reports similar findings, identifying themes such as “inhumanity and isolation”, the struggle to establish an identity and the development of platonic and romantic relationships as alluring agents. Deconstructing a score of popular YA dystopian novels released between 2007-2011, Scholes and Ostenson argue that the topics explored by dystopian literature are appealing to teenagers because they are “an appropriate fit with the intellectual changes that occur during adolescence”; as teenagers gradually grow into adults, they develop an interest in social issues and current affairs. Dystopian novels, according to author and book critic Dave Astor, feel honest in that regard as they do not patronise their readers, nor do they attempt to sugar-coat reality.

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E All of this still does not explain why this upsurge in YA dystopian literature is happening now, though. Bestselling author Naomi Klein, offers a different explanation: the dystopian trend, she says, is a “worrying sign” of times to come. What all these dystopian stories have in common is that they all assume that “environmental catastrophe” is not only imminent, but also completely inevitable. Moral principles burgeon through these works of fiction, particularly for young people, as they are the ones who will bear the brunt of climate change. Young Adult author Todd Mitchell makes a similar point, suggesting that the bleak futures portrayed in modern YA literature are a response to “social anxiety” brought forth by pollution and over-consumption.

F The threat of natural disasters is not the only reason YA dystopian novels are so popular today, however. As author Claudia Gray notes, what has also changed in recent years is humanity’s approach to personal identity and young people’s roles in society. Adolescents, she says, are increasingly dragooned into rigid moulds through “increased standardised testing, increased homework levels, etc.” YA dystopian novels come into play because they present protagonists who refuse to be defined by someone else, role models who battle against the status quo.

G So, how long is this YA dystopian trend going to last? If The Guardian is to be believed, it’s already been replaced by a new wave of “gritty” realism as seen in the likes of The Fault in Our Stars, by John Green. Profits have certainly dwindled for dystopian film franchises such as Divergent. This hasn’t stopped film companies from scheduling new releases, however, and TV series such as The 100 are still on air. Perhaps the market for dystopian novels has stagnated – only time will tell. One thing is for certain, however: the changes the trend has effected on YA literature are here to stay.

Questions 1-7

Reading Passage 1 has seven paragraphs, labelled A-G. Choose the correct heading for paragraphs A-G from the list of headings below.

List of Headings

- I Teens are increasingly urged to conform
- II The dystopian model scrutinised
- III Dystopian novels now focus on climate change
- IV The original dystopias
- V Dystopian literature’s accomplishments will outlive it
- VI A score of dystopian novels has taken over YA shelves
- VII The roots of dystopia can be found in teenage experiences
- VIII Dystopia is already dead
- IX Dystopias promote ethical thinking

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- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F
- 7 Paragraph G ____

Questions 8-12

Answer the questions below with words taken from Reading Passage 1. Use **NO MORE THAN THREE WORDS** for each answer.

- 8 According to the writer, what was the first dystopian novel?
- 9 According to the writer, which author initiated the YA dystopian genre?
- 10 How does Dave Astor describe dystopian novels?
- 11 According to Naomi Klein, which element is present in all dystopian novels?
- 12 According to Claudia Gray, things like increased standardised testing and homework levels are a threat to what?

Question 13

Choose the correct Letter, A, B, C or D.

- 13 Which is the best title for Reading Passage 1?
- A A history of YA dystopian literature
 - B The wane of the dystopian phenomenon
 - C How dystopian fiction has shaped the world
 - D The draw of YA dystopian fiction

Reading Passage 2

Plant Wars You should spend about 20 minutes on Questions 14-27,

Mention the words “chemical warfare” or “deployed armies” in any conversation, and your interlocutor might immediately assume you’re talking about wars between humans. In reality, however, there are other kinds of wars out there where these techniques are employed far more frequently and in a far more intricate manner: those waged in the plant kingdom.

We might not normally think of plants this way, but much like humans and animals, they too have to fight for survival on a daily basis. Nutrients, light and water are the three things any plant needs in order to grow; unfortunately, none of these is ample in supply, which means that the competition between plants can grow fierce. Some plants and trees are at an architectural advantage: taller trees have greater access to natural light, while plants with deeper roots have

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the ability to absorb more water and nutrients. Others, though, manage to defend their territory through “allelopathy”, or chemical warfare.

So how does this chemical warfare work exactly? As Dr Robin Andrews explains, plants convert the nutrients they absorb from the ground to energy with the aid of a type of organic compound known as metabolites. These metabolites can be divided into two categories: primary and secondary. Primary metabolites are what allows a plant to live, playing a direct role in its growth and development, and are thus present in every plant. Secondary metabolites, on the other hand, can vary from plant to plant and often play the role of a defence mechanism against neighbouring competitors.

Out of these secondary metabolites, there are two that are incredibly interesting: DIBOA and DIMBOA. These two cyclic hydroxamic acids were at the forefront of a study conducted by Sascha Venturelli and colleagues in 2015, which found that once they are released into the soil by the plants that produce them, they degenerate into toxic substances that have the power to inhibit growth in nearby plants once they soak them up. As Dr Claude Becker notes, “the phenomenon itself has been known for years”, but we now finally understand the “molecular mechanism” behind it – and its supreme intricacy would put to shame any chemical bombs created by humans.

But plants do not just fight wars against other plants; chemical warfare also comes into play in their defence against herbivores. As Brent Mortensen of Iowa State University describes, plants “actively resist” attacks made by herbivores through qualitative and quantitative chemical defences. What’s the difference? Qualitative defences can be lethal even in small doses, and are often employed to protect “young” or “tender leaves or seeds”. They can also be recycled when no longer necessary. Quantitative defences, in contrast, are only effective “in larger doses”, but unlike qualitative defences, can protect the plant against all herbivores. Quantitative defences are also not as immediately lethal, as they usually lead to indigestion, pain, irritation of the mouth and throat, and inflammation or swelling in the skin.

And what about the “deployed armies” I mentioned before? Well, chemical attacks are not the only way plants elect to defend themselves against herbivores. Some plants, such as the African acacia, also recruit armies to assist them in their war. As Angela White of the University of Sheffield explains, the acacia tree has “hollowed-out structures” which invite ant colonies to build a home in them by providing not just shelter, but also food in the form of a special nectar. In return, ants protect them against herbivores – and this includes not just the small ones like bugs, but also the ones as big as giraffes.

At this point, of course, you might be wondering what all this has to do with you. The territorial nature of plants might be fascinating in its own right, but what is its application in real life?

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Well, Dr Venturelli of the 2015 study mentioned before has an answer for you: apparently, certain allelochemicals – the aforementioned chemical compounds that are responsible for stunting growth in plants – have been found to have an effect on human cancer cells, too. According to Michael Bitzer and Ulrich Lauer of the same study, “clinical trials at the University Clinics Tübingen currently assess the efficacy of these plant toxins in cancer patients”. This means that comprehending the way plants defend themselves against the enemies in their environment might not just be of interest to plant biologists alone, but to medical researchers as well.

Questions 14-20

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from Reading Passage 2 for each answer.

- 14 Plants are very similar to _____ as they also struggle to stay alive every day.
- 15 The height of a tree or plant can affect how much _____ it receives.
- 16 Chemical warfare in plants also goes by the name of _____.
- 17 Water and nutrients are both taken from the soil, and the latter is later turned into _____.
- 18 Secondary metabolites are an _____ that functions as a defence mechanism for plants.
- 19 DIBOA and DIMBOA are two types of secondary metabolites that can _____ once absorbed by a plant.
- 20 The 2015 study by Sascha Venturelli and colleagues examined the _____ of chemical warfare in plants.

Plant Defences Against Herbivores

Qualitative

- can kill a herbivore in 21 _____
- can be recycled when no longer necessary

Secondary

- only works in larger doses
- effective against 22 _____
- causes a variety of symptoms, none 23 _____

Indirect

- uses the help of ant colonies that reside in its 24 _____
- ants can protect it against herbivores of all sizes, even 25 _____

Questions 26-27

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

TRUE if the statement is true according to the passage
FALSE if the statement is false according to the passage
NOT GIVEN if the information is not given in the passage

26 Allelochemicals are secondary metabolites.

27 Plant biologists and medical researchers are currently cooperating to assess the efficacy of plant toxins in preventing the growth of cancer cells.

Deafhood passage 3

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 colonisation 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 a 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 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 needs 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.

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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' of 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 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.

Questions 28-34

The reading passage has seven paragraphs, A-G.

Which paragraph contains the following information?

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

29 Why the word 'deafness' is no longer appropriate ____

30 The definition of the word 'deaf' ____

31 Why deaf people might sometimes think negatively of themselves ____

32 How one can attain deafhood ____

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33 Where the word 'deafhood' came from ____

34 Why deafhood is currently imperilled ____

Questions 35-37

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

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.

D 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.

D 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.

D their languages were also colonised.

Questions 38-40

Answer the questions below with words taken from Reading Passage 3.

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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Answer Keys reading test 13

IELTS Reading Section 1

- 1- VI. Even though 'shelves' are not mentioned in the text, it should be understood figuratively: the genre has become very popular.
- 2- IV. The first ever (the original) dystopias are mentioned, as well as the first YA dystopian title.
- 3- VII. The paragraph draws parallels between teenager's real life experience at school, the struggles of Young Adult dystopias' characters and how teenagers can relate to them. experiences.
- 4- II. To scrutinise is to give a closer look, to pay attention to details in order to find information. In the paragraph the author attempts to analyse the reasons of dystopian literature success by deconstructing its 'model'.
- 5- IX. 'Moral principles burgeon...', 'modern YA literature are a response to "social anxiety" brought forth by pollution and over-consumption' point at the books' attempt to raise awareness of current issues and therefore 'promote ethical thinking'. 'III – Dystopian novels now focus on climate change' doesn't fit here as no such information is given – even though the aspect of climate change is mentioned, it is neither the main focus of the books nor has it gained more attention from the writers recently ('now').
- 6- I. To conform means to follow certain customs, to behave in a certain way that is accepted by the society you live in. The paragraph mentions how young people are expected to live up to these standards and how they refuse to.
- 7--V. Last sentence of the paragraph sums up the idea – the effect of YA dystopian literature is going to be long-lasting and will outlive the popularity of this genre.
- 8-- Brave New World. Paragraph B, second sentence. The dates make it easy to pick the earliest book. Make sure to capitalise all three words as it is a title – a proper name.
- 9--Lois Lawry. The middle of Paragraph B. Lois Lawry pioneered the genre of YA dystopian novel with The Giver.
- 10--Honest. Last sentence of Paragraph D. Even though you can use up to three words, there is nothing else to include here.
- 11--Environmental catastrophe. Paragraph E, third sentence. Make sure to get the spelling right!
- 12--Personal identity. Paragraph F states that teenagers are 'dragooned into rigid moulds', or to put simpler, forced to conform to a certain standard. 'Personal identity' is mentioned before this paragraph. Mind the spelling. Status quo is an incorrect answer because it is exactly what the characters oppose – the accepted order of things.

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13-D. The draw is the appeal, the reason it is so interesting. The paragraph focuses on different aspects of YA dystopias success and popularity. Other titles focus on secondary aspects of the text. Remember that a title should reflect the content of its respective paragraphs.

IELTS Reading Section 2

14--Humans and animals. Paragraph Two, the first sentence. As you can use up to three words, you have to mention both humans and animals, otherwise you don't get a point.

15--Natural light. Second half of Paragraph Two. Once again, include the adjective 'natural' in your answer.

16--Allelopathy. Last sentence or Paragraph Two. Be sure to spell the word correctly.

17--Energy. Paragraph Three, second sentence. Nutrients are turned into energy. Metabolites is an incorrect answer as it is a substance that assists in the transformation.

18--Organic compound. Same sentence in Paragraph Three. The indefinite article 'an' hints at the words that begins with a vowel sound. Note that both primary and secondary metabolites are organic compounds. The difficulty here is that the word 'secondary metabolites' is mentioned later, whereas the word for the answer is found earlier in the text.

19--Inhibit growth. To inhibit is to slow some process down (usually to slow down growth). Paragraph Four, second sentence contains the answer.

20--Molecular mechanism. Last sentence of Paragraph Four. Names and dates are great [keywords](#) as they usually stand out in the text because of capitalisation.

21`--Small doses. Paragraph Five, sentence five. Keep in mind that you can use no more than three words so answer 'even in small doses' will be incorrect.

22--All herbivores. Paragraph Five, second half. The word 'against' is already in the task, make sure not to use it again.

23--(Are) immediately lethal. Last sentence of Paragraph Five. The usage of verb to be is optional. However, you have to include 'immediately' as without it the meaning is changed dramatically. 'Not immediately lethal' implies that it doesn't cause death on the spot, but the effect is postponed. 'Not lethal' means that it never causes death. Also mind the spelling.

24--Hollowed-out structures. Paragraph Six. To reside means to live or to occupy.

25--Giraffes. Another tricky word to spell.

26--TRUE. It is important to understand that secondary metabolites are those that are used for defence, e.g. stunting growth. Third sentence of the last paragraph: '... certain allelochemicals-the aforementioned chemical compounds that are responsible for stunting growth in plants...'

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27--NOT GIVEN. Nothing about such cooperation is mentioned. Only the fact that the research is conducted. In order for this answer to be TRUE, every statement in the question has to be mentioned in the text.

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28--C. The Maori of New Zealand and Australia's indigenous people are the examples of other groups treated similarly to deaf people.

29--D. The paragraph mentions the word 'deafness' having negative connotations. In other words – its meaning is bad. That is why it is no longer considered appropriate. Paragraph C is incorrect as the given definition of deafness there is used in connection with Audism views.

30--A. Second sentence gives the definition of the word 'deaf', but it does so indirectly. Do not be misguided by the introductory questions of Paragraph E: 'What does being 'Deaf' mean?'. It doesn't focus on the meaning of the word, but on the experience of deaf people in general.

31--G. Third sentence in this paragraph goes: "... who have for decades internalised society's unfavourable views of them". In other words, deaf people, hearing society's unwelcoming opinions about them, have themselves adopted such views.

32--E. Last sentence of Paragraph E mentions how 'true Deafhood' how be achieved through 'natural language' used within deaf people community.

33--B. First sentence of the paragraph gives the origin of the term 'Deafhood'.

34--F. 'Imperilled' means being at risk of harm or destruction, endangered. Neo-eugenics is the source of such danger that aims to eradicate deafness by various means such as technology or genetic engineering.

35--C. Last sentence of Paragraph B mentions Deafhood attempting 'to remove the limitations imposed' by colonisation of hearing people. Answers A, B and D do not fit as they do not relate directly to Ladd's voiced opinion.

36--A. Third and fourth sentence of Paragraph C: "... a reduced use of sign language would be more beneficial to SLPs", "... sign language is dismissively regarded as a mere obstacle". Other answers are not mentioned in the text.

37--C. Fourth sentence of Paragraph C states that just like sign language, Australia's indigenous people's language was too perceived as inferior, standing in the way of listening and speaking skills.

38--Natural language. Last sentence of Paragraph E. Note that you can only use up to two words, so answering 'their natural language' is incorrect.

39--Eugenicists. Middle of paragraph F contains the answer. Be sure to spell the word correctly.

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40--Official recognition. Middle of the last paragraph: "We should also seek... official recognition of sign languages around the world"

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Reading test 14

Reading Passage 1

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

Can animals count?

A. Brannon. Humans can do this with ease – providing the ratio is big enough – but do other animals share this ability? In one experiment, rhesus monkeys and university students examined two sets of geometrical objects that appeared briefly on a computer monitor. They had to decide which set contained more objects. Both groups performed successfully but, importantly, Brannon's team found that monkeys, like humans, make more errors when two sets of objects are close in number. The students' performance ends up looking just like a monkey's. It's practically identical,' she says.

B. Humans and monkeys are mammals, in the animal family known as primates. These are not the only animals whose numerical capacities rely on ratio, however. The same seems to apply to some amphibians. Psychologist Claudia Uller's team tempted salamanders with two sets of fruit flies held in clear tubes. In a series of trials, the researchers noted which tube the salamanders scampered towards, reasoning that if they could recognize the number, they would head for the larger number. The salamanders successfully discriminated between tubes containing 8 and 16 flies respectively, but not between 3 and 4, 4 and 6, or 8 and 12. So it seems that for the salamanders to discriminate between two numbers, the larger must be at least twice as big as the smaller. However, they could differentiate between 2 and 3 flies just as well as between 1 and 2 flies, suggesting they recognize small numbers differently from larger numbers.

C. Further support for this theory comes from studies of mosquitofish, which instinctively join the biggest shoal* they can. A team at the University of Padova found that while mosquito fish can tell the difference between a group containing 3 shoal-mates and a group containing 4, they did not show a preference between groups of 4 and 5. The team also found that mosquitofish can discriminate between numbers up to 16, but only if the ratio between the fish in each shoal was greater than 2:1. This indicates that the fish, like salamanders, possess both the approximate and precise number systems found in more intelligent animals such as infant humans and other primates.

D. While these findings are highly suggestive, some critics argue that the animals might be relying on other factors to complete the tasks, without considering the number itself. 'Any study that's claiming an animal is capable of representing number should also be controlling for other factors,' says Brannon. Experiments have confirmed that primates can indeed perform numerical feats without extra clues, but what about the more primitive animals? To consider this possibility, the mosquitofish tests were repeated, this time using varying geometrical shapes in place of fish. The team arranged these shapes so that they had the same overall surface area and luminance even though they contained a different number of objects. Across hundreds of trials on 14 different fish, the team found they consistently discriminated 2 objects from 3. The team is now testing whether mosquito fish can also distinguish 3 geometric objects from 4.

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E. Even more primitive organisms may share this ability. Entomologist Jurgen Tautz sent a group of bees down a corridor, at the end of which lay two chambers – one which contained sugar water, which they like, while the other was empty. To test the bees’ numeracy, the team marked each chamber with a different number of geometrical shapes – between 2 and 6. The bees quickly learned to match the number of shapes with the correct chamber. Like the salamanders and fish, there was a limit to the bees’ mathematical prowess – they could differentiate up to 4 shapes, but failed with 5 or 6 shapes.

F. These studies still do not show whether animals learn to count through training, or whether they are born with the skills already intact. If the latter is true, it would suggest there was a strong evolutionary advantage to a mathematical mind. Proof that this may be the case has emerged from an experiment testing the mathematical ability of three- and four-day-old chicks. Like mosquitofish, chicks prefer to be around as many of their siblings as possible, so they will always head towards a larger number of their kin. If chicks spend their first few days surrounded by certain objects, they become attached to these objects as if they were family. Researchers placed each chick in the middle of a platform and showed it two groups of balls of paper. Next, they hid the two piles behind screens, changed the quantities and revealed them to the chick. This forced the chick to perform simple computations to decide which side now contained the biggest number of its “brothers”. Without any prior coaching, the chicks scuttled to the larger quantity at a rate well above chance. They were doing some very simple arithmetic, claim the researchers.

G. Why these skills evolved is not hard to imagine since it would help almost any animal forage for food. Animals on the prowl for sustenance must constantly decide which tree has the most fruit, or which patch of flowers will contain the most nectar. There are also other, less obvious, advantages of numeracy. In one compelling example, researchers in America found that female coots appear to calculate how many eggs they have laid – and add any in the nest laid by an intruder – before making any decisions about adding to them. Exactly how ancient these skills are is difficult to determine, however. Only by studying the numerical abilities of more and more creatures using standardized procedures can we hope to understand the basic preconditions for the evolution of number.

Questions 1-7

Complete the table below.

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

Write your answers in boxes 1-7 on your answer sheet.

Subjects	Experiment	Results
rhesus monkeys	looked at two sets of geometrical on a	performance of two groups is

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and humans	computer screen	almost 1
chicks	chose between two sets of 2 which are altered	chicks can do calculations in order to choose a larger group
coots	the behaviour of 3 birds was observed	the bird seems to have the ability to count eggs
salamanders	offered clear tubes containing different quantities of 4	salamanders distinguish between numbers over four if the bigger number is at least two times larger
5	shown real shoals and later artificial ones of geometrical shapes; these are used to check the influence of total 6 and brightness	subjects know the difference between two and three and possibly three and four, but not between four and five
bees	had to learn where 7..... was stored	could soon choose the correct place

Questions 8-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8-13 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

8. Primates are better at identifying the larger of two numbers if one is much bigger than the other.
9. Jurgen Tautz trained the insects in his experiment to recognize the shapes of individual numbers.
10. The research involving young chicks took place over two separate days.
11. The experiment with chicks suggests that some numerical ability exists in newborn animals.
12. Researchers have experimented by altering quantities of nectar or fruit available to certain wild animals.
13. When assessing the number of eggs in their nest, coots take into account those of other birds.

Reading Passage 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below. Is it time to halt the rising tide of plastic packaging?

A. Close up, plastic packaging can be a marvellous thing. Those who make a living from it call it a forgotten infrastructure that allows modern urban life to exist. Plastics have helped society defy natural limits such as the seasons, the rotting of food and the distance most of us live from where our food is produced. And yet we do not like it. Partly we do not like waste, but plastic waste, with its hydrocarbon roots and industrial manufacture, is especially galling. In 2008, the UK, for example, produced around two million tonnes of plastic waste, twice as much as in the early 1990s. The very qualities of plastic – its cheapness, its indestructible aura – make it a reproachful symbol of an unsustainable way of life.

B. The facts, however, do not justify our unease. All plastics are, at least theoretically, recyclable. Plastic packaging makes up just 6 to 7 per cent of the contents of British dustbins by weight and less than 3 per cent of landfills. Supermarkets and brands, which are under pressure to reduce the quantity of packaging of all types that they use, are finding good environmental reasons to turn to plastic: it is lighter, so requires less energy for transportation than glass, for example; it requires relatively little energy to produce, and it is often re-usable. An Austrian study found that if plastic packaging were removed from the tire supply chain, another packaging would have to increase fourfold to make up for it. So are we just wrong about plastic packaging?

C. Is it time to stop worrying and learn to love the disposable plastic wrapping around sandwiches? Certainly, there are bigger targets for environmental savings such as improving household insulation and energy emissions. Naturally, the tire plastics industry is keen to point them out. What's more, concern over plastic packaging has produced a squall of conflicting initiatives from retailers, manufacturers, and local authorities. It's a squall that dies down and then blows harder from one month to the next. 'It is being left to the individual conscience and supermarkets playing the market,' says Tim Lang, a professor specializing in food policy. 'It's a mess.'

D. Dick Scarle of the Packaging Federation points out that societies without sophisticated packaging lose half their food before it reaches consumers and that in the UK, waste in supply chains is about 3 per cent. In India, it is more than 50 per cent. The difference comes later: the British throw out 30 per cent of the food they buy – an environmental cost in terms of emissions equivalent to a fifth of the cars on their roads. Packagingers agree that cardboard, metals, and glass all have their good points, but there's nothing quite like plastic. With more than 20 families of polymers to choose from and then sometimes blend, packaging designers and manufacturers have a limitless variety of qualities to play with.

E. But if there is one law of plastic that, in environmental terms at least, prevails over all others, it is this: a little goes a long way. This means, first, that plastic is relatively cheap to use – it represents just over one-third of the UK packaging market by value but it wraps more than half the total number of items bought. Second, it means that even though plastic encases about 53 per cent of products bought, it only makes up 20 per cent by weight of the packaging consumed. And in the packaging equation, weight is

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the main issue because the heavier something is, the more energy you expend moving it around. Because of this, righteous indignation against plastic can look foolish.

F. One store commissioned a study to find precise data on which had a less environmental impact: selling apples loose or ready-wrapped. Helene Roberts, head of packaging, explains that in fact, they found apples in fours on a tray covered by plastic film needed 27 per cent less packaging in transportation than those sold loose. Sieve Kelsey, a packaging designer, finds the debate frustrating. He argues that the hunger to do something quickly is diverting effort away from more complicated questions about how you truly alter supply chains. Rather than further reducing the weight of a plastic bottle, more thought should be given to how packaging can be recycled. Helene Roberts explains that their greatest packaging reduction came when the company switched to reusable plastic crates and stopped consuming 62,000 tonnes of cardboard boxes every year.

G. Plastic packaging is important, and it might provide a way of thinking about broader questions of sustainability. To target plastic on its own is to evade the complexity of the issues. There seems to be a universal eagerness to condemn plastic. Is this due to an inability to make the general changes in society that are really required? 'Plastic as a lightweight food wrapper is now built-in as the logical thing,' Lang says. 'Does that make it an environmentally sound system of packaging? It only makes sense if you have a structure such as exists now. An environmentally-driven packaging system would look completely different' Dick Scarle put the challenge another way. "The amount of packaging used today is a reflection of modern life."

Questions 14-18

Reading Passage 2 has five paragraphs A-E.

Choose the correct heading for each paragraph, A-E from the list of headings below.

Write the correct number, i-viii in boxes 14-18 on your answer sheet.

List of Headings

- i. A lack of consistent policy
- ii. Learning from experience
- iii. The greatest advantage
- iv. The role of research
- v. A unique material
- vi. An irrational anxiety
- vii. Avoiding the real challenges
- viii. A sign of things to come

Paragraph A

Paragraph B

Paragraph C

Paragraph D

Paragraph E

Questions 19-23

Look at the following statements (Questions 19-23) and the list of people below.

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Match each statement to the correct person A-D.

Write the correct letter, A-D in boxes 19-23 on your answer sheet.

NB You may use any letter more than once.

19. A comparison of two approaches to packaging revealed an interesting result.
20. People are expected to do the right thing.
21. Most food roaches UK shops in good condition.
22. Complex issues are ignored in the search for speedy solutions.
23. It is merely because of the way societies operate that using plastic seems valid.

People

- A. Tim Lang
- B. Dick Seattle
- C. Helene Roberts
- D. Steve Kelsey

Questions 24-26

Complete the summary below.

Write NO MORE THAN ONE WORD from the text for each answer.

Write your answers in boxes 24-26 on your answer sheet.

A revolutionary material

Plastic packaging has changed the way we consume food. However, we instinctively dislike it partly because it is the product of 24.....processes, but also because it seems to be 25.....so we feel it is wasteful. Nevertheless, it is thanks to plastic that for many people their choice of food is no longer restricted by the 26 in which it is available or the location of its source.

Reading Passage 3

You should spend about 20 minutes on Questions 26-40, which are based on Reading Passage 3 below.

The growth of intelligence

A. No one doubts that intelligence develops as children grow older. Yet the concept of intelligence has proved both quite difficult to define in unambiguous terms and unexpectedly controversial in some respects. Although at one level, there seem to be almost as many definitions of intelligence as people who have tried to define it, there is broad agreement on two key features. That is, intelligence involves the capacity not only to learn from experience but also to adapt to one's environment. However, we cannot leave the concept there. Before turning to what is known about the development of intelligence, it is necessary to consider whether we are considering the growth of one or many skills. That question has been tackled in rather different ways by psychometricians and by developmentalism.

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B. The former group has examined the issue by determining how children's abilities on a wide range of tasks correlate or go together. Statistical techniques have been used to find out whether the pa Hems are best explained by one broad underlying capacity', general intelligence, or by a set of multiple, relatively separate, special skills in domains such as verbal and visuospatial ability'. While it cannot be claimed that everyone agrees on what the results mean, most people now accept that for practical purposes it is reasonable to suppose that both are involved. In brief, the evidence in favour of some kind of general intellectual capacity is that people who are superior (or inferior) on one type of task tend also to be superior (or inferior) on others. Moreover, general measures of intelligence tend to have considerable powers to predict a person's performance on a wide range of tasks requiring special skills. Nevertheless, it is plain that it is not at all uncommon for individuals to be very' good at some sorts of a task and yet quite poor at some others. Furthermore, the influences that affect verbal skills are not quite the same as those that affect other skills.

C. This approach to investigating intelligence is based on the nature of the task involved but studies of age-related changes show that this is not the only, or necessarily the most important, approach. For instance, some decades ago, Horn and Cattell argued for differentiation between what they termed 'fluid' and 'crystallized' intelligence. Fluid abilities are best assessed by tests that require mental manipulation of abstract symbols. Crystallized abilities, by contrast, reflect knowledge of the environment in which we live and past experience of similar tasks; they may be assessed by tests of comprehension and information. It scents that fluid abilities peak in early adult life, whereas crystallized abilities increase up to advanced old age.

D. Developmental studies also show that the interconnection between different skills varies with age. Titus in the first year of a life interest in perceptual patterns is a major contributor to cognitive abilities, whereas verbal abilities are more important later on. These findings seemed to suggest a substantial lack of continuity between infancy and middle childhood. However, it is important to realize that the apparent discontinuity will vary according to which of the cognitive skills were assessed in infancy. It has been found that tests of coping with novelty do predict later intelligence. These findings reinforce the view that voting children's intellectual performance needs to be assessed from their interest in and curiosity about the environment, and the extent to which this is applied to new situations, as well as by standardized intelligence testing.

E. These psychometric approaches have focused on children's increase in cognitive skills as they grow older. Piaget brought about a revolution in the approach to cognitive development through his arguments (backed up by observations) that the focus should be on the thinking processes involved rather than on levels of cognitive achievement. These ideas of Piaget gave rise to an immense body of research and it would be true to say that subsequent thinking has been heavily dependent on his genius in opening up new ways of thinking about cognitive development. Nevertheless, most of his concepts have had to be so radically revised, or rejected, that his theory no longer provides an appropriate basis for thinking about cognitive development. To appreciate why that is so, we need to focus on some rather different elements of Piaget s theorizing.

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F. The first element, which has stood the test of time, is his view that the child is an active agent of learning and of the importance of this activity in cognitive development. Numerous studies have shown how infants actively scan their environment; how they prefer patterned to non-patterned objects, how they choose novel over familiar stimuli, and how they explore their environment as if to see how it works. Children's questions and comments vividly illustrate the ways in which they are constantly constructing schemes of what they know and trying out their ideas of how to fit new knowledge into those schemes or deciding that the schemes need modification. Moreover, a variety of studies have shown that active experiences have a greater effect on learning than comparable passive experiences. However, a second element concerns the notion that development proceeds through a series of separate stages that have to be gone through step-by-step, in a set order, each of which is characterized by a particular cognitive structure. That has thinned out to be a rather misleading way of thinking about cognitive development, although it is not wholly wrong.

Questions 27-30

Choose the correct letter, A, B, C or D. Write your answers in boxes 27-30 on your answer sheet.

27. Most researchers accept that one feature of intelligence is the ability to

- A. change our behaviour according to our situation.
- B. reacts to others' behaviour patterns.
- C. experiment with environmental features.
- D. cope with unexpected setbacks.

28. What have psychometricians used statistics for?

- A. to find out if cooperative tasks are a useful tool in measuring certain skills
- B. to explore whether several abilities are involved in the development of intelligence
- C. to demonstrate that mathematical models can predict test results for different skills
- D. to discover whether common sense is fundamental to developing children's abilities

29. Why are Horn and Cattell mentioned?

- A. They disagreed about the interpretation of different intelligence tests.
- B. The research concerned both linguistic and mathematical abilities.
- C. They were the first to prove that intelligence can be measured by testing a range of special skills.
- D. Their work was an example of research into how people's cognitive skills vary with age.

30. What was innovative about Piaget's research?

- A. He refused to accept that children developed according to a set pattern.
- B. He emphasized the way children thought more than how well they did in tests.
- C. He used visually appealing materials instead of traditional intelligence tests.
- D. He studied children of all ages and levels of intelligence.

Questions 31-36

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 31-36 on your answer sheet, write

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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

31. A surprising number of academics have come to the same conclusion about what the term intelligence means.

32. A general test of intelligence is unlikely to indicate the level of performance in every type of task.

The elderly perform less well on comprehension tests than young adults.

We must take into account which skills are tested when comparing intelligence at different ages.

Piaget's work influenced theoretical studies more than practical research.

Piaget's emphasis on active learning has been discredited by later researchers.

Questions 37-40

Complete the summary using the list of words, A-I below.

Write the correct letter, A-I, in boxes 37-40 on your answer sheet.

Researchers investigating the development of intelligence have shown that 37skills become more significant with age. One good predictor of 38..... intelligence is the degree to which small children are 39about their surroundings and how much interest they show on finding themselves in a 40 setting.

- A. adult
- B. practical
- C. verbal
- D. spatial
- E. inquisitive
- F. uncertain
- G. academic
- H. plentiful
- I. unfamiliar

Reading Passage 1

1. identical

1. balls of paper
2. female
3. fruit fly
4. mosquitofish
5. surface area
6. sugar water
7. TRUE
8. FALSE
9. NOT GIVEN
10. TRUE
11. NOT GIVEN
12. TRUE

Reading Passage 2

1. vi
2. i
3. v
4. iii
5. vii
6. C
7. A
8. B
9. D
10. A
11. industrial
12. indestructible
13. seasons

Reading Passage 3

1. A
2. B
3. D
4. B
5. NO
6. YES
7. NO
8. YES
9. NOT GIVEN
10. NO
11. C
12. A
13. E
14. I

READING TEST 15

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

Reading Pas. 1 Nature on display in American zoos by Elizabeth Hanson

A. The first zoo in the United States opened in Philadelphia in 1874, followed by the Cincinnati Zoo the next year. By 1940 there were zoos in more than one hundred American cities. The Philadelphia Zoo was more thoroughly planned and better financed than most of the hundreds of zoos that would open later. But in its landscape and its mission – to both educate and entertain, it embodied ideas about how to build a zoo that stayed consistent for decades. The zoos came into existence in the late nineteenth century during the transition of the United States from a rural and agricultural nation to an industrial one.

B. The population more than doubled between 1860 and 1990. As more middle-class people lived in cities, they began seeking new relationships with the natural world as a place for recreation, self-improvement, and spiritual renewal. Cities established systems of public parks, and nature tourism – already popular – became even more fashionable with the establishment of national parks. Nature was thought to be good for people of all ages and classes. Nature study was incorporated into the school curriculum, and natural history collecting became an increasingly popular pastime.

C. At the same time, the fields of study which were previously thought of as „natural history“ grew into separate areas such as taxonomy, experimental embryology and genetics, each with its own experts and structures. As laboratory research gained prestige in the zoology departments of American universities, the gap between professional and amateur scientific activities widened. Previously, natural history had been open to amateurs and was easily popularized, but research required access to microscopes and other equipment in laboratories, as well as advanced education.

D. The new zoos set themselves apart from travelling animal shows by stating their mission as the education and the advancement of science, in addition to recreation. Zoos presented zoology for the non-specialist, at a time when the intellectual distance between amateur naturalists and laboratory oriented zoologists was increasing. They attracted wide audiences and quickly became a feature of every growing and forward-thinking city. They were emblems of civic pride on a level of importance with art museums, natural history museums and botanical gardens.

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E. Most American zoos were founded and operated as part of the public parks administration. They were dependent on municipal funds, and they charged no admission fee. They tended to assemble as many different mammal and bird species as possible, along with a few reptiles, exhibiting one or two specimens of each, and they competed with each other to become the first to display a rarity, like a rhinoceros. In the constant effort to attract the public to make return visits, certain types of display came in and out of fashion; for example, dozens of zoos built special Islands for their large populations of monkeys. In the 1930s, the Works Progress Administration funded millions of dollars of construction at dozens of zoos, for the most part, the collections of animals were organized by species in a combination of enclosures according to a fairly loose classification scheme.

F. Although many histories of individual zoos describe the 1940s through the 1960s as a period of stagnation, and in some cases there was neglect, new zoos continued to be set up all over the country. In the 1940s and 1950s, the first zoos designed specifically for children were built, some with the appeal of farm animals. An increasing number of zoos tried new ways of organizing their displays. In addition to the traditional approach of exhibiting like kinds together, zoo planners had a new approach of putting animals in groups according to their continent of origin and designing exhibits showing animals of particular habitats, for example, polar, desert, or forest. During the 1960s, a few zoos arranged some displays according to animal behaviour; the Bronx Zoo, for instance, opened its World of Darkness exhibit of nocturnal animals. Paradoxically, at the same time as zoo displays began incorporating ideas about the ecological relationships between animals, big cats and primates continued to be displayed in a bathroom like cages lined with tiles.

G. By the 1970s, a new wave of reform was stirring. Popular movements for environmentalism and animal welfare called attention to endangered species and to zoos that did not provide adequate care for their animals. More projects were undertaken by research scientists and zoos began hiring full-time vets as they stepped up captive breeding programs. Many zoos that had been supported entirely by municipal budgets began recruiting private financial support and charging admission fees. In the prosperous 1980s and 1990s, zoos built realistic „landscape immersion“ exhibits, many of them around the theme of the tropical rainforest and increasingly, conservation moved to the forefront of zoo agendas.

H. Although zoos were popular and proliferating institutions in the United States at the turn of the twentieth century, historians have paid little attention to them. Perhaps zoos have been ignored because they were, and remain still multi-purpose institutions, and as such, they fall between the categories of analysis that historians often use. In addition, their stated goals of recreation, education, the advancement of science, and protection of endangered species have often conflicted. Zoos occupy a difficult middle

ground between science and showmanship, high culture and low, remote forests and the cement cityscape, and wild animals and urban people.

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-7 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

1. The concepts on which the Philadelphia zoo was based soon became unfashionable.
2. The opening of zoos coincided with a trend for people to live in urban areas.
3. During the period when many zoos were opened, the study of natural history became more popular in universities than other scientific subjects.
4. Cities recognized that the new zoos were as significant an amenity as museums.
5. Between 1940 and 1960 some older zoos had to move to new sites in order to expand.
6. In the 1970's new ways of funding, zoos were developed.
7. There has been serious disagreement amongst historians about the role of the first zoos.

Questions 8-13

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

• Up to 1940	More mammals and birds exhibited than 8..... 9.....were very popular animals in many zoos at one time.
• the 1940s and 1950s	Zoos started exhibiting animals according to their 10 and where they came from.
• the 1960s	Some zoos categorized animals by 11
• the 1970s	12.....were employed following protests about animal care.

• the 1980s onwards

The importance of 13became greater.

Reading Passage 2

Can we prevent the poles from melting?

A growing number of scientists are looking to increasingly ambitious technological fixes to halt the tide of global warming. **Mark Rowe** reports.

A. Such is our dependence on fossil fuels, and such is the volume of carbon dioxide we have already released into the atmosphere, that most climate scientists agree that significant global warming is now inevitable – the best we can hope to do is keep it at a reasonable level, and even that is going to be an uphill task. At present, the only serious option on the table for doing this is cutting back on our carbon emissions, but while a few countries are making major strides in this regard, the majority are having great difficulty even stemming the rate of increase, let alone reversing it. Consequently, an increasing number of scientists are beginning to explore the alternatives. They all fall under the banner of geoengineering – generally defined as the intentional large-scale manipulation of the environment.

B. Geoengineering has been shown to work, at least on a small, localized scale, for decades. May Day parades in Moscow have taken place under clear blue skies, aircraft having deposited dry ice, silver iodide and cement powder to disperse clouds. Many of the schemes now suggested to do the opposite, and reduce the amount of sunlight reaching the planet. One scheme focuses on achieving a general cooling of the Earth and involves the concept of releasing aerosol sprays into the stratosphere above the Arctic to create clouds of sulphur dioxide, which would, in turn, lead to global dimming. The idea is modelled on historical volcanic explosions, such as that of Mount Pinatubo in the Philippines in 1991, which led to a short term cooling of global temperatures by 0.5°C. The aerosols could be delivered by artillery, highflying aircraft or balloons.

C. Instead of concentrating on global cooling, other schemes look specifically at reversing the melting at the poles. One idea is to bolster an ice cap by spraying it with water. Using pumps to carry water from below the sea ice, the spray would come out as snow or ice particles, producing thicker sea ice with a higher albedo (the ratio of sunlight reflected from a surface) to reflect summer radiation. Scientists have also scrutinized whether it is possible to block ice fjords in Greenland with cables which have been reinforced, preventing icebergs from moving into the sea. Veli Albert Kallio, a Finnish scientist, says that

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such an idea is impractical because the force of the ice would ultimately snap the cables and rapidly release a large quantity of ice into the sea. However, Kallio believes that the sort of cables used in suspension bridges could potentially be used to divert, rather than halt, the southward movement of ice from Spitsbergen. „It would stop the ice moving south, and local currents would see them float northwards,“ he says.

D. A number of geoengineering ideas are currently being examined in the Russian Arctic. These include planting millions of birch trees: the thinking, according to Kallio, is that their white bark would increase the amount of reflected sunlight. The loss of their leaves in winter would also enable the snow to reflect radiation. In contrast, the native evergreen pines tend to shade the snow and absorb radiation. Using ice-breaking vessels to deliberately break up and scatter coastal sea ice in both Arctic and Antarctic waters in their respective autumns, and diverting Russian rivers to increase cold-water (low to ice-forming areas, could also be used to slow down warming, Kallio says. „You would need the wind to blow the right way, but in the right conditions, by letting ice float free and head north, you would enhance ice growth.“

E. But will such ideas ever be implemented? The major counter-arguments to geoengineering schemes are, first, that they are a „cop-out“ that allow us to continue living the way we do, rather than reducing carbon emissions; and, second, even if they do work, would the side-effects outweigh the advantages? Then there’s the daunting prospect of upkeep and repair of any scheme as well as the consequences of a technical failure. “I think all of us agree that if we were to end geoengineering on a given day, then the planet would return to its pre-engineered condition very rapidly, and probably within 10 to 20 years,” says Dr. Phil Rasch, chief scientist for climate change at the US-based Pacific Northwest National Laboratory. „That’s certainly something to worry about. I would consider geoengineering as a strategy to employ only while we manage the conversion to a non-fossil-fuel economy.“ „The risk with geoengineering projects is that you can “overshoot”,“ says Dr. Dan Lunt, from the University of Bristol. „You may bring global temperatures back to pre-industrial levels, but the risk is that the poles will still be warmer than they should be and the tropics will be cooler than before industrialization.“

F. The main reason why geoengineering is countenanced by the mainstream scientific community is that most researchers have little faith in the ability of politicians to agree – and then bring in – the necessary carbon cuts. Even leading conservation organisations believe the subject is worth exploring. As Dr. Mortin Sommerkorn, a climate change advisor says. „But human-induced climate change has brought humanity to a position where it is important not to exclude thinking thoroughly about this topic and its possibilities despite the potential drawbacks. If, over the coming years, the science tells us about an ever-increased climate sensitivity of the planet – and this isn’t unrealistic – they may be best served by not having to start our thinking from scratch.“

Questions 14-18

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.

NB You may use **any letter more than once**.

- 14. the existence of geoengineering projects distracting from the real task of changing the way we live
- 15. circumstances in which geoengineering has demonstrated success
- 16. maintenance problems associated with geoengineering projects
- 17. support for geoengineering being due to a lack of confidence in governments
- 18. more success in fighting climate change in some parts of the world than others

Questions 19-23 Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Write your answers in boxes 19-23 on your answer sheet.

Geoengineering projects

A range of geoengineering ideas has been put forward, which aim either to prevent the melting of the ice caps or to stop the general rise in global temperatures. One scheme to discourage the melting of ice and snow involves introducing 19_____ to the Arctic because of their colour. The build-up of ice could be encouraged by dispersing ice along the coasts using special ships and changing the direction of some 20.....but this scheme is dependent on certain weather conditions. Another way of increasing the amount of ice involves using 21 to bring water to the surface. A scheme to stop ice moving would use 22.....but this method is more likely to be successful in preventing the ice from travelling in one direction rather than stopping it altogether. A suggestion for cooling global temperatures is based on what has happened in the past after 23 and it involves creating clouds of gas.

Questions 24-26 Look at the following people and the list of opinions below. Match each person with the correct opinion A-E. Write the correct letter, A-E in boxes 24-26 on your answer sheet.

24. Phil Rasch

25. Dan Lunt

26. Martin Sommerkorn

List of opinions

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- A. The problems of geoengineering shouldn't mean that ideas are not seriously considered.
- B. Some geoengineering projects are more likely to succeed than others.
- C. Geoengineering only offers a short-term solution.
- D. A positive outcome of geoengineering may have a negative consequence elsewhere.
- E. Most geoengineering projects aren't clear in what they are aiming at.

Reading Passage 3 QUESTION 27-40

America's oldest art?

A. Set within treacherously steep cliffs, and hidden away valleys of northeast Brazil, is some of Southeast America's most significant and spectacular rock-art. Most of the art so far discovered from the ongoing excavations comes from the archaeologically – important National Park of the Serra da Capivara in the state of Piaui, and it is causing quite a controversy. The reason for the uproar? The art is being dated to around 25,000 or perhaps, according to some archaeologists, even 36,000 years ago. If correct, this is set to challenge the wide-field view that America was first colonized from the north, via the Bering Straits from eastern Siberia at around 10,000 BC, only moving down into Central and South America in the millennia thereafter.

B. Prior to the designation of 130,000 hectares as a National Park, the rock-art sites were difficult to get to and often dangerous to enter. In ancient times, this inaccessibility must have heightened the importance of the sites, and indeed of the people who painted on the rocks. Wild animals and human figures dominate the art and are incorporated into often-complex scenes involving hunting, supernatural beings, fighting and dancing. The artists depicted the animals that roamed the local ancient brushwood forest. The large mammals are usually hunted in groups and tend to be shown in a running stance, as if trying to escape from hunting parties. Processions – lines of human and animal figures – also appear of great importance to these ancient artists. Might such lines represent family units or groups of warriors? On a number of panels, rows of stylized figures, some numbering up to 30 individual figures, were painted using the natural undulating contours of the rock surface, so evoking the contours of the surrounding landscape. Other interesting, but very rare, occurrences are scenes that show small human figures holding on to and dancing around a tree, possibly involved in some form of a ritual dance.

C. Due to the favourable climatic conditions, the imagery on many panels is in a remarkable state of preservation. Despite this, however, there are serious conservation issues that affect their long term survival. The chemical and mineral quantities of the rock on which the imagery is painted are fragile and on several panels it is unstable. As well as the secretion of sodium carbonate on the rock surface, complete panel sections have, over the ancient and recent past, broken away from the main rock surface.

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These have then become buried and sealed into sometimes-ancient floor deposits. Perversely, this form of natural erosion and subsequent deposition has assisted archaeologists in dating several major rock-art sites. Of course, dating the art is extremely difficult even the non-existence of plant and animal remains that might be scientifically dated. However, there are a small number of sites in the Serra da Capivara that are giving up their secrets through good systematic excavation. Thus, at Toca do Roquemo da Pedra Furada, rock-art researcher Nide Guidon managed to obtain a number of dates. At different levels of excavation, she located fallen painted rock fragments, which she was able to date to at least 36,000 years ago. Along with the painted fragments, crude stone tools were found. Also discovered were a series of scientifically datable sites of fireplaces, or hearths, the earliest dated to 46,000 BC, arguably the oldest dates for human habitation in America.

D. However, these conclusions are not without controversy. Critics, mainly from North America, have suggested that the hearths may, in fact, be a natural phenomenon, the result of seasonal brushwood fires. Several North American researchers have gone further and suggested that the rock art from this site dates from no earlier than about 3,730 years ago, based on the results of limited radiocarbon dating. Adding further fuel to the general debate is the fact that the artists in the area of the National Park tended not to draw over old motifs (as often occurs with rock-art), which makes it hard to work out the relative chronology of the images or styles. However, the diversity of imagery and the narrative the paintings created from each of the many sites within the National Park suggests different artists were probably making their art at different times and potentially using each site over many thousands of years.

E. With fierce debates thus raging over to dating, where these artists originate from is also still very much open to speculation. The traditional view ignores the early dating evidence from the South American rock-art sites. In a revised scenario, some anthropologists are now suggesting that modern humans may have migrated from Africa using the strong currents of the Atlantic Ocean some 63,000 years or more ago, while others suggest more improbable colonization coming from the Pacific Ocean. Yet, while the latter hypothesis is plausible, there is still no supporting archaeological evidence between the South American coastline and the interior. Rather, it seems possible that there were a number of waves of human colonization of the Americas occurring possibly over a 60,000-100,000 year period, probably using the Bering Straits as a land bridge to cross into the Americas.

F. Despite the compelling evidence from South America, it stands alone: the earliest secure human evidence yet found in the state of Oregon in North America only dates to 12,300 years BC. So this is a fierce debate that is likely to go on for many more years. However, the splendid rock art and its allied anthropology of northeast of Brazil, described here, is playing a huge and significant role in the discussion.

Questions 27-29

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 27-29 on your answer sheet.

27. According to the first paragraph, the rock-art in Serra da Capivara may revolutionize accepted ideas about

- A. the way primitive people lived in North America.
- B. the date when the earliest people arrived in South America.
- C. the origin of the people who crossed the Bering Straits.
- D. the variety of cultures which developed in South America.

28. How did the ancient artists use the form of the rock where they painted?

- A. to mimic the shape of the countryside nearby
- B. to emphasize the shape of different animals
- C. to give added light and shade to their paintings
- D. to give the impression of distance in complex works

29. In the fourth paragraph, what does the writer say is unusual about the rock-artists of Serra da Capivara?

- A. They had a very wide range of subject matter.
- B. Their work often appears to be illustrating a story.
- C. They tended to use a variety of styles in one painting.
- D. They rarely made new paintings on top of old ones.

Questions 30-36 In boxes 30-36 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

- 30. Archaeologists have completed their survey of the rock-art in Piaui.
- 31. The location of the rock-art suggests that the artists had a significant role in their society.
- 32. The paintings of animals show they were regarded as sacred by the ancient humans.
- 33. Some damage to paintings is most likely due to changes in the weather of the region.
- 34. The fact that some paintings were buried is useful to archaeologists.
- 35. The tools found near some paintings were probably used for hunting animals.
- 36. The North American researchers have confirmed Niède Guidon's dating of the paintings.

Questions 37-40

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

Write the correct letter A-F on your answer sheet.

- 37. Materials derived from plants or animals
 - 38. The discussions about the ancient hearths
 - 39. Theories about where the first South Americans originated from
 - 40. The finds of archaeologists in Oregon
- A. giving rise to a great deal of debate among anthropologists.
 - B. does not support the earliest dates suggested for the arrival of people in America.
 - C. are absent from rock-art sites in the Serra da Capivara.
 - D. have not been accepted by academics outside America.
 - E. centre on whether or not they are actually man-made.
 - F. reflect the advances in scientific dating methods

Answers reading test 15

<p>Answers</p> <p>Reading Passage 1</p> <ol style="list-style-type: none">1. FALSE2. TRUE3. NOT GIVEN4. TRUE5. NOT GIVEN6. TRUE7. FALSE8. reptiles9. monkeys10. habitat(s)11. behaviour/behaviour12. vets13. conservation <p>Reading Passage 2</p> <ol style="list-style-type: none">14. E15. B16. E17. F18. A19. birch trees20. (Russian) rivers21. pumps22. cables23. volcanic explosions24. C25. D26. A	<p>Reading Passage 3</p> <ol style="list-style-type: none">27. B28. A29. D30. NO31. YES32. NOT GIVEN33. NO34. YES35. NOT GIVEN36. NO37. C38. E39. A40. B
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READING TEST 16

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below. **Communicating in colour**

A. There are more than 160 known species of chameleons. The main distribution is in Africa and Madagascar, and other tropical regions, although some species are also found in parts of southern Europe and Asia. There are introduced populations in Hawaii and probably in California and Florida too.

B. New species are still discovered quite frequently. Dr. Andrew Marshall, a conservationist from York University, was surveying monkeys in Tanzania. Accidentally, he stumbled across a twig snake in the Magombera forest, which, frightened, coughed up a chameleon and fled. Though a colleague persuaded him not to touch it because of the venom's risk, Marshall suspected it might be a new species and took a photograph to send to colleagues, who confirmed his suspicions. *Kinyongia Magombera*, literally "the chameleon from Magombera," is the result, and the fact it was not easy to identify is precisely what made it unique. The most remarkable features of chameleons are their ability to change colour and ability rivalled only by cuttlefish and octopi in the animal kingdom. Because of this, colour is not the best thing for telling chameleons apart, and different species are usually identified based on the patterning and shape of the head, and the arrangement of scales. In this case, it was the bulge of scales on the chameleon's nose.

C. Chameleons can use colour for both communication and camouflage by switching from bright, showy colours to the exact colour of a twig within seconds. They show an extraordinary range of colours, from nearly black to bright blues, oranges, pinks, and greens, even several at once. A popular misconception is that chameleons can match whatever background they are placed on, whether a chequered red and yellow shirt or a Smartie box. But each species has a characteristic set of cells containing pigment distributed over their bodies in a specific pattern, which determines the range of colours and patterns they can show. To the great disappointment of many children, placing a chameleon on a Smartie box generally results in a stressed, confused, dark grey or mottled chameleon.

D. Chameleons are visual animals with excellent eyesight, and they communicate with colour. When two male dwarf chameleons encounter each other, each shows its brightest colours. They puff out their throats and present themselves side-on with their bodies flattened to appear as large

as possible and show off their colours. This enables them to assess each other from a distance. If one is clearly superior, the other quickly changes to submissive colouration, usually a dull combination of greys or browns. If the opponents are closely matched and both maintain their bright colours, the contest can escalate to physical fighting and jaw-locking, each trying to push each other along the branch in a contest of strength. Eventually, the loser will signal his defeat with submissive colouration.

E. Females also have aggressive displays used to repel male attempts at courtship. When courting a female, males display the same bright colours that they use during contests. Most of the time, females are unreceptive and aggressively reject males by displaying a contrasting light and dark colour pattern, with their mouths open and moving their bodies rapidly from side to side. If the male continues to court a female, she often chases and bites him until he retreats. The range of colour-change during female displays, although impressive, is not as great as that shown by males.

F. Many people assume that colour change evolved to enable chameleons to match a greater variety of backgrounds in their environment. If this was the case, then chameleons' ability to change colours should be associated with the range of background colours in the chameleon's habitat, but there is no evidence for such a pattern. For example, forest habitats might have a greater range of brown and green background colours than grasslands, so forest-dwelling species might be expected to have higher colour change powers. Instead, the males whose display colours are the most eye-catching, show the greatest colour change. Their displays are composed of colours that contrast highly with each other and the background vegetation. This suggests that the species that evolved the most impressive capacities for colour change did so to enable them to intimidate rivals or attract mates rather than to facilitate camouflage.

G. How do we know that chameleon display colours are eye-catching to another chameleon – or, for that matter, to a predatory bird? Getting a view from the perspective of chameleons or their bird predators requires information on the chameleon's or bird's visual system and how their brains might process visual information. This is because the perceived colours of an object depend on the brain's wiring as on the physical properties of the object itself. Luckily, recent scientific advances have made it possible to obtain such measurements in the field, and information on visual systems of a variety of animals is becoming increasingly available.

H. The spectacular diversity of colours and ornaments in nature has inspired biologists for centuries. But if we want to understand the function and evolution of animal colour patterns, we

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need to know how they are perceived by the animals themselves – or their predators. After all, camouflage and conspicuousness are in the eye of the beholder.

Questions 1-4 **Answer the questions below.**

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

Write your answers in boxes 1-4 on your answer sheet.

1. What kind of climate do most chameleons live in?
2. Which animal caught a chameleon from an undiscovered species?
3. What was the new species named after?
4. Which part of the body is unique to the species Kinyongia Magombera?

Questions 5-13

Do the following statements agree with the information given in Reading Passage 1?

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. Few creatures can change colour as effectively as cuttlefish.
6. Chameleons can imitate a pattern provided there are only two colours.
7. Chameleons appear to enjoy trying out new colours.
8. Size matters more than colour when male chameleons compete.
9. After a fight, the defeated male hides among branches of a tree.
10. Females use colour and movement to discourage males.
11. The popular explanation of why chameleons change colour has been proved wrong.
12. There are more predators of chameleons in grassland habitats than in others.
13. Measuring animals' visual systems necessitates removing them from their habitat.

Reading Passage 2

You should spend about 20 minutes on Questions 13-26, which are based on Reading Passage 2 below.

The Pursuit Of Happiness

A. In late 1990, psychologist Martin Seligman of the University of Pennsylvania urged colleagues to observe optimal moods with the same kind of focus with which they had for so long studied illnesses: we would never learn about the full range of human functions unless we knew as much about mental wellness as we do about mental illness. A new generation of psychologists built up a respectable body of research on positive character traits and happiness-boosting practices. At the same time, developments in

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neuroscience provided new clues to what makes us happy and what that looks like in the brain. Self-appointed experts took advantage of the trend with guarantees to eliminate worry, stress, dejection and even boredom. This happiness movement has provoked a great deal of opposition among psychologists who observe that the preoccupation with happiness has come at the cost of sadness, an important feeling that people have tried to banish from their emotional repertoire. Allan Horwitz of Rutgers laments that young people who are naturally weepy after breakups are often urged to medicate themselves instead of working through their sadness. Wake Forest University's Eric Wilson fumes that the obsession with happiness amounts to a „craven disregard” for the melancholic perspective that has given rise to the greatest works of art. “The happy man,” he writes, „is a hollow man.”

B. After all, people are remarkably adaptable. Following a variable period of adjustment, we bounce back to our previous level of happiness, no matter what happens to us. (There are some scientifically proven exceptions, notably suffering the unexpected loss of a job or a partner. The events tend to permanently knock people back a step.) Our adaptability works in two directions. Because we are so adaptable, points out Professor Sonja J. Yubomirsky of the University of California, we quickly get used to many of the accomplishments we strive for in life, such as landing the big job or getting married. Soon after we reach a milestone, we start to feel that something is missing. We begin coveting another worldly possession or eyeing a social advancement. But such an approach keeps us tethered to a treadmill where happiness is always just out of reach, one toy or one step away. It's possible to get off the treadmill entirely by focusing on activities that are dynamic, surprising, and attention-absorbing, and thus less likely to bore us than, say, acquiring shiny new toys.

C. Moreover, happiness is not a reward for escaping pain. Russ Harris, the author of *The Happiness Trap*, calls popular conceptions of happiness dangerous because they set people up for a „struggle against reality”. They don't acknowledge that real life is full of disappointments, loss, and inconveniences. “If you're going to live a rich and meaningful life,” Harris says, “you're going to feel a full range of emotions.” Action toward goals other than happiness makes people happy. It is not crossing the most rewarding finish line, it is anticipating achieving the goal. University of Wisconsin neuroscientist Richard Davidson has found that working hard toward a goal, and making progress to the point of expecting a goal to be realized, activates not only positive feelings but also suppresses negative emotions such as fear and depression.

D. We are constantly making decisions, ranging from what clothes to put on to whom we should marry, not to mention all those flavours of ice cream. We base many of our decisions on whether we think a particular preference will increase our well-being. Intuitively, we seem convinced that the more choices we have, the better off we will ultimately be. But our world of unlimited opportunity imprisons us more

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than it makes us happy. In what Swarthmore psychologist Barrs-Schwartz calls “the paradox of choice.” Facing many possibilities leaves us stressed out – and less satisfied with whatever we do decide. Having too many choices keeps us wondering about all the opportunities missed.

E. Besides, not everyone can put on a happy face. Rirkira Held, a professor of psychology at Bowdoin College, rails against “the tyranny of the positive attitude”. „Looking on the bright side isn’t possible for some people and is even counterproductive,” she insists. „When you put pressure on people to cope in a way that doesn’t fit them, it not only doesn’t work, it makes them feel like a failure on top of already feeling bad.” The one-size-fits-all approach to managing emotional life is misguided, agrees Professor Julie Norem, author of *The Positive Power of Negative Thinking*. In her research, she has shown that the defensive pessimism that anxious people feel can be harnessed to help them get things done, which in turn makes them happier. A naturally pessimistic architect, for example, can set low expectations for an upcoming presentation and review all of the bad outcomes that she’s imagining so that she can prepare carefully and increase her chances of success.

F. By contrast, an individual who is not living according to their values, will not be happy, no matter how much they achieve. Some people, however, are not sure what their values are. In that case, Harris has a great question: „Imagine I could wave a magic wand to ensure that you would have the approval and admiration of everyone on the planet, forever. What, in that case, would you choose to do with your life?” Once this has been answered honestly, you can start taking steps toward your ideal vision of yourself. The actual answer is unimportant, as long as you’re living consciously. The state of happiness is not really a state at all. It’s an ongoing personal experiment.

Questions 14-19 Reading Passage 2 has six paragraphs A-F.

Which paragraph mentions the following?

Write the correct letter A-F in boxes 14-19 on your answer sheet.

NB You may use **any letter more than once**.

14. the need for individuals to understand what really matters to them
15. tension resulting from a wide variety of alternatives
16. the hope of success as a means of overcoming unhappy feelings
17. people who call themselves specialists
18. human beings’ capacity for coping with change
19. doing things which are interesting in themselves

Questions 20 and 21: Choose **TWO** letters A-E.

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Write the correct letters in boxes **20** and **21** on your answer sheet

Which TWO of the following people argue against aiming for constant happiness?

- A. Martin Seligman
- B. Eric Wilson
- C. Sonja Lyubomirsky
- D. Russ Harris
- E. Barry Schwartz

Questions 22 and 23:

Choose **TWO** letters A-E.

Write the correct letters in boxes **22** and **23** on your answer sheet.

Which TWO of the following beliefs are identified as mistaken in the text?

- A. Inherited wealth brings less happiness than earned wealth.
- B. Social status affects our perception of how happy we are.
- C. An optimistic outlook ensures success.
- D. Unhappiness can and should be avoided.
- E. Extremes of emotion are normal in the young.

Questions 24-26 Complete the sentences below. Choose NO MORE THAN ONE WORD from the passage for each answer.

24. In order to have a complete understanding of how people's minds work, Martin Seligman suggested that research should examine our most positive as closely as it does our psychological problems.

25. Soon after arriving at a in their lives, people become accustomed to what they have achieved and have a sense that they are lacking something.

26. People who are by nature are more likely to succeed if they make a thorough preparation for a presentation.

Reading Passage 3 The Deep Sea

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

A. At a time when most think of outer space as the final frontier, we must remember that a great deal of unfinished business remains here on earth. Robots crawl on the surface of Mars, and spacecraft exit our solar system, but most of our planet has still never been seen by human eyes. It seems ironic that we know more about impact craters on the far side of the moon than about the longest and largest mountain

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range on earth. It is incredible that human beings crossed a quarter of a million miles of space to visit our nearest celestial neighbour before penetrating just two miles deep into the earth's own waters to explore the Mid-ocean Ridge. And it would be hard to imagine a more significant part of our planet to investigate – a chain of volcanic mountains 42,000 miles long where most of the earth's solid surface was born, and where vast volcanoes continue to create new submarine landscapes.

B. The figure we so often see quoted 71% of the earth's surface – understates the oceans' importance. If you consider three-dimensional volumes instead, the land dwellers' share of the planet shrinks even more toward insignificance: less than 1% of the total. Most of the oceans' enormous volume, lies deep below the familiar surface. The upper sunlit layer, by one estimate, contains only 2 or 3% of the total space available to life. The other 97% of the earth's biosphere lies deep beneath the water's surface, where sunlight never penetrates. Until recently, it was impossible to study the deep ocean directly. By the sixteenth century, diving bells allowed people to stay underwater for a short time: they could swim to the bottom to breathe air trapped underneath it rather than return to the surface. Later, other devices, including pressurized or armoured suits, heavy metal helmets, and compressed air supplied through hoses from the surface, allowed at least one diver to reach 500 feet or so. It was 1930 when a biologist named William Beebe and his engineering colleague Otis Barton sealed themselves into a new kind of diving craft, an invention that finally allowed humans to penetrate beyond the shallow sunlit layer of the sea and the history of deep-sea exploration began. Science then was largely incidental – something that happened along the way. In terms of technical ingenuity and human bravery, this part of the story is every bit as amazing as the history of early aviation. Yet many of these individuals, and the deep-diving vehicles that they built and tested, are not well known.

C. It was not until the 1970s that deep-diving manned submersibles were able to reach the Mid-ocean Ridge and begin making major contributions to a wide range of scientific questions. A burst of discoveries followed in short order. Several of these profoundly changed the whole fields of science and their implications are still not fully understood. For example, biologists may now be seeing – in the strange communities of microbes and animals that live around deep volcanic vents – clues to the origin of life on earth. No one even knew that these communities existed before explorers began diving to the bottom in a submersible. Entering the deep, black abyss presents unique challenges for which humans must carefully prepare if they wish to survive. It is an unforgiving environment, both harsh and strangely beautiful, that few who have not experienced it firsthand can fully appreciate. Even the most powerful searchlights penetrate the only lens of feet. Suspended particles scatter the light and water itself is far less transparent than air; it absorbs and scatters light. The ocean also swallows other types of electromagnetic radiation, including radio signals. That is why many deep-sea vehicles dangle from tethers. Inside those

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tethers, copper wires or fibre optic strands transmit signals that would dissipate and die if broadcast into open water.

D. Another challenge is that the temperature near the bottom in very deep water typically hovers just four degrees above freezing, and submersibles rarely have much insulation. Since water absorbs heat more quickly than air, the cold down below seems to penetrate a diving capsule far more quickly than it would penetrate, say, a control van up above, on the deck of the mother ship. And finally, the abyss clamps down with crushing pressure on anything that enters it. „This force is like air pressure on land, except that water is much heavier than air. At sea level on land, we don’t even notice 1 atmosphere of pressure, about 15 pounds per square inch, the weight of the earth’s blanket of air. In the deepest part of the ocean, nearly seven miles down, it’s about 1,200 atmospheres, 18,000 pounds per square inch. A square-inch column of lead would crush down on your body with equal force if it were 3,600 feet tall.

E. Fish that live in the deep don’t feel the pressure, because they are filled with water from their environment. It has already been compressed by abyssal pressure as much as water can be (which is not much). A diving craft, however, is a hollow chamber, rudely displacing the water around it. That chamber must withstand the full brunt of deep-sea pressure – thousands of pounds per square inch. If seawater with that much pressure behind it ever finds a way to break inside, it explodes through the hole with laserlike intensity. It was into such a terrifying environment that the first twentieth-century explorers ventured.

Questions 27-30: Write the correct letter. A, B, C or D, in boxes 27-30 on your answer sheet.

27. In the first paragraph, the writer finds it surprising that

- A. we send robots to Mars rather than to the sea bed.
- B. we choose to explore the least accessible side of the moon.
- C. people reached the moon before they explored the deepest parts of the earth’s oceans.
- D. spaceships are sent beyond our solar system instead of exploring it.

28. The writer argues that saying 71 % of the earth’s surface is the ocean is not accurate because of it

- A. ignores the depth of the world’s oceans.
- B. is based on an estimated volume.
- C. overlooks the significance of landscape features.
- D. refers to the proportion of water in which life is possible.

29. How did the diving bell help divers?

- A. It allowed each diver to carry a supply of air underwater.
- B. It enabled piped air to reach deep below the surface.
- C. It offered access to a reservoir of air below the surface.

D. It meant that they could dive as deep as 500 feet.

30. What point does the writer make about scientific discoveries between 1930 and 1970?

- A. They were rarely the primary purpose of deep-sea exploration.
- B. The people who conducted experiments were not professional scientists.
- C. Many people refused to believe the discoveries that were made.
- D. They involved the use of technologies from other disciplines.

Questions 31-36

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 31-36 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

- 31. The Mid-ocean Ridge is largely the same as when the continents emerged.
- 32. We can make an approximate calculation of the percentage of the ocean which sunlight penetrates.
- 33. Many unexpected scientific phenomena came to light when exploration of the Mid-ocean Ridge began.
- 34. The number of people exploring the abyss has risen sharply in the 21st century.
- 35. One danger of the darkness is that deep-sea vehicles become entangled in vegetation.
- 36. The construction of submersibles offers little protection from the cold at great depths.

Questions 37-40: **Complete the summary** using the list of words A-I below.

Deep diving craft

A diving craft has to be 37 _____ enough to cope with the enormous pressure of the abyss, which is capable of crushing almost anything. Unlike creatures that live there, which are not 38..... because they contain compressed water, a submersible is filled with 39 If it has a weak spot in its construction, there will be a 40 explosion of water into the craft.

- A. ocean
- B. air
- C. deep
- D. hollow
- E. sturdy
- F. atmosphere
- G. energetic
- H. violent
- I. heavy

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Answers reading test 16

Reading Passage 1 1. tropical 2. (a) (twig) snake 3. (a/the) forest (of Magombera)/Magombera (forest) 4. (the) nose 5. TRUE 6. FALSE 7. FALSE 8. FALSE 9. NOT GIVEN 10. TRUE 11. TRUE 12. NOT GIVEN 13. FALSE Reading Passage 2 14. F 15. D 16. C 17. A 18. B 19. B 20/21. B/D (in any order)	22/23. C/D (in any order) 24. moods 25. milestone 26. pessimistic Reading Passage 3 27. C 28. A 29. C 30. A 31. NO 32. YES 33. YES 34. NOT GIVEN 35. NOT GIVEN 36. YES 37. E 38. D 39. B 40. H
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Reading Passage 17

You should spend about 20 minutes on Questions 1—13, which are based on **Reading Passage 1** below.

A Disaster of Titanic Proportions

A. At 11:39 p.m. on the evening of Sunday, 14 April 1912, lookouts Frederick Fleet and Reginald Lee on the forward mast of the Titanic sighted an eerie, black mass coming into view directly in front of the ship. Fleet picked up the phone to the helm, waited for Sixth Officer Moody to answer, and yelled: "Iceberg, right ahead!" The greatest disaster in maritime history was about to be set in motion.

B. Thirty-seven seconds later, despite the efforts of officers in the bridge and engine room to steer around the iceberg, the Titanic struck a piece of submerged ice, bursting rivets in the ship's hull and flooding the first five watertight compartments. The ship's designer, Thomas Andrews, carried out visual inspection of the ship's damage and informed Captain Smith at midnight that the ship would sink in less than two hours. By 12:30 a.m., the lifeboats were being filled with women and children, after Smith had given the command for them to be uncovered and swung out 15 minutes earlier. The first lifeboat was successfully lowered 15 minutes later, with only 28 of its 65 seats occupied. By 1:15 a.m., the waterline was beginning to reach the Titanic's name on the ship's bow, and over the next hour, every lifeboat would be released as officers struggled to maintain order amongst the growing panic on board.

C. The dosing moments of the Titanic's sinking began shortly after 2 a.m., as the last lifeboat was lowered and the ship's propellers lifted out of the water, leaving the 1,500 passengers still on board to surge towards the stern. At 2:17 a.m., Harold Bride and Jack Philips tapped out their last wireless message after being relieved of duty as the ship's wireless operators, and the ship's band stopped playing. Less than a minute later, occupants of the lifeboats witnessed the ship's lights flash once, then go black, and a huge roar signaled the Titanic's contents plunging towards the bow, causing the front half of the ship to break off and go under. The Titanic's stem bobbed up momentarily, and at 2:20 a.m., the ship finally disappeared beneath the frigid waters.

D. What or who was responsible for the scale of this catastrophe? Explanations abound, some that focus on very small details. Due to a last-minute change in the ship's officer line-up, iceberg lookouts Frederick Fleet and Reginald Lee were making do without a pair of binoculars that an officer transferred off the ship in Southampton had left in a cupboard onboard, unbeknownst to any of the ship's crew. Fleet, who survived the sinking, insisted at a subsequent inquiry that he could have identified the iceberg in time to avert disaster if he had owned the binoculars.

E. Less than an hour before the Titanic struck the iceberg, wireless operator Cyril Evans on California, located just 20 miles to the north, tried to contact operator Jack Philips on the Titanic to warn him of pack ice in the area. "Shut up, shut up, you're jamming my signal," Philips replied. "I'm busy." The Titanic's wireless system had broken down for several hours earlier that day, and Philips was clearing a backlog of personal messages that passengers had requested to be sent to family and friends in the USA. Nevertheless, Captain Smith had maintained the ship's speed of 22 knots despite multiple earlier warnings of ice ahead. It has been suggested that Smith was under pressure to

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make headlines by arriving early in New York, but maritime historians such as Richard Howell have countered this perception, noting that Smith was simply following common procedure at the time, and not behaving recklessly.

F. One of the strongest explanations for the severe loss of life has been the fact that the Titanic did not carry enough lifeboats for everyone on board. Maritime regulations at the time tied lifeboat capacity to the ship size, not to the number of passengers on board. This meant that the Titanic, with room for 1,178 of its 2,222 passengers, actually surpassed the Board of Trade’s requirement that it carry lifeboats for 1,060 of its passengers. Nevertheless, with lifeboats being lowered less than half full in many cases, and only 712 passengers surviving despite a two-and-a-half-hour window of opportunity, more lifeboats would not have guaranteed more survivors in the absence of better training and preparation. Many passengers were confused about where to go after the order to launch lifeboats was given; a lifeboat drill scheduled for earlier on the same day that the Titanic struck the iceberg was cancelled by Captain Smith to allow passengers to attend church.

Questions 1-6

Complete the table below. Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 1—6 on your answer sheet.

Time	Person’s	Position	Action
11:39 p.m	1	2	A reported sighting of the iceberg
3	Andrews	Ship’s designer	Reported how long the Titanic could stay afloat
12:15 a.m	Smith	Captain	Ordered 4..... to be released
2:17 a.m	Bride & Philips	5	Relayed final 6.....

Questions 7-13

Do the following statements agree with the information given in Reading Passage 1? In boxes 7—13 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

7. The binoculars for the men on watch had been left in a crew locker in Southampton.
8. The missing binoculars were the major factor leading to the collision with the iceberg.
9. Philips missed notification about the ice from Evans because the Titanic's wireless system was not functioning at the time.
10. Captain Smith knew there was ice in the area.
11. Howell believed the captain's failure to reduce speed was an irresponsible action.
12. The Titanic was able to seat more passengers in lifeboats than the Board of Trade required.
13. A lifeboat drill would have saved more lives.

Reading Passage 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.
Questions 14-19

Reading Passage 2 has six sections, A-F.

Write the correct number i-x in boxes 14-19 on your answer sheet. Choose the correct headings for sections A-F from the list of headings below.

List of Headings

- i. Construction of special cinemas for 3-D
- ii. Good returns forecast for immediate future
- iii. The greatest 3-D film of all time
- iv. End of traditional movies for children
- v. Early developments
- vi. New technology diminishes art
- vii. The golden age of movies
- viii. In defence of 3-D
- ix. 3-D is here to stay
- x. Undesirable visual effects

14. Section A

15. Section B

16. Section C

14. Section D

15. Section E

16. Section F

Three – Dimensional Films

A. In the theatre of the Ambassador Hotel in Los Angeles, on the evening of 27 September 1922, a new form of film-making made its commercial debut: 3-D. The film – The Power of Love was then shown in New York City to exhibitors and press but was subsequently not picked up for distribution and is now believed to be lost. The following three decades were a period of quiet experimentation for 3-D pioneers, as they adapted to new technologies and steadily improved the viewing experience. In 1952, the "golden era" of 3-D is considered to have begun with the release of Bwana Devil, and over the next

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several years, audiences met with a string of films that used the technology. Over the following decades, it waxed and waned within the film-making circles, peaking in the 1970s and again in the 1990s when IMAX gained traction, but it is only in the last few years that 3-D appears to have firmly entered mainstream production.

B. Released worldwide in December 2009, the fantasy film Avatar quickly became the highest-grossing film ever made, knocking Titanic from the top slot. Avatar, set in 2154 on a planet in a distant solar system, went on to become the only film to have earned US\$2 billion worldwide and is now approaching the \$3 billion mark. The main reason for its runaway popularity appears to be its visual splendour; though most critics praised the film, it was mostly on account of its ground-breaking special effects. Kenneth Turan of the Los Angeles Times praised Avatar's "powerful" visual accomplishments, but suggested the dialogue was "flat" and the characterizations "obvious". A film analyst at Exhibitor Relations has agreed, noting that Avatar has cemented the use of 3-D as a production and promotional tool for blockbuster films, rather than as a mere niche or novelty experiment. "This is why all these 3-D venues were built," he said. "This is the one. The behemoth... The holy grail of 3-D has finally arrived."

C. Those who embrace 3-D note that it spices up a trip to the cinema by adding a more active "embodied" layer of experience instead of the viewer passively receiving the film through eyes and ears only. A blogger on Animation Ideas writes, "...when 3-D is done well, like in the flying scenes in Up, How to Train Your Dragon, and Avatar, there is an added feeling of vertigo. If you have any fear of heights, the 3-D adds to this element..." Kevin Carr argues that the backlash against 3-D is similar to that which occurred against CGI several years ago, and points out that CGI is now widely regarded as part of the film-maker's artistic toolkit. He also notes that new technology is frequently seen to be a "gimmick" in its early days, pointing out that many commentators slapped the first "talkie" films of the early 1920s with this same label.

D. But not everyone greets the rise of 3-D with open arms. Some ophthalmologists point out that 3-D can have unsettling physical effects for many viewers. Dr. Michael Rosenberg, a professor at Northwestern University, has pointed out that many people go through life with minor eye disturbances – a slight muscular imbalance, for example – that does not interrupt day-to-day activities. In the experience of a 3-D movie, however, this problem can be exacerbated through the viewer trying to concentrate on unusual visual phenomena. Dr. Deborah Friedman, from the University of Rochester Medical Center, notes that the perception of depth conjured through three dimensions are not complement the angles from which we take in the world. Eyestrains, headaches and nausea are, therefore, a problem for around 15% of a 3-D film audience.

E. Film critic Roger Ebert warns that 3-D is detrimental to good film-making. Firstly, he argues, the technology is simply unnecessary; 2-D movies are "already" 3-D, as far as our minds are concerned. Adding the extra dimension with technology, instead of letting our minds do the work, can actually be counter- purposeful and make the overall effect seem clumsy and contrived. Ebert also points out that the special glasses dim the effect by soaking up light from the screen, making 3-D films a slightly duller experience than they might otherwise be. Finally, Ebert suggests that 3-D encourages film-makers to undercut drama and narrative in favour of simply piling on more gimmicks and special effects. "

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Hollywood is racing headlong toward the kiddie market," he says, pointing to Disney's announcement that it will no longer make traditional films in favour of animation, franchises, and superheroes.

F. Whether or not 3-D becomes a powerful force for the film-maker's vision and the film-going experience, or goes down in history as an over-hyped, expensive novelty, the technology certainly shows no signs of fading in the popularity stakes at the moment. Clash of the Titans, Alice in Wonderland, and How to Train Your Dragon have all recently benefited at the box office due to the added sales that 3-D provides, and with Avatar's record set to last some time as a total of 3-D's commercial possibilities, studios are not prepared to back down.

Questions 20—26

Look at the following statements (Questions 20—26) and the list of people below.

Match each statement with the correct person, A-G.

Write the correct letter, A-G, in boxes 20-26 on your answer sheet.

NB. You may use any letter more than once.

NB. Some options may not be used.

20. 3-D conflicts with the mental construct of our surroundings.
21. 3-D encourages an over-emphasis on quick visual thrills.
22. Effective use of 3-D technology may increase our sensation of elevation.
23. 3-D viewing can worsen an existing visual disorder.
24. Avatar is the most powerful example of 3-D yet to arrive in cinemas.
25. Avatar's strength is found in its visual splendour, not in aspects of the story.
26. People already have the mental capacity to see ordinary movies in three dimensions.

List of people

- A. Kenneth Turan
- B. Exhibition Relations' analyst
- C. Animation Ideas' blogger
- D. Kevin Carr
- E. Dr. Michael Rosenberg
- F. Dr. Deborah Friedman

G. Roger Elbert

Reading Passage 3

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

A. The practice of homoeopathy was first developed by the German physician Samuel Hahnemann. During research in the 1790s, Hahnemann began experimenting with quinine, an alkaloid derived from cinchona bark that was well known at the time to have a positive effect on fever. Hahnemann started dosing himself with quinine while in a state of good health and reported in his journals that his extremities went cold, he experienced palpitations, “infinite anxiety”, a trembling and weakening of the limbs, reddening cheeks and thirst. “In short,” he concluded, “all the symptoms of relapsing fever presented themselves successively...” Hahnemann’s main observation was that things which create problems for healthy people cure those problems in sick people, and this became his first principle of homoeopathy: *similia similibus* (with help from the same). While diverging from the principle of apothecary practice at the time, which was *contraria contrariis* (with help from the opposite), the efficacy of *similia similibus* was reaffirmed by subsequent developments in the field of vaccinations. Hahnemann’s second principle was minimal dosing – treatments should be taken in the most diluted format which they remain effective. In case it negated any possible toxic effects of *similia similibus*.

B. In 1988, the French immunologist Jacques Benveniste took minimal dosing to new extremes when he published a paper in the prestigious scientific journal. *Nature* in which he suggested that very high dilutions of the antibody could affect human basophil granulocytes, the least common of the granulocytes that make up about 0.01% to 0.3% of white blood cells. The point of controversy, however, was that the water in Benveniste’s test had been so diluted that any molecular evidence of the antibodies no longer existed. Water molecules, the researcher concluded, had a biologically active component that a journalist later termed “water memory”. A number of efforts from scientists in Britain, France and the Netherlands to duplicate Benveniste’s research were unsuccessful, however, and to this day, no peer-reviewed study under broadly accepted conditions has been able to confirm the validity of “water memory”.

C. The third principle of homoeopathy is “the single remedy”. Exponents of this principle believe that it would be too difficult, if not impossible, to ascertain the potential effects of multiple homoeopathic remedies delivered simultaneously. If it did work, they suggest, one could not know quite why it worked, turning homoeopathy into an ambiguous guessing game. If it did not work, neither patient nor practitioner would know whether the ingredients were all ineffective, or whether they were only ineffective in combination with one another. Combination remedies are gaining in popularity, but classical homoeopaths who rely on the single remedy approach warn these are not more potent, nor do they provide more treatment options. The availability of combination remedies, these homoeopaths suggest, has been led by consumers wanting more options, not from homoeopathic research indicating their efficacy.

E. Homoeopathy is an extremely contentious form of medicine, with strong assertions coming from both critics and supporters of the practice. “Homoeopathy: There’s nothing in it” announces the tag line to

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10:23, a major British anti-homoeopathy campaign. At 10:23 am on 30 January 2010, over 400 supporters of the 10:23 stood outside Boots pharmacies and swallowed an entire bottle of homoeopathic pills in an attempt to raise awareness about the fact that these remedies are made of sugar and water, with no active components. This, defenders of homoeopathy say, is entirely the point. Homoeopathic products do not rely on ingredients that become toxic at high doses, because the water retains the “memory” that allows the original treatment to function.

F. Critics also point out the fact that homoeopathic preparations have no systematic design to them, making it hard to monitor whether or not a particular treatment has been efficacious. Homoeopaths embrace this uncertainty. While results may be less certain, they argue, the non-toxic nature of homoeopathy means that practitioner and patient can experiment until they find something that works without concern for side effects. Traditional medicine, they argue, assaults the body with a cocktail of drugs that only tackles the symptoms of a disease, while homoeopathy has its sights aimed at the causes. Homoeopaths suggest this approach leads to kinder, gentler, more effective treatment.

G. Finally, critics allege that when homoeopathy has produced good results, these are exceedingly dependent on the placebo effect, and cannot justify the resources, time and expense that the homoeopathic tradition absorbs. The placebo effect is a term that describes beneficial outcomes from a treatment that can be attributed to the patient’s expectations concerning the treatment rather than from the treatment itself. Basically, the patient “thinks” himself into feeling better. Defenders suggest that homoeopathy can go beyond this psychological level. They point to the successful results of homoeopathy on patients who are unconscious at the time of treatment, as well as on animals.

Questions 27-32

Complete each sentence with the correct ending, A-K, below.

Write the correct letter, A-K, in boxes 27-32 on your answer sheet.

27. In the late 18th century, Hahnemann discovered that quinine was able to
28. The effectiveness of vaccinations also helps to
29. Benveniste argued in the journal Nature that water molecules possess the ability to
30. Attempts to verify Benveniste’s findings were unable to
31. The purpose of the single remedy is to
32. Classical homoeopaths suggest combination remedies have been created to

- A.** avoid the unpredictable outcome of combining many remedies at once
- B.** explain the success of 18th-century apothecary, medicine.
- C.** produce fever-like symptoms in a healthy person.

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- D. keep antibody molecules active in parts as low as 0.01%.
- E. support the notion of similia similibus.
- F. offer more remedial choice.
- G. produce a less effective dose.
- H. recreate the original results.
- I. retain qualities of an antibody to which they were previously exposed.
- J. satisfy the demand for hovers.
- K. treat effectively someone with a fever.

Questions 33-40

Complete the table below.

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

Write your answers in boxes 33-40 on your answer sheet.

Arguments against homoeopathy	Arguments for homoeopathy
Has no 33 ingredients	Does not become 34 when taken in large quantities.
Lack of a 35 makes success or	Remedies can be trialed with no risk of 37 treatments
Failure of treatments difficult to 36	tackle causes and not just 38
Too much reliance on the 39	Proven to work on people who are 40 Works psychologically but not physically

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READING ANSWER 17,

<p>Answers</p> <p>Reading Passage 1</p> <ol style="list-style-type: none">1. Fleet2. Lookout3. Midnight /12:00 a.m.4. lifeboats5. Wireless operators6. (wireless) message7. FALSE8. NOT GIVEN9. FALSE10. TRUE11. FALSE12. TRUE13. NOT GIVEN <p>Reading Passage 2</p> <ol style="list-style-type: none">14. v15. iii16. viii17. x18. vi19. ii20. F21. G	<ol style="list-style-type: none">22. C23. E24. B25. A26. G <p>Reading Passage 3</p> <ol style="list-style-type: none">27. C28. E29. I30. H31. A32. J33. active34. toxic35. systematic design36. monitor37. side effects38. symptoms39. placebo effect40. unconscious
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READING TEST 18

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

The Way in Which Information is Taught

A. The way in which information is taught can vary greatly across cultures and time periods. Entering a British primary school classroom from the early 1900s, for example, one gains a sense of austerity, discipline, and a rigid way of teaching. Desks are typically seated apart from one another, with straight-backed wooden chairs that face directly to the teacher and the chalkboard. In the present day, British classrooms look very different. Desks are often grouped so that students face each other rather than the teacher, and a large floor area is typically set aside for the class to come together for group discussion and learning.

B. Traditionally, it was felt that teachers should be in firm control of the learning process and that the teacher's task was to prepare and present material for students to understand. Within this approach, the relationship students have with their teachers is not considered important, nor is the relationship students have with each other in the classroom. A student's participation in class is likely to be minimal, aside from asking questions directed at the teacher, or responding to questions that the teacher has directed at the student. This style encourages students to develop respect for positions of power as a source of control and discipline. It is frequently described as the "formal authority" model of teaching.

C. A less rigid form of teacher-centred education is the "demonstrator" model. This maintains the formal authority model's notion of the teacher as a "flashlight" who illuminates the material for his or her class to learn, but emphasizes a more individualized approach to form. The demonstrator acts as both a role model and a guide, demonstrating skills and processes and then helping students develop and apply these independently. Instructors who are drawn to the demonstrator style are generally confident that their own way of performing a task represents a good base model, but they are sensitive to different learning styles and expect to provide students with help on an individual basis.

D. Many education researchers argue for student-centred learning instead and suggest that the learning process is more successful when students are in control. Within the student-centred paradigm, the "delegator" style is popular. The delegator teacher maintains general authority, but they delegate much of the responsibility for learning to the class as a way for students to become independent thinkers who take pride in their own work. Students are often encouraged to work on their own or in groups, and if the delegator style is implemented successfully, they will build not only a working knowledge of course-specific topics but also self-discipline and the ability to coordinate group work and interpersonal roles.

E. Another style that emphasises student-centred education is the "facilitator" mode of learning. Here, while a set of specific curriculum demands is already in place, students are encouraged to take the initiative for creating ways to meet these learning requirements together. The teacher typically designs activities that encourage active learning, group collaboration, and problem-solving, and students are encouraged to process and apply the course content in creative and original ways. Whereas the delegator style emphasises content and the responsibility students can have for generating and

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directing their own knowledge base, the facilitator style emphasises form and the fluid and diverse possibilities that are available in the process of learning.

F. Until the 1960s, formal authority was common in almost all Western schools and universities. As a professor would enter a university lecture theatre, a student would be expected to rush up, take his bag to the desk, and pull out the chair for the professor to sit down on. This style has become outmoded over time. Now at university, students and professors typically have more relaxed, collegiate relationships, address each other on a first-name basis and acknowledge that students have much to contribute in class. Teacher-centred education has a lingering appeal in the form of the demonstrator style, however, which remains useful in subjects where skills must be demonstrated to an external standard and the learning process remains fixed in the earlier years of education. A student of mathematics, sewing or metalwork will likely be familiar with the demonstrator style. At the highest levels of education, however, the demonstrator approach must be abandoned in all fields as students are required to produce innovative work that makes unique contributions to knowledge. Thesis and doctoral students lead their own research in facilitation with supervisors.

G. The delegator style is valuable when the course is likely to lead students to careers that require group projects. Often, someone who has a high level of expertise in a particular field does not make for the best employee because they have not learnt to apply their abilities in a coordinated manner. The delegator style confronts this problem by recognizing that interpersonal communication is not just a means of learning but an important skillset in itself. The facilitator model is probably the most creative and is therefore, not suited to subjects where the practical component necessitates a careful and highly disciplined manner, such as training to be a medical practitioner. It may, however, suit more experimental and theoretical fields ranging from English, music, and the social sciences to science and medical research that takes place in research labs. In these areas, “mistakes” in the form are important and valuable aspects of the learning and development process.

H. Overall, a clear evolution has taken place in the West from a rigid, dogmatic, and teacher- dominated way of learning to a flexible, creative, and student-centred approach. Nevertheless, different subjects, ages, and skill levels suit different styles of teaching, and it is unlikely that there will ever be one recommended approach for everyone.

Questions 1-8

Look at the following statements (Questions 1-8) and the styles of teaching below.

Match each statement with the correct teaching style, A-D.

Write the correct letter, A-D, in boxes 1-8 on your answer sheet.

NB You may use any letter more than once.

1. The emphasis is on students directing the learning process.
2. The teacher shows the class how to do something, then students try it on their own.
3. Student-teacher interaction and student-student interaction is limited.
4. The emphasis is on the process of solving problems together.
5. Students are expected to adjust to the teacher’s way of presenting the information.

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6. The teacher designs group activities that encourage constructive interaction.
7. Time is set aside for one-on-one instruction between teacher and student
8. Group and individual work are encouraged independently of the teacher.

List of Teaching Styles

- A. Formal authority
- B. Demonstrator
- C. Delegator
- D. Facilitator

Questions 9-12

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9-12 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

9. The formal authority model remains popular in educational institutions of the West
10. The demonstrator model is never used at the tertiary level.
11. Graduates of delegator style teaching are good communicators.
12. The facilitator style is not appropriate in the field of medicine.

Question 13 Choose the correct letter. A, B, C or D.

Write the correct letter in box 13 on your answer sheet.

13. What is the best title for Reading Passage 1?

- A. Teaching styles and their application
- B. Teaching: then and now
- C. When students become teachers
- D. Why student-centred learning is best

Reading Passage 2

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

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

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rates of obesity, heart disease, diabetes, and several cancers in Western societies. As extensive recognition of the matter grew amongst the common people, McDonald's 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 McDonald's 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 comparison. Looking at the current ingredients list of McDonald's 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 of 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 barbecue sauces, and the creamy, buttery, fresh taste in many dairy products do not come from sun-drenched meadows or backyard grills but are formed in the labs and test tubes of these flavour industry giants.

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. The natural flavour on its own is not a health risk. It does play a role, however, in helping these processed foods to taste

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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

Reading Passage 2 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
- 15. an instance of a multinational franchise responding to public pressure
- 16. a statement on the health effects of natural flavours
- 17. an instance where a solution turns into a problem
- 18. a place in the home where one may encounter the term “natural flavour”
- 19. details about the transformation that takes place in processed grocery items
- 20. a comparison of personal and technological abilities in flavour detection
- 21. examples of diet-related health conditions

Questions 22-25

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

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.

Question 26 Choose the correct letter. A B, C, or D.

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.
- D. help make unhealthy foods taste better.

Reading Passage 3

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

Austerity Measures

A. Austerity measures are actions that a state undertakes in order to pay back its creditors. Those measures typically involve slashing government expenditure and hiking taxes, and most of the time, these are imposed on a country when its national deficit is believed to have become unsustainable. In this situation, banks may lose trust in the government's ability or willingness to repay existing debts, and in return can refuse to roll over current loans and demand crippling excessive interest rates on new lending. Governments frequently then turn to the International Monetary Fund (IMF), an intergovernmental organization that functions as a lender of last resort. In return, the IMF typically demands austerity measures so that the indebted country is able to curtail its budget deficit and fulfil their loan obligations.

B. A wave of austerity measures across Europe in 2010 has seen cuts and freezes to pensions, welfare and public sector salaries as well as hikes to some taxes and excises. The Greek programme attempts to narrow its budget shortfall from 8.1 per cent of GDP in 2010 to 2.6 per cent of GDP in 2014 primarily by freezing public sector incomes during that period and reducing public sector allowances by 8 per cent. Additionally, VAT – the Greek sales tax – will be elevated to 23 per cent, and excises on fuel, tobacco, and alcohol are also subject to an increase. The statutory retirement age for women will be raised to 65, matching it with the current retirement age for men. These reforms have been deeply unpopular in Greece, prompting a succession of general strikes that have further dented the economy.

C. IMF-imposed austerity measures have been indicted for encouraging the deep recession following the Asian financial crisis of 1997. Starting from the early 1990s, international investors from wealthier countries such as Japan and the United States began pouring money into Southeast Asia, looking to make some quick returns and the soaring economies of Thailand, Philippines, Malaysia and others earned themselves the title "the Asian tigers". When things started to turn sour, however, the foreign investors panicked and retracted their investments in masses decimating Asian currencies and turning millions of employees out of work. The IMF's role in the recovery was to impose austerity measures that kept interest rates high while driving down wages and the labour standards at a time when workers were already suffering. According to one former IMF economist, these interventions on a global scale have caused the deaths of 6 million children every year.

D. Many economists consequently view austerity measures as a terrible blunder. John Maynard Keynes was the first to propose an alternative method, long before the Asian financial crisis. Governments, he attempted to demonstrate, could conceivably spend their national economy out of debt. Although logically implausible at first blush, this argument is based on the notion that recessions deepen from a persistent cycle of low incomes, low consumer spending, and low business growth. A government can theoretically reverse this downward spiral by injecting the economy with much needed (albeit borrowed) capital. This is not equivalent to an indebted consumer spending further into the red, Keynes

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argued, because while the consumer gains no further income on that expenditure, the government's dollar goes into the economy and then partially boomerangs later on in the form of taxation.

E. Nobel Prize-winning economist Joseph Stiglitz follows up on this approach by noting that households across the world are currently burdened with debt. For businesses to grow, he argues, government and consumer expenditure must kick in first. Austerity measures lower the spending capacity of households, and are, therefore, considered under-productive. Another recipient of the Nobel Prize, Paul Krugman points to the recent experiences of countries such as Ireland, Latvia and Estonia. Countries that implement austerity are the "good soldiers" of the crisis, he notes, implementing savage spending cuts. "But their reward has been a slump, and financial markets continue to treat them as serious default risk."

F. In the United Kingdom, Prime Minister David Cameron defended the necessity of austerity measures for his country by denouncing the frivolity of governments that ratchet up spending at a time the economy is contracting. This is in line with the counter-Keynesian viewpoint, known broadly as the neoclassical position. Neoclassical economists argue that business is "inspired" by fiscally conservative governments, and this "confidence" helps re-ignite the economy. A British think-tank economist, Marshall Auerback, questions this line of thinking, wondering if Cameron suggests governments should only "ratchet up spending when the economy is growing". This Auerback warns, should be avoided because it presents genuine inflationary dangers.

Questions 27-31 Complete the summary below.

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

Write your answers in boxes 27- 31 on your answer sheet.

A government can undergo austerity measures by cutting spending and/or raising 27..... If banks do not believe that a government will settle their debts, they may ask for 28 that are too high to pay back. In these cases, the IMF is sometimes prepared to lend money to these governments. One of the conditions of IMF loans is that recipient countries undergo austerity measures to reduce their 29.....and repay any debts. The IMF has attracted criticism for its role in Asia after the 1997 financial crisis. The crisis was caused when international investors pulled their money out of the region at once, causing 30 to foil and unemployment to rise. The IMF's austerity measures set conditions that lowered incomes and 31..... These policies have caused great suffering internationally.

Questions 32-35

Choose FOUR letters A—G. Write the correct letters in boxes 32-35 on your answer sheet.

Which FOUR items are identified as features of the Greek government's austerity measure programme in 2010?

A. reducing public sector wages between 2010 and 2014

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- B. cutting allowances for public sector workers
- C. raising the sales tax
- D. making the compulsory retirement age the same for both genders
- E. multiple general strikes
- F. making cigarettes more expensive
- G. eliminating the budget deficit

Questions 36-40

Look at the following people (Questions 36-40) and the list of statements below.

Match each person with an appropriate statement, A—F.

Write the correct letter A-F in boxes 36-40 on your answer sheet.

- 36. John Maynard Keynes
- 37. David Cameron
- 38. Marshall Auerback
- 39. Joseph Stiglitz
- 40. Paul Kingman

Answers Reading test 18

Reading Passage 1

Questions 1-13

1. C

Paragraph 4 – Line 2, 3, 4

the learning process is more successful when students are in control. Within the student-centred paradigm, the “delegator” style is popular. The delegator teacher maintains general authority, but they delegate much of the responsibility for learning to the class as a way for students to become independent thinkers who take pride in their own work. Students are often encouraged to

2. B

Paragraph 3 – Line 4, 5, 6

for his or her class to learn, but emphasises a more individualised approach to form. The demonstrator acts as both a role model and a guide, demonstrating skills and processes and then helping students develop and apply these independently. Instructors who are drawn to the

3. A

Paragraph 2 – Line 3, 4

the teacher’s task was to prepare and present material for students to understand. Within this approach, the relationship students have with their teachers is not considered important, nor is the relationship students have with each other in the classroom. A student’s participation in class

4. D

Paragraph 5 – Line 1, 2, 3

Another style that emphasises student-centred education is the “facilitator” mode of learning. Here, while a set of specific curriculum demands is already in place, students are encouraged to take the initiative for creating ways to meet these learning requirements together. The teacher

5. A

Paragraph 2 – Line 4,5,6

the relationship students have with each other in the classroom. A student's participation in class is likely to be minimal, aside from asking questions directed at the teacher, or responding to questions that the teacher has directed at the student. This style encourages students to develop

6. D

Paragraph 5 – Line 4,5

take the initiative for creating ways to meet these learning requirements together. The teacher typically designs activities that encourage active learning, group collaboration, and problem-solving, and students are encouraged to process and apply the course content in creative and

7. B

Paragraph 3 – Line 7, 8

good base model, but they are sensitive to different learning styles and expect to provide students with help on an individual basis.

8. C

Paragraph 4 – Line 5, 6

become independent thinkers who take pride in their own work. Students are often encouraged to work on their own or in groups, and if the delegator style is implemented successfully, they will

9. FALSE

Paragraph 6 – Line 3, 4

his bag to the desk, and pull out the chair for the professor to sit down on. This style has become outmoded over time. Now at university, students and professors typically have more relaxed, collegiate relationships, address each other on a first-name basis and acknowledge that students

10. NOT GIVEN

Paragraph 6 – Line 10,11

demonstrator style. At the highest levels of education, however, the demonstrator approach must be abandoned in all fields as students are required to produce

innovative work that makes unique contributions to knowledge. Thesis and doctoral students lead their own research in facilitation

11. TRUE

Paragraph 7 – Line 4, 5

The delegator style is valuable when the course is likely to lead students to careers that require group projects. Often, someone who has a high level of expertise in a particular field does not make for the best employee because they have not learnt to apply their abilities in a coordinated manner. The delegator style confronts this problem by recognising that interpersonal communication is not just a means of learning but an important skillset in itself. The facilitator

12. FALSE

Paragraph 7 – Line 8, 9,10

medical practitioner. It may, however, suit more experimental and theoretical fields ranging from English, music, and the social sciences to science and medical research that takes place in research labs. In these areas, “mistakes” in the form are important and valuable aspects of the

13. A

Reading Passage 2

Question 14-21

14. E

sources are, in fact, engineered to culinary perfection in a set of factories and plants of the New Jersey Turnpike outside of New York. Here, firms such as International Flavors & Fragrances, Harmen & Reimer, Flavor Dynamics, Frutarom and Elan Chemical isolate and manufacture the

15. B

societies. As extensive recognition of the matter grew amongst the common people,

McDonald's 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...

16. G

The 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...

17. C

C This substantially lowered the amount of cholesterol in McDonald's' 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 comparison...

18. A

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...

19. D

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, stabilised, emulsified, dehydrated, odour-concealed, and sweetened This

20. F

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,

21. B

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

22. TRUE

Paragraph C – Line 4

food critic admitted he enjoyed Pure vegetable oil is bland in comparison. Looking at the current

23. NOT GIVEN

Paragraph C – Line 2:

dilemma The beef tallow and cottonseed oil mixture gave the French fries high cholesterol content,...

Paragraph C – Line 6

predicament Aside from a few preservatives, there are essentially three main ingredients: potato, soybean oil, and the mysterious component of “natural flavour”. The text mentions of soybean oil but doesn’t state clearly about whether it is low or high in cholesterol.

24. TRUE

Paragraph D – Line 2, 3

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...

Paragraph D – Line 5,6,7

processing involves adding a little sodium or sugar, and a few preservatives. Often, however, it is coloured, bleached, stabilised, emulsified, dehydrated, odour-concealed, and sweetened This process typically saps any original flavour out of the product, and so, of course, flavour must be...

Paragraph G – Line 4, 5

The 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

Reading Passage 3

Question 27-40

27. Taxes

Paragraph 1 – Line 1, 2

Austerity measures are actions that a state undertakes in order to pay back its creditors. These measures typically involve slashing government expenditure and hiking taxes, and most of the

28. interest rates

Paragraph 1 – Line 4, 5, 6

unsustainable. In this situation, banks may lose trust in the government's ability or willingness to repay existing debts, and in return can refuse to roll over current loans and demand crippling excessive interest rates on new lending. Governments frequently then turn to the International

29. budget deficit

Paragraph 1 – Line 8, 9

In return, the IMF typically demands austerity measures so that the indebted country is able to curtail its budget deficit and fulfil their loan obligations.

30. Asian currencies/ economies

Paragraph 3 – Line 6, 7

turn sour, however, the foreign investors panicked and retracted their investments in masses decimating Asian currencies and turning millions of employees out of work. The IMF's role in the

31. Labour standards

Paragraph 3 – Line 8, 9

decimating Asian currencies and turning millions of employees out of work. The IMF's role in the recovery was to impose austerity measures that kept interest rates high while driving down wages and labour standards at a time when workers were already suffering. According to one former IMF

32-35 B C D F (in any order)

Paragraph 2 – Line 4, 5, 6

of GDP in 2014 primarily by freezing public sector incomes during that period and reducing public sector allowances by 8 per cent. Additionally, VAT – the Greek sales

tax – will be elevated to 23 per cent, and excises on fuel, tobacco, and alcohol are also subject to an increase. The statutory

36. C

Paragraph 4 – Line 3, 4

Governments, he attempted to demonstrate, could conceivably spend their national economy out of debt. Although logically implausible at first blush, this argument is based on the notion that

37. E

Paragraph 6 – Line 1, 2, 3

In the United Kingdom. Prime Minister David Cameron defended the necessity of austerity measures for his country by denouncing the frivolity of governments that ratchet up spending at a time the economy is contracting. This is in line with the counter-Keynesian viewpoint, known

38. D

Paragraph 6 – Line 7, 8

think-tank economist. Marshall Auerback, questions this line of thinking, wondering if Cameron suggests governments should only “ratchet up spending when the economy is growing”. This Auerback warns, should be avoided because it presents genuine inflationary dangers.

39. A

Paragraph 5 – Line 2, 3

households across the world are currently burdened with debt. For businesses to grow, he argues, government and consumer expenditure must kick in first. Austerity measures lower the spending

40. B

Paragraph 5 – Line 5, 6

Nobel Prize, Paul Krugman, points to the recent experiences of countries such as Ireland, Latvia and Estonia. Countries that implement austerity are the “good soldiers” of the crisis, he notes,...

READING TEST 19

Reading Passage 1

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

Questions 1-5

Reading Passage 1 has five sections, A-E.

Choose the correct headings for sections A-E from the list of headings below.

Write the correct number i-ix in boxes 1-5 on your answer sheet.

List of Headings

- i. Mushrooms that glow in the dark
- ii. Bright creatures on land and in the sea
- iii. Evolution's solution
- iv. Cave-dwelling organisms
- v. Future opportunities in biological engineering
- vi. Nature's gift to medicine
- vii. Bioluminescence in humans
- viii. Purposes of bioluminescence in the wild
- ix. Luminescent pet

- 1. Section A
- 2. Section B
- 3. Section C
- 4. Section D
- 5. Section E

Bioluminescence

A. In the pitch-black waters of the ocean's aphotic zone—depths from 1,000m to the seafloor – Rood eyesight does not count for very much on its own. Caves, in addition, frequently present a similar problem: the complete absence of natural light at any time of the day. This has not stopped some organisms from turning these inhospitable environments into their homes, and in the process, many have

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created their own forms of light by developing one of the stunning visual marvels of the biological universe – bioluminescence.

B. Many people will encounter bioluminescence at some point in their life, typically in some form of a glowworm, which is found on most continents. North and South America are home to the firefly, a glowing beetle which is known as a glow-worm during its larvae stage. Flightless glowing beetles and worms are also found in Europe, Asia, Australia, and New Zealand. Less common flies, centipedes, molluscs, and snails have bioluminescent qualities as well, as do some mushrooms. The most dramatic examples of bioluminescence, however, are found deep below the ocean's surface, where no sunlight can penetrate at all. Here, anglerfish, cookie-cutter sharks, flashlight fish, lantern fish, gulper eels, viperfish, and many other species have developed bioluminescence in unique and creative ways to facilitate their lives.

C. The natural uses of bioluminescence vary widely, and organisms have learnt to be very creative with its use. Fireflies employ bioluminescence primarily for reproductive means – their flashing patterns advertise a firefly's readiness to breed. Some fish use it as a handy spotlight to help them locate prey. Others use it as a lure; the anglerfish, for example, dangles a luminescent flare that draws in gullible, smaller fishes which get snapped up by the anglerfish in an automated reflex. Sometimes, bioluminescence is used to resist predators. Vampire squids eject a thick cloud of glowing liquid from the tip of its arms when threatened, which can be disorientating. Other species use a single, bright flash to temporarily blind their attacker, with an effect similar to that of an oncoming car which has not dipped its headlights.

D. Humans have captured and utilized bioluminescence by developing, over the last decade, a technology known as Bioluminescence Imaging (BLI). BLI involves the extraction of a DNA protein from a bioluminescent organism, and then the integration of this protein into a laboratory animal through trans-geneticism. Researchers have been able to use luminescent pathogens and cancer cell lines to track the respective spread of infections and cancers. Through BLI, cancers and infections can be observed without intervening in a way that affects their independent development. In other words, while an ultra-sensitive camera and bioluminescent proteins add a visual element, they do not disrupt or mutate the natural processes. As a result, when testing drugs and treatments, researchers are permitted a single perspective of a therapy's progression.

E. Once scientists learn how to engineer bioluminescence and keep it stable in large quantities, a number of other human uses for it will become available. Glowing trees have been proposed as replacements for electric lighting along busy roads, for example, which would reduce our dependence on non-renewable

energy sources. The same technology used in Christmas trees for the family home would also eliminate the fire danger from electrical fairy lights. It may also be possible for crops and plants to luminesce when they require watering, and for meat and dairy products to tell us when they have become contaminated by bacteria. In a similar way, forensic investigators could detect bacterial species on corpses through bioluminescence. Finally, there is an element of pure novelty. Children's toys and stickers are often made with glow-in-the-dark qualities, and a biological form would allow rabbits, mice, fish, and other pets to glow as well.

Questions 6-9

Choose **FOUR** letters. A—G.

Write the correct letters in boxes 6-9 on your answer sheet.

Which FOUR uses are listed for bioluminescence in nature?

- A. ways of attracting food
- B. tracing the spread of diseases
- C. mating signals
- D. growing trees for street lighting
- E. drug trials
- F. defensive tactics
- G. a torch to identify food

Questions 10-13

Complete the sentences below.

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

Write your answers in boxes 10-13 on your answer sheet

10. The luminescent fluid that a vampire squid emits has a.....effect on its predator.
11. In order to use bioluminescence in a trans-genetic environment,..... must first be removed from a bioluminescent creature.
12. One advantage of BLI is that it could allow researchers to see how a treatment is working without altering or disturbing
13. In the future, may be able to use bioluminescence to identify evidence on dead bodies.

Reading Passage 2

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

Changes In Male Body Image

A. The pressures on women to look slender, youthful, and attractive have been extensively documented, but changing expectations for women's bodies have varied widely. From voluptuous and curvy in the days of Marilyn Monroe to slender and androgynous when Twiggy hit the London scene in the mid-1960s, and then on to the towering Amazonian models of the 1980s and the —heroin chic and size-zero obsession of today, it is not just clothes that go in and out of fashion for women. The prevailing notion of the perfect body for men, however, has remained remarkably static: broad shoulders, a big chest and arms, and rippling, visible abdominal muscles and powerful legs have long been the staple ingredients of a desirable male physique.

B. A growing body of evidence suggests this is changing, however. Rootsteins, a mannequin design company in Britain, has released its newest male model – the Homme nouveau – with a cinched-in 27-inch waist. –To put that into perspective, says one female fashion reporter, –I had a 27-inch waist when I was thirteen – and I was really skinny. The company suggests that the Homme nouveau —redress the prevailing ‘beefcake’ figure by carving out a far more streamlined, sinuous silhouette to match the edgier attitude of a new generation.

C. Elsewhere in the fashion industry, the label American Apparel is releasing a line of trousers in sizes no larger than a 30-inch waist, which squeezes out most of the younger male market who have an average waistline over five inches larger. Slender young men are naturally starting to dominate the catwalks and magazine pages as well. –No one wanted the big guys, model David Gandy has said, describing how his muscled physique was losing him jobs. —It was all the skinny, androgynous look. People would look at me very, very strangely when I went to castings.

D. Achieving such a physique can be unattainable for those without the natural genetic make-up. –I don't know that anyone would consider my body archetypal or as an exemplar to work towards, notes model Davo McConville. —You couldn't aim for this; it's defined by a vacuum of flesh, by what it's not. Nevertheless, statistics suggest it is not just an obsession of models, celebrities, and the media – more and more ordinary men are prepared to go to great lengths for a slender body. One indication is the growing number of men who are discovering surgical reconstruction. Male breast reduction has become especially popular, in 2009, the year-on-year growth rate for this procedure rose to 44 per cent in the United

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Kingdom. Liposuction also remains popular in the market for male body reconstructive surgery, with 35,000 such procedures being performed on men every year.

E. Additionally, more men now have eating disorders than ever before. These are characterized by normal eating habits, typically either the consumption of insufficient or excessive amounts of food. Eating disorders are detrimental to the physical and mental condition of people who suffer from them, and the desire to achieve unrealistic physiques has been implicated as a cause. In 1990, only 10% of people suffering from anorexia or bulimia were believed to be male, but this figure has climbed steadily to around one-quarter today. Around two in five binge eaters are men. Women still make up the majority of those afflicted by eating disorders, but the perception of it being a –girly‖ problem has contributed to men being less likely to pursue treatment. In 2008, male eating disorders were thrust into the spotlight when former British Deputy Prime Minister, John Prescott, admitted to habitually gorging on junk food and then inducing himself to vomit while in office. —I never admitted to this out of the shame and embarrassment,‖ he said. —I found it difficult as a man like me to admit that I suffered from bulimia.‖

F. In some respects, the slim male silhouette seems to be complementing, rather than displacing, the G. I. Joe physique. Men’s Health, one of the only titles to weather the floundering magazine market with sales increasing to a quarter of a million per issue, has a staple diet of bulky men on the cover who entice readers with the promise of big, powerful muscles. Advertising executives and fashion editors suggest that in times of recession and political uncertainty, the more robust male body image once again becomes desirable. Academic research supports this claim, indicating that more –feminine‖ features are desirable for men in comfortable and secure societies, while –masculine‖ physical traits are more attractive where survival comes back to the individual. A University of Aberdeen study, conducted using 4,500 women from over 30 countries, found a pronounced correlation between levels of public healthcare and the amount of effeminacy women preferred in their men. In Sweden, the country considered to have the best healthcare, 68 per cent of women preferred the men who were shown with feminine facial features. In Brazil, the country with the worst healthcare in the study, only 45 per cent of women were so inclined. —The results suggest that as healthcare improves, more masculine men fall out of favour,‖ the researchers concluded.

G. Ultimately, columnist Polly Vernon has written, we are left with two polarized ideals of masculine beauty. One is the sleek, slender silhouette that exudes cutting-edge style and a wealthy, comfortable lifestyle. The other is the –strong, muscular, austerity-resistant‖ form that suggests a man can look after himself with his own bare hands. These ideals co-exist by pulling men in different directions and encouraging them to believe they must always be chasing physical perfection, while simultaneously destabilizing any firm notions of what physical perfection requires.

H. As a result, attaining the ideal body becomes an ever more futile and time-consuming task. Vernon concludes that this means less time for the more important things in life, and both sexes should resist the compulsive obsession with beauty.

Questions 14-20

Reading Passage 2 has eight paragraphs, A-H.

Which paragraph contains the following information?

Write the correct letter, A-H, in boxes 14-20 on your answer sheet.

NB You may use **any letter more than once**.

14. an opinion on whether body image changes have positive or negative effects
15. a historical comparison of gendered body images
16. a humiliating confession of overeating by a public figure
17. a cosmetic operation that has become increasingly popular
18. a health condition afflicting increasing numbers of men
19. the effect of changing body ideals on a male model
20. an explanation of how living standards affect the desirability of male physiques

Questions 21-26

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

In boxes 21—26 on your answer sheet, write

YES, if the statement agrees with the views of the writer

NO, if the statement contradicts with the view of the writer

NOT GIVEN, if it is impossible to say what the writer thinks about this

21. A thin body is achievable for men regardless of their genes.
22. Male liposuction is more popular than male breast-reduction.
23. Rating disorders harm the mind and body.
24. Women seek help for eating disorders more often than men.
25. Men's Health has suffered from a downturn in magazine sales.
26. As public healthcare improves, men become more feminine.

Reading Passage 3

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

Eats, Shoots And Leaves

A Book Review

A. The title of Eats, Shoots and Leaves refers to a famously misplaced comma in a wildlife manual that ended up suggesting a panda rather violently –eats, shoots and leaves! instead of eating shoots and leaves. The author of this book, journalist Lynne Truss, is something akin to a militant linguist, dedicating this —zero tolerancel manifesto on grammar to the striking Bolshevnik printers of St. Petersburg who, in demanding the same remuneration for punctuation as they received for letters, ended up setting in motion the first Russian Revolution.

B. Some of the books involve humorous attacks on erroneous punctuation. There is the confused Shakespearian thespian who inadvertently turns a frantic plea: —Go, get him surgeons!! into the cheerful encouragement of —Go get him, surgeons!! Street and shop signs have a ubiquitous presence. A bakery declares —FRESH DONUT’S SOLD HERE! and a florist curiously announces that —Pansy’s here!! (Is she?). The shameless title of a Hollywood film Two Weeks Notice is reeled in for criticism – —Would they similarly call it One Weeks Notice?“, Truss enquires – and sometimes, as in the case of signs promoting —ANTIQUE’S! and —Potatoe’s! – one questions whether we are bearing witness to new depths of grammar ignorance, or a postmodern caricature of atrocious punctuation.

C. Eats, Shoots and Leaves is not just a piece of comedy and ridicule, however, and Truss has plenty to offer on the question of proper grammar usage. If you have ever wondered whether it is acceptable to simply use an –em dash! in place of a comma – the verdict from Truss is that you can. –The dash is less formal than the semicolon, which makes it more attractive,! she suggests. —It enhances conversational tone; and ... it is capable of quite subtle effects.! The author concludes, with characteristic wry condescension, that the em dash’s popularity largely rests on people knowing it is almost impossible to use incorrectly. A truss is a personal champion of the semicolon, a historically contentious punctuation mark elsewhere maligned by novelist Kurt Vonnegut Jr., as a —transvestite hermaphrodite representing absolutely nothing!. Coming to the semicolon’s defence. Truss suggests that while it can certainly be overused, she refers to the dying words of one 20th century writer: —I should have used fewer semicolons, the semicolon can perform the role of a kind of Special Policeman in the event of comma fights.!

D. Truss has come under criticism on two broad points. The first argument criticises the legitimacy of her authority as a punctuation autocrat. Louis Menand, writing in the New Yorker, details Eats, Shoots and

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Leaves' numerous grammatical and punctuation sins: a comma-free non-restrictive clause; a superfluous ellipsis; a misplaced apostrophe; a misused parenthesis; two misused semicolons; an erroneous hyphen in the word –buzzll, and so on. In fact, as Menand notes, half the semicolons in the Truss book are spuriously deployed because they stem from the author's open flouting of the rule that semicolons must only connect two independent clauses. —Why would a person not just vague about the rules but disinclined to follow them bother to produce a guide to punctuation?ll Menand inquires. Ultimately, he holds Truss accused of producing a book that pleases those who –just need to ventll and concludes that Eats, Shoots and Leaves is actually a tirade against the decline of language and print that disguises itself, thinly and poorly, as some kind of a style manual.

E. Linguist David Chrystal has criticised what he describes as a —linguistic purismll coursing through Truss' book. Linguistic purism is the notion that one variety of language is somehow more-pure than others, with this sense of purity often based on an idealised historical point in the language's development, but sometimes simply in reference to an abstract idea. In *The Fight for English: How Language Pundits Ate, Shot and Left*, Chrystal – a former colleague of Truss – condemns the no-holds-barred approach to punctuation and grammar. —Zero tolerance does not allow for flexibility,ll he argues. —It is prescriptivism taken to extremes. It suggests that language is in a state where all the rules are established with 100 per cent certainty. The suggestion is false. We do not know what all the rules of punctuation are. And no rule of punctuation is followed by all of the people all of the time.ll

F. Other detractors of Truss' –prescriptivismll are careful to disassociate needless purism from robust and sensible criticism, an oppositional stance they call descriptivism. —Don't ever imagine,ll Geoffrey K. Pullum on the *Language Log* emphasises, –that I think all honest attempts at using English are just as good as any others. [Bad writing needs to be fixed. But let's make sure we fix the right things. ll In other words, we do not require a dogmatic approach to clean up the misused language. Charles Gaulke concurs, noting that his opposition to –prescriptivismll does not require contending with the existence of standards themselves, but questioning whether our standards should determine what works, or whether what works should determine our standards.

G. Ultimately, it is unlikely the purists and pedagogues will ever make absolute peace with those who see language as a fluid, creative process within which everyone has a role to play. Both sides can learn to live in a sort of contentious harmony, however. Creativity typically involves extending, adapting and critiquing the status quo, and revising and reviving old traditions while constructing new ones. Rules must exist in order for this process to take place, if only for them to be broken. On the flip side, rules have an important role to play in guiding our language into forms that can be accessed by people across all manner of differences, so it is vital to acknowledge the extent to which they can be democratic, rather

than merely autocratic in function. Nevertheless, all the regulations in the world cannot stem the natural spring of language, which bursts through rivets and snakes around the dams that linguistic authorities may try to put in place. We should celebrate rather than curse these inevitable tensions.

Questions 27-32

Look at the following statements (Questions 27-32) and the list of people below.

Match each statement with the correct person A-E.

Write the correct letter A-E in boxes 27-32 on your answer sheet.

NB You may use **any letter more than once**.

- 27. Mistakes should be corrected on the basis of common sense.
- 28. No one has legitimacy as an ultimate authority on punctuation use.
- 29. Eats, Shoots and Leaves is not the type of book it claims to be.
- 30. The idea that some forms of language can be better than others is wrong.
- 31. The semicolon has no real purpose.
- 32. We can ask whether rules are helpful without undermining the need for rules.

List of people

- A. Kurt Vonnegut Jr
- B. Louis Menand
- C. David Chrystal
- D. Geoffrey K. Pullum
- E. Charles Gaulke

Questions 33-37

Complete the summary below.

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

Write your answers in boxes 33-37 on your answer sheet.

Eats, Shoots and Leaves is a book on punctuation by journalist Lynne Truss, who could be described as a 33 She dedicates the book to the Bolshevik printers who started the 34..... by protesting for better pay conditions. The book is partly a humorous criticism of incorrect punctuation. Some of the examples are so bad it is possible that they are actually a 35

..... Truss also guides the reader on correct punctuation usage. She likes the em dash because it is not as 36 as the semicolon, for example, but remains a 37 _____ of the latter due to its ability to discipline areas of text that are crowded with commas.

Questions 38-40

Choose **THREE** letters, A—G.

Write the correct letters in boxes 38-40 on your answer sheet.

Which THREE of the following statements form part of the author's conclusion?

- A. Rules prevent the creation of new things.
- B. A centralised point of control can effectively guide the flow of language.
- C. Both the descriptivists and prescriptivists have important roles to play in language evolution.
- D. Disputes over matters of language rules need not be condemned.
- E. Prescriptivists and descriptivists are both wrong.
- F. Rules help everyone use language and do not merely prescribe usage.
- G. An essential part of creativity is the rejection of that which has come before.

READING ANSWER 19

Reading Passage 1

Questions 1-13

1 iii

organisms from turning these inhospitable environments into their homes, and in the process many have created their own forms of light by developing one of the stunning visual marvels of the biological universe – bioluminescence.

2 ii

B Many people will encounter bioluminescence at some point in their life, typically in some form of the glow-worm, which is found on most continents. North and South America are home to the “firefly”, a glowing have bioluminescent qualities as well, as do some mushrooms. The most dramatic examples of bioluminescence, however, are found deep below the ocean’s surface, where no sunlight can penetrate at

3 viii

C The natural uses of bioluminescence vary widely, and organisms have learnt to be very creative with its use. Fireflies employ bioluminescence primarily for reproductive means – their flashing patterns

4 vi

D Humans have captured and utilised bioluminescence by developing, over the last decade, a technology known as Bioluminescence Imaging (BLI). BLI involves the extraction of a DNA protein from a respective spread of infections and cancers. Through BLI, cancers and infections can be observed without

5 v

E Once scientists claim how to engineer bioluminescence and keep it stable in large quantities, a number

6 – 9 A C F G

A (C-L4)

Others use it as a lure; the anglerfish, for example, dangles a luminescent flare that

draws in gullible.

C (C-L3)

advertise a firefly's readiness to breed. Some fish use it as a handy spotlight to help them locate prey.

F (C-L6)

when threatened, which can be disorientating. Other species use a single, bright flash to temporarily blind their attacker, with an effect similar to that of an oncoming car which has not dipped its headlights.

G (C-L3)

advertise a firefly's readiness to breed. Some fish use it as a handy spotlight to help them locate prey.

10 disorientating (C-L7)

is used to resist predators. Vampire squids eject a thick cloud of glowing liquid from the tip of its arms when threatened, which can be disorientating. Other species use a single, bright flash to temporarily blind

11 DNA protein (D-L2)

known as Bioluminescence Imaging (BLI). BLI involves the extraction of a DNA protein from a

12 natural processes (D-L6,7)

camera and bioluminescent proteins add a visual element, they do not disrupt or mutate the natural processes. As a result, when testing drugs and treatments, researchers are permitted a single perspective

13 forensic investigators/scientists

by bacteria. In a similar way, forensic investigators could detect bacterial species on corpses through

E Once scientists claim how to engineer bioluminescence and keep it stable in large quantities, a number

Reading Passage 2,

Questions 14-26

14 G (L4,5,6)

after himself with his own bare hands. These ideals co-exist by pulling men in different directions and encouraging them to believe they must always be chasing physical perfection, while simultaneously destabilising any firm notions of what physical perfection requires.

15 A (L5,6)

and size-zero obsession of today, it is not just clothes that go in and out of fashion for women. The prevailing notion of the perfect body for men, however, has remained remarkably static broad

16 E (L8,9)

into the spotlight when former British Deputy Prime Minister, John Prescott, admitted to habitually gorging on junk food and then inducing himself to vomit while in office. “I never admitted to this out

17 D (L6)

a growing number of men who are discovering surgical reconstruction- Male breast-reduction has

18 E (L5,6)

and the desire to achieve unrealistic physiques has been implicated as a cause. In 1990, only 10% of people suffering from anorexia or bulimia were believed to be male, but this figure has climbed steadily to around one-quarter today. Around two in five binge eaters are men. Women still make up...

19 C (L4,5)

catwalks and magazine pages as well “No one wanted the big guys,” model David Gandy has said, describing how his muscled physique was losing him jobs. “It was all the skinny, androgynous look.

20 F (L6,7)

again becomes desirable. Academic research supports this claim, indicating that more “feminine” features are desirable for men in comfortable and secure societies, while “masculine” physical traits

D Achieving such a physique can be unattainable for those without the natural genetic make-up. “I don’t know that anyone would consider my body archetypal or as an

exemplar to work towards,” notes model Davo McConville. “You couldn’t aim for this; it’s defined by a vacuum of flesh, by what it’s not.”...

22 Not given (D-L6,7)

the growing number of men who are discovering surgical reconstruction. Male breast reduction has become especially popular; in 2009, the year-on-year growth rate for this procedure rose to 44 per cent

23 Yes (E-L3)

Eating disorders are detrimental to the physical and mental condition of people who suffer from them,

24 Yes (E-L7)

majority of those afflicted by eating disorders, but the perception of it being a “girly” problem has contributed to men being less likely to pursue treatment. In 2008, male eating disorders were thrust

25 No (F-L2,3)

G. I. Joe physique. Men’s Health, one of the only tides to weather the floundering magazine market with sales increasing to a quarter of a million per issue has a staple diet of bulky men on the cover who

26 Not given (f-L1,3,14)

45 per cent of women were so inclined. “The results suggest that as healthcare improves, more masculine men fall out of favour,” the researchers concluded.

Reading Passage 3,

Questions 27-40

27 D (P6-L4)

Pullum on the Language Log emphasises, “that I think all honest attempts at using English are just as good as any others. [Bad] writing needs to be fixed. But let’s make sure we fix the right things.”

28 C (P5-L8)

punctuation is. And no rule of punctuation is followed by all of the people all of the time.”

29 B (P4-L12)

vent” and concludes that Eats, Shoots and Leaves is actually a tirade against the decline of language and print that disguises itself, thinly and poorly, as some kind of a style manual.

30 C (P5-Li,2)

Linguist David Chrystal has criticised what he describes as a “linguistic purism” coursing through Truss’ book. Linguistic purism is the notion that one variety of language is somehow more-pure than others,

31A (P3 L7,8)

contentious punctuation mark elsewhere maligned by novelist Kurt Vonnegut Jr., as a “transvestite hermaphrodite representing absolutely nothing”. Coming to the semicolon’s defence, Truss suggests

32 E (P6-L56)

of standards themselves, but questioning whether our standards should determine what works, or whether what works should determine our standards.

33 militant linguist (P1-L3)

leaves. The author of this book, journalist Lynne Truss, is something akin to a militant linguist,..

34 first Russian Revolution (P1-L6)

Petersburg who, in demanding the same remuneration for punctuation as they received for letters, ended up setting in motion the first Russian Revolution.

35 postmodern caricature (P2-L8)

witness to new depths of grammar ignorance, or a postmodern caricature of atrocious punctuation.

36 formal (P3-L4)

to simply use an “em dash”¹ in place of a comma – the verdict from Truss is that you

can. “The dash is less formal than the semicolon, which makes it more attractive,” she suggests. “It enhances sonal champion

37 personal champion (P3-L7)

almost impossible to use incorrectly. A truss is a personal champion of the semicolon, a historically

38 – 40 B DF

B (L7,8)

democratic, rather than merely autocratic in function. Nevertheless, all the regulations in the world cannot stem the natural spring of language, which bursts through rivets and snakes around the dams

D (L9, io)

that linguistic authority may try to put in place. We should celebrate rather than curse these inevitable tensions.

F (L6,7)

have an important role to play in guiding our language into forms that can be accessed by people across all manner of differences, so it is vital to acknowledge the extent to which they can be democratic, rather than merely autocratic in function. Nevertheless, all the regulations in the world

READING TEST 20

Reading Passage 1

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

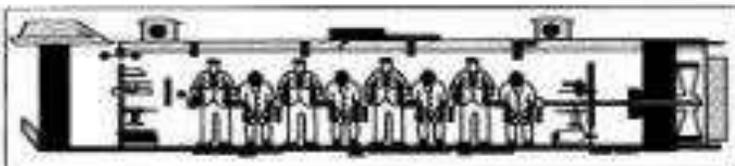
The Development of Travel under the Ocean

A. For millennia, humans have been intrigued by what lies beneath the sea* and although submarine travel was attempted from time to time, it did not become commonplace until the middle of last century. Several clever and innovative people had experimented with designs for submersible boats before then, but there was much loss of life and little success.

B. There had long been the use of a primitive diving bell for explorative purposes, but it was as a war machine that the submarine came into its own. The first development in the history of American submarines was a small submersible with a hand-cranked screw-like oar and a crew of one. It was built before the American Revolutionary War (1775—1783) but was adapted for use against the British during this war. Although its pilot twice failed to fasten explosive devices to British ships before losing control of his vessel, he escaped harm.

C. In 1800, an American inventor, Robert Fulton, designed an underwater machine that he called the Nautilus. Its version brought in features that can still be found in some modern submarines, notably adjustable diving planes for better underwater manoeuvring, dual systems of propulsion, and a compressed air system that allowed it to stay down for about four hours without surfacing?

D. Development of submersible vessels lagged a long way behind the continued progress in the design of surface ships until the American Civil War (1861-1865) when both sides tried out various designs. One of those, called the Hunley — named after its financier rather than its inventor, sank twice during training missions with 11 crew members losing their lives including Hunley himself. Notwithstanding these failures, it was commissioned again in 1864 to attack a ship in Charleston Harbor. A torpedo was used to strike and scuttle the ship — a first in naval history, but the submarine never reappeared, and once again the whole crew perished. Its potential had been recognised, but they still remain the challenge of operating safely under the water.



The Hunley was propelled by hand-cranking.

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E. The US Navy could appreciate the strategic benefits of having submarines in its fleet and held a competition to encourage the design and construction of these underwater craft. The inventor, John Holland won the competition and it was his sixth prototype, the Holland, that the navy bought and added to its fleet in 1900. This submarine was quite different from previous designs. It was propelled by a gasoline engine that turned a propeller while the vessel was on the surface. When it submerged, the engine ran a generator to charge batteries to operate an electric motor. The improved propulsion methods were, unfortunately, highly dangerous. Not only is gasoline flammable and unstable, using it in the restricted environment of a submarine posed quite a hazard for the crewmen. There was another problem, too: the batteries were not only heavy, cumbersome, and inefficient, but they were also extremely volatile.

F. During the same period as Holland's efforts were being trialed, a German scientist by the name of Rudolf Diesel created an engine which used a fuel less explosive than gasoline and which could consequently be stored safely. Another advantage was that there was no necessity for an electric spark to ignite the fuel. These safety improvements combined with better fuel economy allowed Diesel engines to power a submarine for longer on the surface; however, batteries were still needed to supply energy for underwater operation.

G. Although diesel-powered submarines were successful and used by the US Navy for almost 50 years, the search for a single power source carried on. It wasn't long before the concept of nuclear power was realised in Germany and taken up by an American physicist, Ross Gunn, who could envisage its potential in submersibles. A research team was put together to adapt the concept of nuclear power for use in submarines. In effect, modern nuclear submarines have onboard a small nuclear power plant which produces a great amount of energy. This is used to heat water and create steam which drives a huge turbine which turns the propeller.

H. There has been many adaptations and technological improvements made to submarines over the years, but the shape is basically the same. Obviously, it is a totally enclosed craft, cigar-shaped with narrowed ends. The outer hull is dying the largest part of the died boat and forms the body. The inner hull is designed to resist the considerable water pressure and insulates the crew from the cold. This is where the crew works, eats, and sleeps. It also contains the engine room and the apparatus that makes clean air and clean water. Between the hulls are the ballast tanks for controlling buoyancy. There is a tall fin-shaped sail that comes up out of the hull. Inside the sail is the conning tower and extending from this to the fore, there is a periscope (through which the captain can see the sea and sky when the submarine is near the surface of the water). Sonar is used for navigation deep below the surface. The other projection from the conning tower is the radio antenna.

G. Underwater, there are two controls for steering the submarine. The rudder (like a tail fin) controls side-to-side movement, and diving planes influence rise and descent. There are two sets of diving planes: the forward sailplanes and the stem planes, which are located at the back with the rudder and propeller. Advancing technology will undoubtedly result in different shapes and modes of operation, and it is quite possible that, in the future, submarines will be manned by robots or computer technology that communicates information to land bases via satellite.

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Questions 1-6

Answer the questions below.

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

Write your answers in boxes 1-6 on your answer sheet.

What kind of underwater device was used to investigate the ocean before submersible boats were invented?

What was the crewman of the first American-built submarine trying to do before his mission failed?

What gave the Nautilus the ability to remain submerged for a long time?

When was a submarine first used successfully to sink an enemy boat?

What new type of propulsion did Holland use on top of the water?

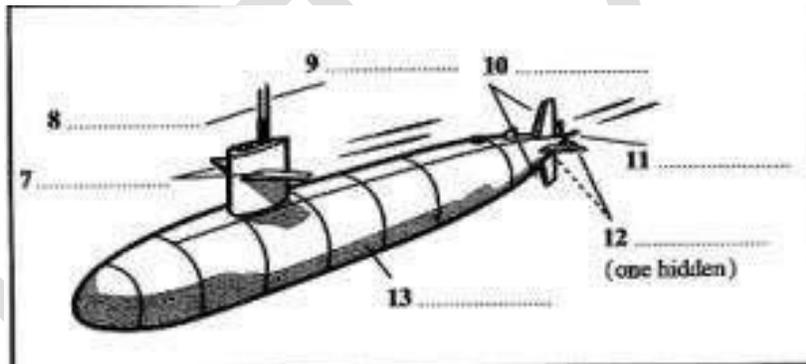
For what reason was Diesel's fuel considered safer than Holland's?

Questions 7-13

Label the diagram below.

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

Write your answers in boxes 7-13 on your answer sheet.



Reading Passage 2

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

Vitamins To supplement or not?

A. Mineral, vitamin, and antioxidant health supplements make up a multi-billion-dollar industry in the United States alone, but do they really work? Evidence suggests supplementation is clearly indicated in special circumstances, but can actually be harmful in others. For the general population, however,

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supplements have negligible or no impact on the prevention of common cancers, cardiovascular diseases, cognitive decline, mortality, or any other major indicators of health. In pursuit of a longer, happier and healthier life, there are certainly better investments for most people than a tube of vitamin supplements.

B. Particular sub-groups of the population can gain a proven benefit from supplementation. Folic acid has long been indicated as a prenatal supplement due to its assistance in fetal cell division and corresponding ability to prevent neural tube birth defects. Since Canada and the United States decided to require white flour to be fortified with folic acid, spinal birth defects have plummeted by 75%, and rates of neuroblastoma (a ravaging form of infant cancer) are now 50% lower. In countries without such fortification, or for women on low-carbohydrate diets, a prenatal multivitamin could make the crucial difference. The United States Department of Health and Human Services has concluded that the elderly may also benefit from extra vitamin D calcium can help prevent bone fractures, and zinc and antioxidants can maintain vision while deflecting macular degeneration in people who would otherwise be likely to develop this affliction.

C. There is mounting evidence, however, for many people to steer clear of multivitamins. The National Institutes of Health has noted “disturbing evidence of risk” in tobacco users: beta-carotene, a common ingredient in multivitamins, was found over a six-year study to significantly contribute to higher lung cancer and mortality rates in smokers. Meanwhile, excessive vitamin A (a supplement often taken to boost the immune system) has been proven to increase women’s risk of a hip fracture, and vitamin E, thought to improve cardiovascular health, was contraindicated in a study that demonstrated higher rates of congestive heart failure among such vitamin users. Antioxidant supplementation has no purpose nor does it achieve anything, according to the Food and Nutrition Board of the National Academy of Sciences, and the Medical Letter Group has gone further in suggesting they may interfere with treatment and promote some cancers. Antioxidants are generally regarded as counteracting the destructive effect of free radicals in the body, but according to the Medical Letter’s theory, free radicals may also serve the purpose of sending a powerful signal to the body’s immune system to fix the damage. By taking supplements, we risk undermining that message and upsetting the balance of antioxidants and free radicals in the body. The supplements counteract the free radicals, the immune system is not placed on alert, and the disease could sneak through the gates.

D. One problem with supplementation by the tablet is the poor record on digestibility. These tablets are often stocked with metal-based minerals that are essentially miniature rocks, and our bodies are unable to digest them. Even the vitamin elements of these pills that are theoretically digestible are often unable to be effectively extracted by our bodies when they arrive in such a condensed form. In Salt Lake City, for example, over 150 gallons of vitamin and mineral pills are retrieved from the sewer filters each month. According to the physician’s desk reference, only about 10% – 20% of multivitamins are absorbed by the body. The National Advisory Board is even more damning, suggesting that every 100mg of tablet corresponds to about 8.3mg of blood concentration, although noting that this can still potentially perform a helpful role in some cases. In effect, for every \$100 you spend on vitamin supplements, over \$90 of that is quite literally flushed down the toilet.

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E. A final argument against multivitamins is the notion that they can lead people – consciously or not – to the conclusion that supplementation fills in the gaps of an unhealthy diet and mops up afterwards, leaving their bodies none the wiser that instead of preparing a breakfast of fresh fruit and muesli, they popped a tiny capsule with coffee and a chocolate bar. In a seven-year study, however, the Heart Protection study did not find any positive outcome whatsoever from multivitamins and concluded that while vitamins in the diet are important, multivitamin tablets are safe but completely useless. There is evidently no shortcut around the task of buying, preparing, and consuming fresh fruit and vegetables every day. Boosting, supplementing, and fortifying products alter people’s very perception of what healthy food is; instead of heading for the fresh produce aisle in the supermarket, they are likely to seek out sugary, processed foods with a handful of extra B vitamins as a healthy choice. We cannot supplement our way out of a bad diet.

Questions 14-16

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

Write the correct letters in boxes 14-16 on your answer sheet.

14. The writer does not recommend multivitamin supplementation for

- A. pregnant women.
- B. young children.
- C. anyone prone to eye problems.
- D. old people.

15. According to the writer, vitamin E has been shown to

- A. lead to heart problems.
- B. be good for heart health.
- C. support the immune system.
- D. have no effect.

16. The Medical letter Group believes antioxidant supplementation

- A. is ineffective in attacking free radicals.
- B. alerts the immune system to the presence of free radicals.
- C. attacks both free radicals and the immune system.
- D. prevents the immune system from responding to free radicals.

Questions 17-21

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

YES, if the statement agrees with the views of the writer

NO, if the statement contradicts with the views of the writer

NOT GIVEN, if it is impossible to say what the writer thinks about this

17. Some multivitamin tablets have indigestible ingredients.

18. Some individual vitamins are better absorbed than others in a tablet form.

19. Our bodies cannot distinguish food-based from supplement-based vitamins.

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20. Multivitamins can lead to poorer overall eating habits in a person's life.
21. People typically know that fortified processed foods are not good for them.

Questions 22-26

Write the correct letter A, B or C, in boxes 22-26 on your answer sheet.

Classify the following groups of people according to whether they believe.

- A. the supplementation may have a positive effect
B. the supplementation may have a negative effect
C. supplementation has no effect
22. The United States Department of Health and Human Services
23. The National Institutes of Health
24. The Food and Nutrition Board of the National Academy of Sciences
25. The National Advisory Board
26. The Heart Protection Group

Reading Passage 3

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

The Birth of Suburbia

A. There is no single pivotal moment that could be separated out from any other as the conception of the suburban lifestyle; from the early 1800s, various types of suburban development have sprung up and evolved in their own localised ways, from the streetcar suburbs of New York to the dormitory towns outside of London. It is William Levitt, however, who is generally regarded as the father of modern suburbia. During World War II, Levitt served in the United States Navy where he developed expertise in the mass construction of military housing, a process that he streamlined using uniform and interchangeable parts. In 1947, the budding developer used this utilitarian knowledge to begin work with his father and architect brother constructing a planned community on Long Island, New York. With an emphasis on speed, efficiency, and cost-effective production, the Levitts were soon able to produce over 30 units a day.

B. William Levitt correctly predicted the demand for affordable, private, quiet, and comfortable homes from returning GIs after World War II and with the baby boom starting to kick in. All the original lots sold out in a matter of days, and by 1951, nearly 18,000 homes in the area had been constructed by the Levitt fit Sons Company. Levitt town quickly became the prototype of mass-produced housing, spurring the construction of similar projects in Pennsylvania, New Jersey, and even Puerto Rico, followed by a new industry, and soon a new way of life and a new ideal for the American family.

C. One of the major criticisms of suburbia is that it can lead to isolation and social dislocation. With properties spread out over great swathes of land, sealed off from one another by bushes, fences and trees, the emphasis of suburban life is placed squarely on privacy rather than community. In the densely

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populated urban settlements that predated suburbs (and that are still the predominant way of life for some people), activities such as childcare and household chores as well as sources of emotional and moral support were widely socialised. This insured that any one family would be able to draw on a pool of social resources from their neighbours, building cohabitants and family on nearby streets. Suburbia breaks these networks down into individual and nuclear family units resulting in an increase in anti-social behaviour even amongst the wealthy. Teens from wealthy suburban families, for example, are more likely to smoke, drink alcohol, and use drugs than their poorer urban peers, and are also more likely to experience depression and anxiety.

D. Another major problem with the suburban lifestyle is its damaging ecological impact. The comparison of leafy, quiet, and low-density suburbs with life in the concrete towers of sooty, congested urban conurbations is actually quite misleading; as it turns out if you want to be kind to the natural environment, the key is to stay away from it. Suburbia fails the environmental friendliness test on a number of counts. Firstly, due to their low population density, suburbs consume natural land at a much higher rate than high-density row housing or apartment buildings. Secondly, they encourage the use of personal motor vehicles, often at a rate of one per family member, at the expense of public transport. It is also much less efficient to provide electricity and water to individual suburban houses instead of individual units in an apartment building. In his comparison of urban and suburban pollution, Edward L. Glaeser concluded that we need to “build more sky towers – especially in California”. Virtually everywhere, he found cities to be cleaner than suburbs. And the difference in carbon dioxide emissions between high-density cities and their suburbs (for example, in New York) was the highest. Urban residents of New York can claim on average to produce nearly 15,000 pounds of carbon dioxide less than their suburban peers.

E. Another negative aspect of suburban life is its stifling conformity and monotony of social experience. It was not just the nuts and bolts and the concrete foundations of suburban houses that got replicated street upon street, block upon block, and suburb upon suburb; it was everything from the shops and cultural life to people’s hopes, dreams, and aspirations. Suburbia gave birth to the “strip mall”, a retail establishment that is typically composed of a collection of national or global chain stores, all stocked with a centrally dictated, homogenous array of products. The isolation and lack of interaction in suburbs have also encouraged the popularity of television, a passively receptive medium for the viewer that, in the early days at least, offered an extremely limited scope of cultural exposure compared with the wealth of experiences available in the inner city. Meanwhile, much of the inner-city “public sphere” has been lost with the suburban flight. The public sphere is the area of social life in which people come together to freely discuss and identify social problems. In the city, this has traditionally occurred around newsstands, in coffee houses, salons, theatres, meeting halls, and so on. Suburbia has not found a way to replace this special type of social experience, however. Social meeting points in the suburbs tend to be based exclusively around specific interests such as sports or cultural clubs, with no broad forms of daily social interaction.

F. These points do not suggest the idea of suburbia itself is flawed, but that it has not been executed in a way that takes into account the full spectrum of human needs and desires. This likely reflects the hasty, thrown-together nature of early suburban development. With the baby boom rippling across Western

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countries and demand for family-friendly housing skyrocketing, developers and city planners were unable to develop sophisticated models. Now, however, we should take time to consider what has gone wrong and how we can reconfigure the suburb. How can we imbue suburban life with the lost sphere of public discussion and debate? How can people maintain their after privacy without sacrificing a sense of community? How can we use new technologies to make suburbs environmentally friendly? These are questions for which the developers of tomorrow will have to find answers, lest the dream of suburbia become the nightmare of Disturbia.

Questions 27-31

Reading Passage 3 has six paragraphs, A-F. Which paragraph contains the following information?

Write the correct letter, A-F, in boxes 27-31 on your answer sheet.

- 27. A reason to construct taller buildings
- 28. Where people might discuss issues of societal concern in urban locations
- 29. The founder of what is broadly understood as contemporary 'suburbs'
- 30. Examples of problems suffered by the youth that suburban lifestyle can make worse
- 31. A model for suburban development in the latter half of the 20th century

Questions 32-38

Do the following statements agree with the information given in Reading Passage 3?

YES, if the statement agrees with the views of the writer
NO, if the statement contradicts with the views of the writer
NOT GIVEN, if it is impossible to say what the writer thinks about this

- 32. A good principle for ecological preservation is to avoid human interference.
- 33. In some countries, the suburbs are more environmentally friendly than in the USA.
- 34. Suburban development fosters the use of both public and private forms of transport
- 35. People cannot relate to each other in the suburbs because their lives are too different.
- 36. There is not much variety amongst the goods at a strip mall.
- 37. Television has not tended to offer the same diversity as urban cultural outlets.
- 38. There are no ways for people to get together and interact in the suburbs.

Questions 39 and 40

Choose TWO letters, A-E.

Which TWO of the following does the author conclude?

- A. The very concept of a healthy suburban lifestyle is problematic.
- B. The speed of suburban growth has contributed to its imperfections.
- C. By thinking about human and ecological needs, suburbs can become better places to live.
- D. Developers will have to think about ways of living that do not require suburbs.
- E. Suburbs have their downsides, but they are the best way for parents to raise children.

READING TEST ANSWER 20

Reading Passage 1

Question 1-7

1. (primitive) diving bell

Para 2 – Line 1

There had long been the use of a primitive diving bell for explorative purposes, but it was as a war

2. fasten explosive devices

Para 2 – Line 5, 6

British during this war. Although its pilot twice failed to fasten explosive devices to British ships before losing control of his vessel, he escaped harm.

3. compressed air (system)

Para 3 – Line 4

and a compressed air system that allowed it to stay down for about four hours without surfacing.

4. 1864

Para 4 – Line 5, 6

himself. Notwithstanding these failures, it was commissioned again in 1864 to attack a ship in Charleston Harbor. A torpedo was used to strike and cut the ship – a first in naval history, but...

5. gasoline (engine)

Para 5 – Line 5

It was propelled by a gasoline engine that turned a propeller while the vessel was on the surface.

6. less explosive/volatile

Para 6 – Line 1, 2

During the same period as Holland's efforts were being trialled, a German scientist by the name of Rudolf Diesel created an engine which used a fuel less explosive than gasoline and which and inefficient, but they were also extremely volatile.

7. sailplanes

Para 9 – Line 3

planes: the forward sailplanes and the stem planes, which are located at the back with the rudder and propeller.

8. periscope

Para 8 – Line 8

and extending from this to the fore, there is a periscope (through which the captain can see the sea and sky when the submarine is near the surface of the water). Sonar is used for navigation deep

9. radio antenna

Para 8 – Line 10

below the surface. The other projection from the conning tower is the radio antenna.

10. rudder

Para 9 – Line 1, 2

Underwater, there are two controls for steering the submarine. The rudder (like a tail fin) controls side-to-side movement, and diving planes influence rise and descent. There are two sets of diving

11. propeller

Para 9 – Line 4

planes: the forward sailplanes and the stem planes, which are located at the back with the rudder and propeller.

12. stern planes

Para 9 – Line 3

planes: die forward sailplanes and the stem planes, which are located at the back with the rudder and propeller.

13. outer hull

Para 8 – Line 3

with narrowed ends. The outer hull is the largest part of the boat and forms the body. The inner

Reading Passage 2

Question 14-26

14. B

Para 2 – Line 6, 7, 8, 9

countries without such fortification, or for women on low-carbohydrate diets, a prenatal multivitamin could make the crucial difference. The United States Department of Health and Human Services has concluded that the elderly may also benefit from extra vitamin D; calcium can help prevent bone fractures, and zinc and antioxidants can maintain vision while deflecting macular degeneration in people who would otherwise be likely to develop this affliction.

15. A

Para 3 – Line 7

fracture, and vitamin E, thought to improve cardiovascular health, was contraindicated in a study that demonstrated higher rates of congestive heart failure among such vitamin users. Antioxidant

16. D

Para 3 – Line 14, 15

powerful signal to the body's immune system to fix the damage. By taking supplements, we risk undermining that message and upsetting the balance of antioxidants and free radicals in the body. The supplements counteract the free radicals, the immune system is not placed on alert, and the disease could sneak through the gates.

17. Yes

Para 4 – Line 1,2

One problem with supplementation by the tablet is the poor record on digestibility. These tablets are often stocked with metal-based minerals that are essentially miniature rocks, and our bodies are unable to digest them. Even the vitamin elements of these pills that are theoretically digestible

18. NG

Para 3 – Line 6, 7

from the sewer filters each month. According to the physician's desk reference, only

about 10%- 20% of multivitamins are absorbed by the body. The National Advisory Board is even more

19. No

often stocked with metal-based minerals that are essentially miniature rocks, and our bodies are unable to digest them. Even the vitamin elements of these pills that are theoretically digestible are often unable to be effectively extracted by our bodies when they arrive in such a condensed

20. Yes

Para 5 – Line 1, 2

A final argument against multivitamins is the notion that they can lead people – consciously or not – to the conclusion that supplementation fills in the gaps of an unhealthy diet and mops up...

21. No

Para 5 – Line 9,10,11

and consuming fresh fruit and vegetables every day. Boosting, supplementing, and fortifying products alter people’s very perception of what healthy food is; instead of heading for the fresh produce aisle in the supermarket, they are likely to seek out sugary, processed foods with a handful of extra B vitamins as a healthy choice. We cannot supplement our way out of a bad...

22. A

Para 2 – Line 7, 8, 9

multivitamin could make a crucial difference. The United States Department of Health and Human Services has concluded that the elderly may also benefit from extra vitamin D, calcium can help prevent bone fractures, and zinc and antioxidants can maintain vision while deflecting macular degeneration in people who would otherwise be likely to develop this affliction...

23. B

Para 3 – Line 1-5

There is mounting evidence, however, for many people to steer clear of multivitamins. The National Institutes of Health has noted “disturbing evidence of risk” in tobacco users: beta-carotene, a common ingredient in multivitamins, was found over a six-year

study to significantly contribute to higher lung cancer and mortality rates in smokers. Meanwhile, excessive vitamin A (a supplement

24. C

Para 3 – Line 7, 8

that demonstrated higher rates of congestive heart failure among such vitamin users. Antioxidant supplementation has no purpose nor does it achieve anything, according to the Food and Nutrition Board of the National Academy of Sciences, and the Medical Letter Group has gone further in

25. A

Para 4 – Line 7,8,9

– 20% of multivitamins are absorbed by the body. The National Advisory Board is even more damning, suggesting that every looming of tablet corresponds to about 8.3mg of blood concentration, although noting that this can still potentially perform a helpful role in some cases.

26. C

Para 5- Line 5, 6, 7

however, the Heart Protection study did not find any positive outcome whatsoever from multivitamins and concluded that while vitamins in the diet are important, multivitamin tablets are safe but completely useless. There is evidently no shortcut around the task of buying, preparing,...

Vocabulary

Antioxidant: A substance, such as a vitamin E, vitamin c, or beta carotene, thought to protect body cells from the damaging effects of oxidation

Cardiovascular: Of, relating to, or involving the heart and the blood vessels

Neuroblastoma: malignant tumour of immature nerve cells, most often affecting the young.

Reading Passage 3

Question 27-40

27. D

Para D – Line 11

comparison of urban and suburban pollution, Edward L. Glaeser concluded that we need to “build more sky towers – especially in California”. Virtually everywhere, he found cities to be cleaner

28. E

Para E – Line 11,12

flight. The public sphere is the area of social life in which people come together to freely discuss and identify social problems. In the city, this has traditionally occurred around newsstands, in

29. A

Para A – Line 4,5

the dormitory towns outside of London. It is William Levitt, however, who is generally regarded as the father of modern suburbia. During World War II, Levitt served in the United States Navy where

30. C

Para C – Line 10, 11, 12

wealthy. Teens from wealthy suburban families, for example, are more likely to smoke, drink alcohol, and use drugs than their poorer urban peers, and are also more likely to experience depression and anxiety.

31. B

Para B – Line 4, 5

original lots sold out in a matter of days, and by 1951, nearly 18,000 homes in the area had been constructed by the Levitt & Sons Company. Levittown quickly became the prototype of mass-produced housing, spurring the construction of similar projects in Pennsylvania, New Jersey, and

32. Yes

Para D – Line 3,4

congested urban conurbations are actually quite misleading; as it turns out if you want to be kind to the natural environment, the key is to stay away from it. Suburbia fails the environmental

33. Not Given

Para D – Line 11, 12, 13

more sky towers – especially in California”. Virtually everywhere, he found cities to be cleaner than suburbs. And the difference in carbon dioxide emissions between high-density cities and their suburbs (for example, in New York) was the highest. Urban residents of New York can claim on

34. No

Para D- Line 7, 8

Secondly, they encourage the use of personal motor vehicles, often at a rate of one per family member, at the expense of public transport. It is also much less efficient to provide electricity

35. No

Para E – Line 1 -4

E Another negative aspect of suburban life is its stifling conformity and monotony of social experience. It was not just the nuts and bolts and the concrete foundations of suburban houses that got replicated street upon street, block upon block, and suburb upon suburb; it was everything from the shops and cultural life to people’s hopes, dreams, and aspirations. Suburbia...

36. Yes

Para E – Line 5, 6

gave birth to the “strip mall”, a retail establishment that is typically composed of a collection of national or global chain stores, all stocked with a centrally dictated, homogenous array of...

37. Yes

Para E – Line 8, 9

television, a passively receptive medium for the viewer that, in the early days at least, uttered an extremely limited scope of cultural exposure compared with the wealth of experiences available in the inner city. Meanwhile, much of the inner-city “public sphere” has been lost with suburban

38. No

Para E – Line 11,12

flight. The public sphere is the area of social life in which people come together to

freely discuss and identify social problems. In the city, this has traditionally occurred around newsstands, in...

39 – 40 B, C (in either order)

Para F

B

F These points do not suggest the idea of suburbia itself is flawed, but that it has not been executed in a way that takes into account the full spectrum of human needs and desires. This likely reflects the hasty, thrown-together nature of early suburban development. With the baby

C

should take time to consider what has gone wrong and how we can reconfigure the subdued. now can we imbue suburban life with the lost sphere of public discussion and debate? How can people maintain their sought-after privacy without sacrificing a sense of community? How can we use new technologies to make suburbs environmentally friendly? These are questions for which the...

Vocabulary

Conurbation: A predominantly urban region including adjacent towns and suburbs; a metropolitan area.

Suburbia: Suburbs or the people living in them considered as an identifiable community or class in society

Monotony: Uniformity or lack of variation in pitch, intonation, or inflexion.

IELTS READING TEST 40

Reading Passage 1

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

REIKI

A. The spiritual practice of Reiki was first introduced in the early 20th century in Japan and continues to be used by its followers today with the intention of treating physical, emotional and mental imbalances and consequent ill-health. The principles of Reiki involve techniques employed by practitioners they say will channel healing energy through the subject's body, and advocates hold that these techniques can also be used for self-healing. The name of the practice itself stems from two Japanese characters, pronounced 'rei' which translates to 'unseen' or 'spiritual' and 'ki' meaning 'life force' or 'energy'.

B. According to Reiki philosophy, only by undergoing an attunement process performed by a Reiki Master is an individual able to access, then channel this positive energy within, this ability once established is considered to be enduring. Once attuned, it is said that an individual has the ability to allow energy to flow to weak or diseased areas of the body, so activating a natural healing process. Reiki energy is considered to be 'intelligent energy' in that it automatically flows to such areas; for this reason, practitioners believe that diagnosis of a specific problem is unnecessary beforehand and that the practice can be used as preventative medicine and encourage healing prior to the onset of tangible symptoms. Since healing initiated by Reiki treatment is entirely natural, many practitioners are confident that it can be used alongside any other type of treatment without adverse effect; however, others recommend that since the patient may undergo significant internal improvement for certain ailments – diabetes, for example – careful monitoring is required since such improvements may establish a need for an alteration in medication requirements.

C. A 'whole body' Reiki treatment session typically lasts between to 90 minutes. The subject is required to lie down – often on a treatment table – clothed in comfortable and loose-fitting attire. Treatment may involve the practitioner placing their hands on the recipient in a variety of positions; however, some therapists take a non-touching approach, holding their hands a few centimetres away from the body. Hands are usually held in one position for up to 5 minutes before moving on to the next part of the body; between 12 and 20 hand positions are generally used. Those who have undergone a Reiki treatment session often state that they experienced a pleasant warmth in the area of focus and a feeling of contentment and relaxation throughout the session.

D. The healing energy is said to originate in the universe itself and is not the passing of personal energy from practitioner to the patient; it is therefore thought to be inexhaustible and the personal well-being of the practitioner uncompromised. While some masters and teachers hold that subjects must be receptive to the concept in order for energy to flow, others believe that the attitude of the patient is of no consequence and that benefits will follow regardless; for this reason, those following the latter school of thought say that since Reiki requires no conscious belief it can also benefit the well-being of animals and plant life.

E. Controversy surrounds the practice of Reiki, some in opposition as they say that Reiki may offer only a perceived improvement in health and therefore only a 'placebo' effect. Whilst the practice of Reiki itself is not necessarily considered potentially harmful, some medical practitioners are concerned that its benefits may be over-estimated by patients and that, as a result, they may ignore or abandon conventional treatments. Others argue against the reliability of Reiki due to the lack of regulation of practitioners, holding that patients may be left vulnerable to illegitimate therapists who lack knowledge and skill. While Reiki is not connected to any particular religious doctrine, some religious leaders oppose the practice for spiritual reasons; however, others hold that the meditative principles involved in treatment have enhanced their own ability to explore and embrace their own particular religion.

F. Limited scientific studies in the authenticity of Reiki have been conducted. During research conducted by the Institute of Neurological Studies at South Glasgow University Hospital, it was observed that there was a significant decrease in heart rate and blood pressure amongst subjects receiving 30 minutes of Reiki treatment as opposed to a group receiving placebo treatment of 30 minutes rest. Since the test group consisted of a small number of

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subjects just 45 – the research recommendations concluded a requirement for further studies. A similarly small preliminary study into the potential effects of Reiki on patients suffering mild dementia, conducted in the USA, tentatively suggested that treatment had a positive effect on the subjects' memory abilities; however, research limitations included insufficient analysis of potential placebo effects.

G. Other studies have also attempted to determine the correlation between Reiki treatment and improvement in cancer and stroke patients. Whilst investigations into the first condition indicated a seemingly positive effect on degrees of fatigue, pain, and stress experienced by sufferers, the second project failed to reveal a link between treatment and improvement in the subjects' condition and rehabilitation. Theories have been put forward that the benefits of energy treatments such as Reiki may be scientifically attributed to the effect of electromagnetic fields; however, the majority of researchers agree that more extensive investigation is required.

Questions 1-3

Choose THREE letters A-H.

Write your answers in boxes 1- 3 on your answer sheet

NB. Your answers may be given in any order

Which THREE of the following statements are true of Reiki?

- A. Principles for self-healing differ from those used on others.
- B. Attunement is said to have a permanent effect on the recipient.
- C. Its preventative properties are more significant than cure.
- D. There are differences in opinion regarding its use with other therapies.
- E. The treatment typically involves contact between the therapist and the patient.
- F. The recipient's own energy is the key to the philosophy.
- G. Some therapists believe a pessimistic approach affects results.
- H. It is only practised on human subjects.

Questions 4-9

Reading Passage 1 has seven paragraphs A-G.

Which paragraph contains the following information? You can use each paragraph more than once.

- 4. A scientific explanation of why Reiki may have positive effects.
- 5. An overview of the practicalities of how Reiki is performed.
- 6. The pre-requisite required to experience Reiki benefits.
- 7. When a patient's faith and expectations cause concern.
- 8. The immediate effects that can be experienced by recipients.
- 9. The safety of conducting therapy for practitioners.

Questions 10-13

According to the information in Reading Passage 1,

Classify the following research findings into the benefits of Reiki as relating to
The Institute of Neurological Studies

Research conducted in the USA

Cancer research

Stroke research

Write the correct letter A, B, C or D in boxes 10-13 your answer sheet

- 10. The groups' comfort and quality of life appeared to improve.
- 11. No apparent links were identified.
- 12. Results were compared to a control group who did not receive Reiki treatment
- 13. Recollection ability seemed to be enhanced.

Reading Passage 2

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

SCULPTURE

A. Sculpture, the practice of creating a three-dimensional object for artistic and aesthetic purposes, dates back as far as prehistoric times. Since objects created are intended to be enduring, traditionally sculptures have been

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forged from durable materials such as bronze, stone, marble, and jade; however, some branches of the art also specialize in creating figurines of a more ephemeral nature, ice sculpture, for example. The practice of sculpting in many countries has traditionally been associated with religious philosophy; for example, in Asia, many famous sculptures are related to Hinduism or Buddhism.

B. In Africa, perhaps more than any other region in the world, three-dimensional artwork is favoured and given more emphasis than two-dimensional paintings. Whilst some experts hold that the art of sculpture in the continent dates back to the Nok civilization of Nigeria in 500 BC, this is disputed due to evidence of the art's existence in Pharaonic Africa. To the expert eye, African art is clearly defined by the region from which it is from and easily identifiable from the differences in a technique used and material from which it is made. Figurines from the West African region are sculpted in two distinctly different forms. The first is characterized by angular forms and features with elongated bodies, such sculptures being traditionally used in religious rituals. Conversely, the traditional wood statues of the Mande speaking culture possess cylindrical arms and legs with broad, flat surfaces. Metal sculptures that hail from the eastern regions of West Africa are heralded by many as amongst the most superior art forms ever crafted.

C. Central African sculpture may be a little more difficult to identify for the novice observer as a wider variety of materials may be used, ranging from wood to ivory, stone or metal. However, despite this, the distinct style of usage of smooth lines and circular forms still helps to define the origin of such works. In both Eastern and Southern Africa, typically, art depicts a mixture of human and animal features. Art from the former region is usually created in the form of a pole carved in human shape and topped with a human or animal image which has a strong connection with the death, burial, and the spiritual world. Such creations are less recognized as art in the traditional sense than those from other parts of Africa. In Southern Africa, the human/animal hybrid representations are fashioned from clay, the oldest known examples dating back to from between 400 and 600 A.D.

D. Although these distinct and defining regional differences in artistic expression exist, there are also universal similarities that define African art as a whole. Primarily a common characteristic is that focus is predominantly on the representation of the human form. A second common trait of African art is that it is often inspired by a ceremonial or performance-related purpose; the meaning behind the art and its purpose often intended to be interpreted in a different way depending on an individual's age, gender or even social and educational status.

E. Throughout the African continent, artworks tend to be more abstract in nature than intending to present a realistic and naturalistic portrayal of the subject in question. Artists such as Picasso, Van Gogh and Gauguin are said to have been influenced and inspired by African art. Its ability to stimulate emotional reaction and imagination generated a great deal of interest from western artists at the beginning of the 20th century. As a result, new European works began to emerge which were of a more abstract nature than previously conceived. More intellectually and emotionally stimulating art was born than had been seen before in a culture that had traditionally faithfully represented and depicted the true and exact form of its subjects.

F. The 'Modernism' movement of the 20th century embraced innovation in literature and art, its devotees wishing to move beyond realism in artistic expression. The sculptor Henry Spencer Moore, born in 1898 in Yorkshire, was one of the key players involved in introducing and developing his own particular style of modernism to the British art world. He is best known for his abstract bronze sculptures of the human form, many critics drawing parallels between the undulating landscapes and hills of his home county Yorkshire and the shapes and lines of his sculptures.

G. By the 1950s, Moore's work was increasingly in demand and he began to secure high profile commissions including artwork for the UNESCO building in Paris. By the end of Moore's career, due to his popularity and the scale of the projects he undertook, the sculptor was extremely affluent; however, a huge proportion of his wealth was donated to the Henry Moore Foundation established with the aim of supporting education and promotion of the arts. The foundation is a registered charity and has continued to offer to fund a wide range of projects including grants to arts institutions and bursaries and fellowships for students and artists since Moore's death in 1986.

Questions 14-17

Complete the summary

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Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 14-17 on your answer sheet.

In Africa, sculpture is more predominant and more highly 14. _____ than canvas art, for example. In Asia, many prestigious works are connected to 15. _____ values. Sculpture is an ancient art in which figurines are created from materials which are, in the main, 16. _____ to ensure longevity of the art form; however, though more 17. _____, materials such as ice are used in certain spheres.

Questions 18-22

Complete the table.

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

Write your answers in boxes 18-22 on your answer sheet.

REGIONAL AFRICAN ART

Region	Style	Additional Information
Eastern Africa	Subjects similar to the 18. _____ area of the country.	Less sought-after than other styles of African art.
Southern Africa	Artwork representing human & animal form	Made from 19. _____
Western Africa	Style 1 Sharp lines, long bodies	Conventionally made for the purpose of 20. _____
	Style 2 Cylindrical, broad and flat lines crafted from 21. _____	Made by Mande speakers
Central Africa	Smooth lines & circular forms	Often more difficult to recognise due to the diversity of 22. _____ used.

Questions 23-27

Answer the questions below using NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 23-27 on your answer sheet.

23. Verification of art in which civilization sheds doubt on the theory that African art dates back to the Nok period?
24. What material is used for the African sculptures many consider to be the best?
25. What ceremonial event are the creations from Eastern Africa connected with?
26. Due to African influence, what did Western art become that allowed it to be more intellectually and emotionally stimulating?

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27. What did Moore most often depict which brought him the greatest recognition?

Reading Passage 3

You should spend about 20 minutes on Questions 28 – 40, which are based on Reading Passage 3 below.

GENEALOGY

A. Genealogy, the study of tracing family connections and relationships through history – so building a cohesive family tree, has become an increasingly popular hobby from non-specialist enthusiasts over recent decades. The introduction of the Internet has, in many ways, spurred interest levels since historical information has been made far more accessible than previously. Experts warn, however, that sources obtained from the internet must be considered with caution as they may often contain inaccuracies, often advising novice genealogists to join a family history society where they are able to learn useful skills from experienced researchers.

B. Originally, prior to developing a more mainstream following, the practice of genealogy focused on establishing the ancestral links of rulers and noblemen often with the purpose of disputing or confirming the legitimacy of inherited rights to wealth or position. More recently, genealogists are often interested in not only where and when previous generations of families lived but also details of their lifestyle and motivations, interpreting the effects of the law, political restrictions, immigration and the social conditions on an individual's or family's behaviour at the given time. Genealogy searches may also result in the location of living relatives and consequently family reunions, in some cases helping to reunite family members who had been separated in the past due to fostering/adoption, migration or war.

C. In Australia, there has been a great deal of interest of late, from families wishing to trace their links to the early settlers. As a result of the loss of the American colonies in the 1700s, Britain was in need of an alternative destination for prisoners who could not be accommodated in the country's overcrowded penal facilities. In 1787, the 'First Fleet' which consisted of a flotilla of ships carrying just over 1300 people (of which 753 were convicts or their children and the remainder marines, officers and their family members) left Britain's shores for Australia. On January 26, 1788 – now celebrated as Australia Day – the fleet landed at Sydney Cove and the first steps to European settlement began.

D. Genealogy research has led to a shift in attitudes towards convict heritage amongst contemporary Australian society, as family members have been able to establish that their ancestors were, in fact, not hardened and dangerous criminals, but had, in most cases, been harshly punished for minor crimes inspired by desperation and dire economic circumstances. So dramatic has the shift in attitudes been that having family connections to passengers on the 'First Fleet' is considered nothing less than prestigious. Convicts Margaret Dawson and Elizabeth Thakery were amongst the first European women to ever set foot on Australian soil. Details about the former, whose initial death sentence passed for stealing clothes from her employer was commuted to deportation, and the latter expelled for stealing handkerchiefs along with others of similar fate are now available on the internet for eager descendants to track.

E. Although many of the deported convicts were forbidden to return to Britain, others such as Dawson, were, in theory, expelled for a given term. In reality, however, the costs of attempting to return to the mother country were well beyond the means of the majority. Genealogists now attribute the successful early development of Australia to such ex-convicts who decided to contribute fully to society once their sentence had been served. Many rewards were available to prisoners who displayed exemplary behaviour, including land grants of 30 acres or more, tools for developing and farming the land and access to convict labour. Genealogy studies also show that many former prisoners went on to hold powerful positions in the newly forming Australia society, examples being Francis Greenway – a British architect expelled on conviction of fraud – who went on to design many of Sydney's most prominent colonial buildings, and Alexander Munro, transported after stealing cheese at the age of 15, who would later build Australia's first gas works and hold the position of Town Mayor.

F. In North America, the Mormon Church, headquartered in Salt Lake City, Utah, holds two major genealogical databases, the International Genealogical Index and the Ancestral File, which contain records of hundreds of million individuals who lived between 1500 and 1900 in the United States, Canada, and Europe. Resources

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available to genealogy enthusiasts include the Salt Lake City-based Family History Library and more than 4000 branches where microfilms and microfiches can be rented for research and the newer Family Search internet site which provides open access to numerous databases and research sources. Such data-sharing practices are central and crucial to genealogical research and the internet has proven to be a major tool in facilitating ease of transfer of information in formats suitable for use in forums and via email. The global level of interest in and demand for such information has proven so intense, that traffic load on the release of sources such as Family Search and the British Census for 1901 led to a temporary collapse of the host servers.

G. Experts advise that the reliability of sources used for genealogical research should be evaluated in light of four factors that may influence their accuracy, these being the knowledge of the informant, the bias and mental state of the informant, the passage of time and potential for a compilation error. First, genealogists should consider who the information was provided by and what he or she could be ascertained to have known. For example, a census record alone is considered unreliable as no named source for the information is likely to be found. A death certificate signed by an identified doctor, however, can be accepted as more reliable. In the case of bias or mental state, researchers are advised to consider that even when information is given by what could be considered a reliable source, that there may have been a motivation to be untruthful – continuing to claim a government benefit or avoidance of taxation, for example.

H. Generally, data recorded at the same time or close to the event being researched is considered to be more reliable than records written at a later point in time, as – while individuals may intend to give a true representation of events – factual information may be misrepresented due to lapses in memory and forgotten details. Finally, sources may be classified as either original or derivative. The latter refers to photocopies, transcriptions, abstracts, translations, extractions, and compilations and has more room for error due to possible misinterpretations, typing errors or loss of additional and crucial parts of the original documentation.

Questions 28-32

Reading Passage 3 has eight paragraphs A-H.

Choose the correct heading for paragraphs B and D-G from the list of headings below.

Write the correct number i to ix in boxes 28 – 32 on your answer sheet.

List of Headings

An Embarrassing Heritage

Assessing Validity

Diversity of Application

Interpretation Errors

Past Usage

Useful Sources

Australasian Importance

Changing Viewpoints

Significant Roles

Example: Paragraph C; Answer: vii

28. Paragraph B

29. Paragraph D

30. Paragraph E

31. Paragraph F

32. Paragraph G

Questions 33-36

Do the following statements agree with the information given in Reading Passage 3?

In boxes 33-36 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

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- 33. Early applications of genealogy focused on behaviour, movement, and settlement of populations.
- 34. The punishment of deportation was reserved for those who posed a serious threat to British society.
- 35. Some ex-convicts chose to stay in Australia due to the opportunities it presented.
- 36. Overwhelming interest in obtaining genealogical information has led to technological difficulties.

Questions 37-40

Choose the correct letter A, B, C or D

Write your answers in boxes 37-40 on your answer sheet.

37. Why has recreational genealogy become more popular?

- A. Because it is now a fashionable hobby.
- B. Because more people wish to trace missing relatives.
- C. Because there are fewer political barriers.
- D. Because it is no longer requires so much effort.

38. Whose original sentence for breaking the law was reduced?

- A. Francis Greenway.
- B. Margaret Dawson.
- C. Alexander Munro.
- D. Elizabeth Thackery.

39. What is fundamental to genealogical research?

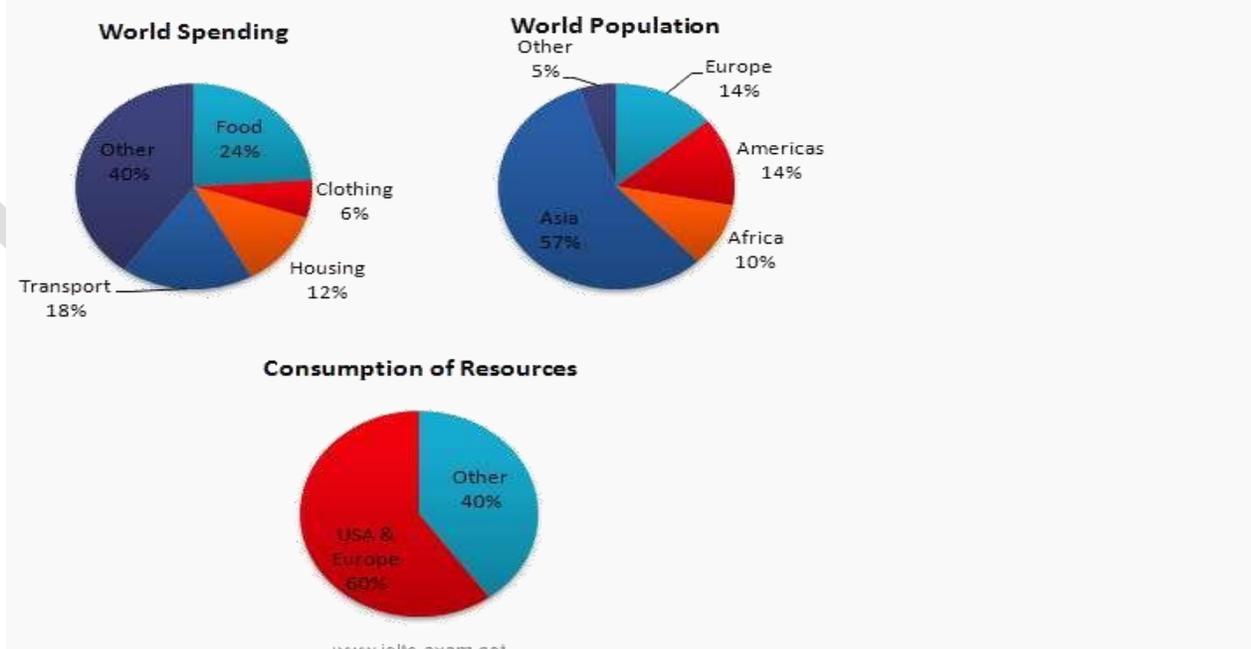
- A. Original records.
- B. Electronic transfer.
- C. The pooling of information.
- D. The IG Index.

40. Why does census information need to be approached with caution?

- A. Because it cannot easily be attributed to a particular individual.
- B. Because it is often not validated by a physician.
- C. Because administration practices in the past were unreliable.
- D. Because informants may not have been truthful due to financial motivations.

Write a report for a university lecturer describing the information shown below.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



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Reading Passage 1

1 – 3 (any order) – B, D and G

1 B – Attunement is said to have a permanent effect on the recipient.

Paragraph B – ‘...attunement process... this ability once established is considered to be enduring...’

2 D – There are differences in opinion regarding its use with other therapies.

Paragraph B – ‘...many practitioners are confident that it can be used alongside any other type of treatment without adverse effect; however, others recommend that since the patient may undergo significant internal improvement for certain ailments’

3 G – Some therapists believe a pessimistic approach affects results.

Paragraph D ‘...some masters and teachers hold that subjects must be receptive to the concept in order for energy to flow’

4 G

‘Theories have been put forward that the benefits of energy treatments such as Reiki may be scientifically attributed to the effect of electromagnetic fields...’

5 C

Most of the paragraph refers to how Reiki is performed (the practicalities). ‘The subject is required to lie down – often on a treatment table – clothed in comfortable and loose-fitting attire. Treatment may involve the practitioner placing their hands on the recipient in a variety of positions; however, some therapists take a non-touching approach, holding their hands a few centimetres away from the body. Hands are usually held in one position for up to 5 minutes before moving on to the next part of the body; between 12 and 20 hand positions are generally used.’

6 B

‘According to Reiki philosophy, only by undergoing an attunement process performed by a Reiki Master is an individual able to access, then channel this positive energy within...’

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7 E

'some medical practitioners are concerned that its benefits may be over-estimated by patients and that, as a result, they may ignore or abandon conventional treatments.'

8 C

Those who have undergone a Reiki treatment session often state that they experienced a pleasant warmth in the area of focus and a feeling of contentment and relaxation throughout the session.'

9 D. The healing energy is said to originate in the universe itself and is not the passing of personal energy from practitioner to the patient; it is therefore thought to be inexhaustible and the personal well-being of the practitioner uncompromised.'

10 C – Cancer Research

Paragraph C: Other studies have also attempted to determine the correlation between Reiki treatment and improvement in cancer and stroke patients. Whilst investigations into the first condition indicated a seemingly positive effect on degrees of fatigue, pain, and stress experienced by sufferers.'

11 D – Stroke

Paragraph C: 'Other studies have also attempted to determine the correlation between Reiki treatment and improvement in cancer and stroke patients. Whilst investigations into the first condition indicated a seemingly positive effect on degrees of fatigue, pain, and stress experienced by sufferers, the second project failed to reveal a link between treatment and improvement in the subjects.'

12 A – The Institute of Neurological Studies. Paragraph F: '...research conducted by the Institute of Neurological Studies at South Glasgow University Hospital it was observed that there was a significant decrease in heart rate and blood pressure amongst subjects receiving 30 minutes of Reiki treatment as opposed to a group receiving placebo treatment of 30 minutes rest.'

13 B – Research conducted in the USA

Paragraph F: '...conducted in the USA, tentatively suggested that treatment had a positive effect on the subjects' memory abilities...'

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Reading Passage 2

14 Favoured

Paragraph B: 'In Africa, perhaps more than any other region in the world, three-dimensional artwork is favoured and given more emphasis than two-dimensional paintings.'

15 Religious

Paragraph A: 'The practice of sculpting in many countries has traditionally been associated with religious philosophy.'

16 Durable

Paragraph A: 'traditionally sculptures have been forged from durable materials such as bronze, stone, marble, and jade'

NOTE: Although 'enduring' has the same meaning, it is not the correct answer because in the passage this word refers to the sculptures, but the question was asking for a description of the materials used.

17 Ephemeral

Paragraph A: 'however, some branches of the art also specialize in creating figurines of a more ephemeral nature, ice sculpture, for example, .1

NOTE: Ephemeral means 'short-lived'

18 Southern

Paragraph D: 'In both Eastern and Southern Africa, typically, art depicts a mixture of human and animal features

19 Clay. Paragraph D: 'In Southern Africa, the human/animal hybrid representations are fashioned from clay.'

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20 Religious rituals

Paragraph C: 'Figurines from the West African region are sculpted in two distinctly different forms. The first is characterized by angular forms and features with elongated bodies, such sculptures being traditionally used in religious rituals.'

21 Wood

Paragraph C: 'Conversely, the traditional wood statues of the Mande speaking culture possess cylindrical arms and legs with broad, flat surfaces.'

22 Materials. Paragraph D: 'Central African sculpture may be a little more difficult to identify for the novice observer as a wider variety of materials may be used.'

23 Pharaonic Africa. Paragraph B: 'Whilst some experts hold that the art of sculpture in the continent dates back to the Nok civilisation of Nigeria in 500 BC, this is disputed due to evidence of the art's existence in Pharaonic Africa.'

24 Metal. Paragraph C: 'Metal sculptures which hail from the eastern regions of West Africa, are heralded by many as amongst the most superior art forms ever crafted.'

25 Burial. Paragraph D: 'In both Eastern and Southern Africa, typically, art depicts a mixture of human and animal features. Art from the former region is usually created in the form of a pole carved in human shape and topped with a human or animal image which has a strong connection with the death, burial, and the spiritual world.'

NOTE: The question refers to a ceremonial event – neither death nor the reference to the spiritual world is ceremonial events. This leaves only burial.

26 Abstract. Paragraph F: 'Throughout the African continent, artworks tend to be more abstract in nature than intending to present a realistic and naturalistic portrayal of the subject in question. Artists such as Picasso, Van Gogh and Gauguin are said to have been influenced and inspired by African art. Its ability to stimulate emotional reaction and imagination generated a great deal of interest from western artists at the beginning of the 20th century. As a result, new European works began to emerge which were of a more abstract nature than previously conceived.'

27 the human form. Paragraph G: 'Henry Spencer Moore...is best known for his abstract bronze sculptures of the human form.'

Reading Passage 3

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28 iii – Diversity of Application. The paragraph refers to the different reasons people search for information on genealogy.

‘Originally...focused on establishing the ancestral links of rulers and noblemen

‘Where and when previous generations of families lived’

‘details of their lifestyle and motivations, interpreting the effects of the law, political restrictions, immigration and the social conditions on an individual’s or family’s behaviour at the given time.’

‘location of living relatives and consequently family reunions’

29 viii – Changing Viewpoints. ‘Genealogy research has led to a shift in attitudes towards convict heritage amongst contemporary Australian society, as family members have been able to establish that their ancestors were, in fact, not hardened and dangerous criminals, but had, in most cases, been harshly punished for minor crimes inspired by desperation and dire economic circumstances. So dramatic has the shift in attitudes been that having family connections to passengers on the ‘First Fleet’ is considered nothing less than prestigious. Convicts Margaret Dawson and Elizabeth Thakery were amongst the first European women to ever set foot on Australian soil. Details about the former, whose initial death sentence passed for stealing clothes from her employer was commuted to deportation, and the latter expelled for stealing handkerchiefs along with others of similar fate are now available on the internet for eager descendants to track.’

30 ix – Significant Roles. The paragraph refers to the contributions of convicts and some of the significant people that remained in Australia.

Genealogists now attribute the successful early development of Australia to such ex-convicts who decided to contribute fully to society once their sentence had been served...Francis Greenway – a British architect expelled on conviction of fraud – who went on to design many of Sydney’s most prominent colonial buildings, and Alexander Munro, transported after stealing cheese at the age of 15, who would later build Australia’s first gas works and hold the position of Town Mayor.’

31 vi – Useful Sources. This paragraph refers to the places where genealogy information is found

32 ii – Assessing Validity. This paragraph refers to how accuracy can vary depending on the source of information and how researchers can evaluate it.

33 False. Paragraph B contradicts the statement as it says: ‘Originally, prior to developing a more mainstream following, the practice of genealogy focused on establishing the ancestral links of rulers and noblemen often with the purpose of disputing or confirming the legitimacy of inherited rights to wealth or position.’

34 False. Paragraph B contradicts the statement as it says: ‘...family members have been able to establish that their ancestors were, in fact, not hardened and dangerous criminals, but had, in most

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cases, been harshly punished for minor crimes inspired by desperation and dire economic circumstances.

35 Not Given. There is no information given on this – we know from Paragraph E that a large number of convicts stayed because they had no choice. In reality, however, the costs of attempting to return to the mother country were well beyond the means of the majority.', but the passage does not tell us whether others stayed for the opportunities given.

36 True. Paragraph F states that 'The global level of interest in and demand for such information has proven so intense, that traffic load on the release of sources such as Family Search and the British Census for 1901 led to a temporary collapse of the host servers

37 D. Paragraph A: The introduction of the internet has, in many ways, spurred interest levels since historical information has been made far more accessible than previously' (therefore needing less effort)

38 B. Paragraph D: 'Convicts Margaret Dawson and Elizabeth Thakery were amongst the first European women to ever set foot on Australian soil. Details about the former, whose initial death sentence passed for stealing clothes from her employer was commuted to deportation...' (her sentence was reduced).

39 C. Paragraph F: 'Such data-sharing practices are central and crucial to genealogical research' (pooling = sharing)

40 A. Paragraph C: a census record alone is considered unreliable as no named source for the information is likely to be found (therefore cannot be attributed to a particular person).