

## Question type 5: Matching Headings to Paragraphs

### Task Description

এ ধরনের প্রশ্নে **Reading Text** এর কয়েকটি **Paragraph** এর **Heading** ঠিক করতে বলা হয়। সাথে দেয়া হয় সম্ভাব্য **Heading** এর একটি তালিকা। তালিকায় সাধারণতঃ প্যারাগ্রাফ এর সংখ্যার চেয়ে বেশী সংখ্যক **Heading** থাকে।

এ ধরনের প্রশ্নে সাফল্য পেতে হলে প্রত্যেকটি প্যারাগ্রাফ এর প্রধান ভাবটা (**main focus**) বুঝতে হবে। আর **Most Suitable Heading** টা যেন প্যারাগ্রাফ এর ম• ল ভাব প্রকাশ করে।

### Solving Matching Headings to Paragraphs

**Heading** অবশ্যই প্যারাগ্রাফ এর ম• ল সুর বা ম• ল মনোভাব বা প্রধান বিষয়কে প্রতিফলন করবে।

সাধারণতঃ সব **Paragraph** এর **Heading Match** করতে বলা হয় না। শুধুমাত্র নির্বাচিত **Paragraph** গুলোই পড়তে হবে এবং তার **Heading Match** করতে বলা হবে। একবার **Paragraph Heading** তালিকাটায় দ্রুত চোখ বুলিয়ে নেয়া ভালো।

প্রশ্নের প্রথম **Paragraph** টি পড়ুন। মনে রাখবেন, আপনি **Main Idea** টা খুঁজছেন। হঠাৎ কোন অর্থ / না জানা শব্দ বা উদাহরণ বা বর্ণনার মধ্যে হারিয়ে যাবেন না, আপনার উদ্দেশ্য **Paragraph** এর ম• ল সুর খোঁজা। এবার **Heading** এর তালিকায় ফিরুন। আপনার এফুনি পড়া **Paragraph** এর জন্য **Most Suitable Heading** খুঁজে বের করুন।

### Exercise 1 Read the passage below and answer the questions which follow.

#### Medical Gloves

- A.** Medical gloves are disposable gloves that are worn to help reduce cross-contamination between doctors, nurses and other health professionals and patients during surgery, physical examinations and other medical procedures. When health professionals use gloves, they protect their patients from infection more effectively than if they simply wash their hands or, in the case of surgical teams, scrub up before operations. Likewise, health professionals are protected from being infected by their patients.
- B.** Not all medical gloves are the same, however. Surgical gloves have more precise sizing than exam gloves, for example, as well as greater sensitivity. They are also less prone to ripping or tearing. Exam gloves are available as either sterile or non-sterile, while surgical gloves are always sterile. Both exam and surgical gloves can be made of natural materials, such as latex, or synthetic materials, such as vinyl, neoprene or nitrile rubber. Surgical gloves can be unpowdered or powdered with cornstarch, which makes them easier to put on the hands. Cornstarch has mostly replaced powders such as talc, which are more likely to cause irritation, but since even cornstarch can impede healing if it gets into tissues during surgery, unpowdered gloves are now becoming more commonly used during surgery. A manufacturing process called chlorination has made unpowdered surgical gloves somewhat easier to slip on.

- C.** A significant innovation involving medical gloves occurred at Johns Hopkins Hospital in Baltimore, USA in the 1880s. Following the advice of the British physician Joseph Lister, Chief Surgeon W. S. Halsted directed surgeons and surgical nurses to disinfect their hands with carbolic acid to reduce the rate of infection during operations. One of his nurses, Caroline Hampton, was sensitive to the chemical and found it was damaging the skin on her hands, and considered abandoning her career at the hospital. Dr Halsted contacted the Goodyear Tire and Rubber Company, asking if they could make a rubber glove that could be dipped in carbolic acid. That short letter has become known as 'the most important paragraph in the history of surgical literature'. The gloves that Goodyear produced proved to be very satisfactory, and soon all of Dr Halsted's nurses and assistants were required to routinely use sterilized rubber gloves.
- D.** Strangely enough, Dr Halsted and his fellow surgeons didn't, at first, wear gloves themselves. The wonderfully named Dr Joseph Bloodgood, Halsted's pupil, began using gloves during surgery in 1896. 'Why shouldn't the surgeon use them as well as the nurse?' he asked. In 1899, Bloodgood published a report on over 450 surgeries with a near 100 per cent drop in the infection rate brought about by using gloves. Halsted wrote at the time, 'Why was I so blind not to have perceived the necessity for wearing them all the time?'
- E.** The first disposable medical gloves came onto the market in the 1960s. These gloves have a range of clinical uses, as well as non-medical uses. Workers in the hospitality industry wear them, as do some janitorial and sanitation workers. Criminals have also been known to wear these gloves while committing their crimes, believing that they will conceal their identities. Ironically, because of the thinness of these gloves, fingerprints may actually pass through the material as glove prints, thus transferring the wearer's prints onto whatever surface is touched or handled.

### **Questions 1-5**

The Reading Passage has five paragraphs, **A-E**.

Choose the correct heading for paragraphs **A-E** from the list of headings below.

Write the correct number, **i-viii**, next to questions 1-5.

#### **LIST OF HEADINGS**

- i.** A wrong assumption regarding the qualities of medical gloves
- ii.** Comparison of the qualities of rival brands of medical gloves
- iii.** Main reasons why medical gloves are necessary
- iv.** Health problems arising from the wearing of medical gloves
- v.** Events leading to the development of medical gloves
- vi.** Varieties of medical gloves for specific purposes
- vii.** Evidence for the effectiveness of medical gloves
- viii.** Resistance to a policy promoting the use of medical gloves

**Exercise 2** Read the passage below and answer the questions which follow.

### **Behind the Scenes at the Museum**

***With more and more of what museums own ending up behind locked doors, curators are hatching plans to widen access to their collections.***

**A.** When, in 1938, the Smithsonian National Museum of Natural History, in Washington, DC, decided it had run out of space, it began transferring part of its collection from the cramped (আঁকড়া দিয়ে আবদ্ধ করা) attic (চিলে ঘর) and basement rooms where the specimens had been languishing (অবসন্ন হওয়া) to an out-of-town warehouse. Restoring those specimens to pristine (প্রাচীন, আদিম) conditions was a monumental (বিরাট) task. One member of staff, for example, spent six months doing nothing but gluing the legs back on to crane flies. But 30 million items and seven years later, the job was done.

**B.** At least for the moment. For the Smithsonian owns 130 million plants, animals, rocks and fossils and that number is growing at 2-3% each year. On an international scale, however, such numbers are not exceptional. The Natural History Museum in London has 80 million specimens. And, in a slightly different scientific context, the Science Museum next door to it has 300,000 objects recording the history of science and technology. Deciding what to do with these huge accumulations of things is becoming a pressing problem. They cannot be thrown away, but only a tiny fraction can be put on display.

**C.** The huge, invisible collections behind the scenes at science and natural history museums are the result of dual functions of these institutions. On the one hand, they are places for the public to go and look at things. On the other, they are places of research- and researchers are not interested merely in the big, showy things that curators like to reveal to the public.

**D.** Blythe House in West London, the Science Museum's principal storage facility, has as might be expected, cabinets full of early astronomical instruments such as astrolabes and celestial (আকাশ সম্বন্ধীয়) globes. The museum is also custodian (তত্ত্বাবধায়ক) to things that are dangerous. It holds a lot of equipment of Sir William Crookes, a 19<sup>th</sup> century scientist who built the first cathode-ray tubes, experimented with radium and also discovered thallium- an extremely poisonous element. He was a sloppy worker. All his equipment was contaminated with radioactive materials but he worked in an age when nobody knew about the malevolent effects of radioactivity.

**E.** Neil Brown is the senior curator for classical physics, time and microscopes at the Science Museum. He spends his professional life looking for objects that illustrate some aspect of scientific and technological development. Collections of computers, and domestic appliances such as television sets and washing machines, are growing especially fast. But the rapid pace of technological change and the volume of new objects make it increasingly hard to identify what future generations will regard as significant. There were originally, for example, three different versions of the videocassette recorder and nobody knew at the time, which was going to win. And who, in the 1970s, would have realized the enormous effect the computer would have by the turn of the century?

- F.** The public is often surprised at the Science Museum’s interest in recent objects. Mr. Brown says he frequently turns down antique brass and mahogany electrical instruments on the grounds that they already have enough of them, but he is happy to receive objects such as Atomic domestic coffee maker, and a 114 piece Do-It-Yourself toolkit with canvas case, and a green beer bottle.
- G.** Natural history museums collect for a different reason. Their accumulations are part of attempts to identify and understand the natural world. Some of the plants and animals are “type specimens”. In other words, they are the standard reference unit, like a reference weight or length, for the species in question. Other specimens are valuable because of their age. One of the most famous demonstrations of natural selection in action was made using museum specimens. A study of moths collected over a long period of time showed that their wings became darker (which made them less visible to insectivorous birds) as the industrial revolution made Britain more polluted.
- H.** Year after year, the value of such collections quietly and reliably increases, as scientists find uses that would have been unimaginable to those who started from a century or two ago. Genetic analysis, pharmaceutical development, bio-mimetics (engineering that mimics (অনুকরণ করা) nature to produce new designs) and bio-diversity mapping are all developments that would have been unimaginable to the museum’s founders.
- I.** But as the collections grow older, they grow bigger. Insects may be small, but there are millions of them and entomologists (কীটতত্ত্ববিদ) would like to catalogue everyone. And when the reference material is a pair of giraffes or a blue whale, space becomes a problem. That is why museums such as the Smithsonian are increasingly forced to turn to out of town storage facilities. But museums that show the public only a small fraction of their material risk losing the fickle (খামখেয়ালী) goodwill of governments and the public, which they need to keep running. Hence the determination of so many museums to make their back room collections more widely available.

### Questions 1-9

Choose the most suitable heading for **Sections A-I** from the list of headings on the following page.

1. Section A
2. Section B
3. Section C
4. Section D
5. Section E
6. Section F
7. Section G
8. Section H
9. Section I

### Headings

- (i) An unexpected preference for modern items
- (ii) Two distinct reasons for selection in one type of museum
- (iii) The growing cost of housing museum exhibits
- (iv) The growing importance of collections for research purposes
- (v) The global 'size' of the problem
- (vi) Why some collections are unsafe
- (vii) Why not all museums are the same
- (viii) The need to show as much as possible to visitors
- (ix) How unexpected items are dealt with
- (x) The decision- making difficulties of one curator
- (xi) The two roles of museums
- (xii) Who owns the museum exhibits?
- (xiii) A lengthy, but necessary task

### **MATCHING FEATURES**

The Matching Features task tests your ability to read a passage carefully and understand the main ideas as well as detailed information and arguments. These are kind of similar to Heading Matches in that they ask you to match paragraphs to certain statements/ arguments. They look slightly different then, but they both test the same reading skills in the same way.

On the question paper, you see a set of numbered statements. There is also a box containing a set of options - these could be a list of people's names, organisations or any other feature that is found in the passage. Your job is to read the passage and match the information and ideas in the statements to the options.

**Exercise** Read the passage below and answer the questions which follow.

### Leonardo's lost mural

- A. According to historical records, in 1502 Florentine statesman Piero Soderini commissioned the artist Leonardo da Vinci to paint a fresco on the inside wall of the Hall of the Five Hundred - a room named after the 500 members of the Republic of Florence's Grand Council - which now serves as the city hall. The painting, six metres long and three metres tall, was to depict the scene of the knights of the Italian League defeating an army from Milan near the Tuscan town of Anghiari. Da Vinci, it is said, used the opportunity to try out a new oil painting technique, but it was not very successful, possibly because of the high humidity in the hall. He never completed the mural.
- B. In the 1550s, biographer and artist Giorgio Vasari was commissioned to remodel the Hall of the Five Hundred and paint several enormous murals, each four or five metres high. One mural - picturing the same battle - was to be painted over Leonardo's unfinished work, but at least one source describes Vasari as a Leonardo fan who couldn't bring himself to destroy the work.
- C. Maurizio Seracini, an art diagnostician at the University of California, San Diego, has spent around 40 years on a quest to find out what happened to da Vinci's painting. He has said, 'I am convinced it's there.' A break came in the 1970s, when he climbed a scaffold in front of Vasari's painting and spied two words inscribed on a banner one of the knights is carrying: 'cerca trova; it said, which roughly translates as 'seek and find'. Seracini took it as a clue that rather than doing what had been asked, Vasari had built a false wall in front of da Vinci's work and painted his mural on that surface instead.
- D. A team led by Seracini eventually got permission to scan the entire building with high-frequency surface penetrating radar. The scanning revealed some sort of hollow space directly behind the section of mural where the inscription had been found. To peek behind Vasari's fresco, the team planned to drill 14 strategically located centimetre-wide holes in the work. But an outcry ensued after journalists publicised the project. Some 300 Italian scholars petitioned the mayor of Florence to halt the work. 'But the team was making little boreholes some nine to twelve metres above the ground; said art historian Martin Kemp of Oxford University, who wasn't involved in the work. 'That kind of damage can be repaired invisibly.'
- E. Despite the public protests, in late 2011 Seracini and his team were given permission to continue their work - but not in the 14 spots they'd originally hoped to investigate. To avoid damaging original portions of Vasari's painting, museum curators permitted them to drill only into existing cracks and recently restored spots. This time the researchers struck gold: a hollow space behind 17 centimetres of fresco and brick. They inserted an endoscopic camera into the space and took video footage of rough masonry work as well as spots that appear to have been stroked by a brush. A substance removed from the void was analysed with x-rays, and the results suggested it contained traces of black pigment.

- F. Based on the x-ray data, Seracini thinks the black pigment, which is made up of an unusual combination of manganese and iron, is similar to those found in brown glazes of what is probably da Vinci's most famous painting, La Gioconda (Mona Lisa). That Seracini found components unique to Renaissance painting leads him to call the results 'encouraging evidence', yet he complained that further samples couldn't be collected because he was only permitted to work on the project within a very narrow time period. 'Unless I get hold of a piece of it, and prove that it is real paint, I cannot say anything definite, and that's very frustrating; he said.

### **Questions 1-8**

The Reading Passage has six paragraphs, **A-F**.

Which paragraph contains the following information?

Write the correct letter, **A-F**, next to each statement.

**NB- You may use any letter more than once.**

1. a compromise that allowed work to continue
2. a connection that lends weight to a theory
3. a report that suggests great professional respect
4. a restriction that prevented a conclusion from being reached
5. evidence of instructions not being followed
6. a long-term commitment to an investigation
7. an experiment that failed to produce satisfactory results
8. an independent opinion on a contentious issue

## Question type 6: Yes, No, Not Given/ True, False, Not Given Statements

### Task Description

এ ধরণের প্রশ্নে কয়েকটি “বিবৃতি” (statement) দেয়া হবে। বিবৃতি পড়ে বলতে হবে লেখক এর দৃষ্টি ভঙ্গির সাথে এটা যায়-কি যায় না অথবা এ ব্যাপারে লেখক তথ্য দেননি বা আলোচনা করেননি।

এ ধরণের প্রশ্নে ভালো করতে হলে লেখকের মনোভাব বোঝার ক্ষেত্রে দক্ষতা দেখাতে হবে। লেখক সরাসরি যা বলেছেন তার পাশাপাশি, তার না বলা বক্তব্য ও মনোভাব বুঝতে হবে। যেমন-লেখক হয়তো সরাসরি বলেননি যে, চিড়িয়াখানা তিনি পছন্দ করেন না। কিন্তু লেখক যদি বন্যপশু শিকার ও বন্দী করা, অর্থে বিনিময়ে বন্যপ্রাণী প্রদর্শন, সার্কাসে প্রাণী ব্যবহার, নিষ্ঠুরতা, পছন্দ না করেন এবং এদের স্বাভাবিক গোপনীয়তা, স্বাভাবিক বন্য জীবন এর পক্ষে সোচাচর হন, তাহলে আমরা অনুমান করতে পারি যে, তিনি চিড়িয়াখানা পছন্দ করেন না। কিন্তু যদি লেখক চিড়িয়াখানা ব্যবস্থাপনার বিভিন্ন দুর্বল দিক নিয়ে সমালোচনা করে থাকেন, তাহলে কিন্তু আমরা বলতে পারি না যে, তিনি চিড়িয়াখানা পছন্দ করেন না। এখানে সাবধান থাকা উচিত যেন আমরা লেখকের মনোভাব আন্দাজ বা অনুমান না করি।

### Cracking Yes, No, Not Given/ True, False, Not Given Statements

এই প্রশ্নে **Yes, No, Not Given** তিন ধরণের উত্তর হতে পারে।

**Yes** - **Statement** টা লেখকের দৃষ্টিভঙ্গি বা তথ্যের সাথে একমত পোষন করে।

**No** - **Statement** টা লেখকের দৃষ্টিভঙ্গি বা তথ্যের সাথে দ্বিমত পোষন করে।

**Not Given** - মানে লেখক এ ব্যাপারে কোন সুস্পষ্ট তথ্য বা মতামত দেননি। যদি লেখকের মতামত কি হতে পারে তার সম্পর্কে সংশয় থাকে বা মতামত অনুপস্থিত থাকে সেক্ষেত্রে উত্তর **Not Given**.

**Statement** গুলোতে একবার চোখ বুলিয়ে নিন যাতে ম• ল **Reading Text** পড়ার আগে ধারণা নিতে পারেন যে কোন বিষয়ে লেখকের মতামত বা মনোভাব আপনি খুঁজছেন। এবার একটি একটি করে **Statement** উত্তর করার জন্য আগান। প্রথম বাক্যটির উত্তর করা আপনার উদ্দেশ্য। **Reading Text** এ গিয়ে এ সংক্রান্ত **Section** টি যত্ন করে পড়ুন এবং লেখকের মনোভাব বুঝে **Yes, No, Not Given** উত্তর দিন। আর প্রথম **Statement** এর তথ্য খুঁজতে দ্রুত চোখ বোলাতে গিয়ে যদি অন্য কোন **Statement** এর তথ্য পেয়ে যান, **Mark K**রে রাখুন যেন পরে খুঁজে পেতে সুবিধা হয়। এভাবে একে একে **Statement** গুলো উত্তর করুন।



**Exercise 1** Read the passage below and answer the questions which follow.

## The University of Hong Kong Museum Society

The University Museum and Art Gallery is one of the oldest and most distinguished museums in Hong Kong. It is housed in the Fung Ping Shan Building and the lower three floors of the new T. T. Tsui Building. Both are located on the campus of the University of Hong Kong on Bonham Road. The Museum primarily displays traditional Chinese art: painting and calligraphy (সুন্দর হস্তাক্ষর), bronzes and ceramics. The Art Gallery features both Chinese and Western modern art. Special exhibitions are organized throughout the year.

The Museum and Art Gallery is open to the public free of charge on Monday to Saturday, 9:30am — 6:00pm. Both buildings are closed on Sundays and public holidays.

### **Objectives**

- To support and assist the University Museum and Art Gallery
- To promote the understanding and appreciation (অনুধাবন) of art, particularly Chinese art
- To raise funds, enrich the collections and finance exhibitions and cultural activities
- To promote friendship among members

### **Activities**

- Lectures, seminars, museum and art gallery tours
- Overseas tours to museums, galleries and other places of interest

### **Membership**

Membership of the Society is open to all. Categories of membership are:

- Ordinary Membership  
HK\$250 per annum (single)  
HK\$300 per annum (joint)
- Full-time Student Membership  
HK\$800 per annum (most lectures are free)
- Life Membership  
HK\$2,500 (single)  
HK\$3000 (joint)

The membership year runs from June to May. Anyone joining after 1<sup>st</sup> March receives membership until May of the following year.

### **Benefits**

- Museum Society newsletters and invitations to lectures and seminars
- Invitations to previews of exhibitions at the University Museum and Art Gallery
- 20% discount on University Museum and Art Gallery publications.

**Questions 1-5** Look at the statements that follow. **Indicate-**

- YES** if the statement agrees with the writer  
**NO** if the statement does not agree with the writer  
**NOT GIVEN** if there is no mention of this in the passage.

1. The University Museum and Art Gallery is on the university campus on Bonham Road.
2. The Museum and Art Gallery are open every day of the year.
3. The University of Hong Kong Museum Society aims to raise money for travel grants for artists.
4. Membership of the University of Hong Kong Museum Society is free and open to all.
5. Members may take part in overseas tours to museums.

**Exercise 2** Read the passage below and answer the questions which follow.

### The Sydney Opera House

It is almost impossible to write of the Arts in Australia without mentioning the building that first put Australia firmly on the world cultural map- the Sydney Opera House. Completed in 1973 after 14 years of much heated discussion and at a cost of over \$85 million, it is not only the most well-known Australian building in the world but perhaps the most famous design of any modern building anywhere.

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

The Opera House was designed not by an Australian but by a celebrated Danish architect, Jorn Utzon, whose design won an international competition in the late 1950s. However, it was not, in fact, completed to his original specifications. Plans for much of the intended interior design of the building have only recently been discovered. Sadly, the State Government of the day interfered with Utzon's plans because of concerns about the speculating cost, though this was hardly surprising- the building was originally expected to cost only \$8 million. Utzon left the country before completing the project and in a fit of anger vowed never to return. The project was eventually paid for by a State-run lottery.

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

**Questions 1-10** Look at the statements that follow. **Indicate-**

- YES** if the statement agrees with the writer  
**NO** if the statement does not agree with the writer  
**NOT GIVEN** if there is no mention of this in the passage.

1. The Opera House drew world attention to the Arts in Australia.
2. The building is possibly the most famous of its type in the world.
3. Utzon designed the roof to look like the sails of a sailing ship.
4. A few people claim that it is a major architectural work.
5. According to the author, Sydney is a quiet and graceful city.
6. The cost of construction went more than \$75 million over budget.
7. Utzon never returned to Australia to see the completed building.
8. There is only one theatre within the complex.
9. The Government was concerned about some artist's complaints.
10. Australian artists give better performances in the Opera House.

**Exercise 3** Read the passage below and answer the questions which follow.

### **Staff value a Career Path above Salary**

***Companies are learning that they will hold on to staff only if they give them the chance to develop, as Ruth Prickett reports.***

Staff retention is once again a key concern for almost two-thirds of UK Companies, while turnover) in the retail sector is twice as high as the national average. But firms wishing to buy their employees' loyalty would be well advised to offer career opportunities rather than money, according to a survey by Reed Personnel Services.

With staff turnover at 26 per cent, it is not surprising that three out of four retailers have introduced, or are considering introducing, measures to retain people. Less predictably however, respondents put a higher salary second to the chance of career progression in a list of the top five reasons why people change jobs.

Employers' responses to the problem vary widely, from staff recognition programmes to multi-skilling and team-building exercises, but 70 per cent of those surveyed listed training as their primary solution. 'This research emphasises how effective it can be to concentrate on increasing staff morale rather than pay,' said James Reed, Chief Executive of Reed.

Tesco, one of the retailers featured in the survey, began a staff retention programme some years ago. Although out mover was 33 per cent last year, the company is confident that morale is rising and long-term loyalty has increased.

Employees in every store have recently gone through a management programme focusing on improving

core skills and process development. Managers scrutinized jobs and attempted to eliminate unnecessary or bureaucratic processes so that staff were able to concentrate on the main business.

The company has been running a programme called Project Future since early 1997 and, according to Cartwright, it is now an ongoing process. Managers attend short core skill workshops in their stores, together with shop-floor staff who are earmarked for promotion.

This training fits in with managers' individual career development plans, and the company is also keen to encourage employees to apply for jobs in different functions. 'I've been here for 12 years, but never in the same job for more than two,' Cartwright said. 'It's almost like working for a different company each time you move.' It is also worth noting that Tesco's expansion into Central Europe has opened up new possibilities for long-term posts abroad. More than 100 of its British managers are working in Poland, Hungary and the Czech and Slovak Republics, and 31 more Central European hypermarkets are planned for the next few years.

**Questions 1-7** Look at the statements that follow. **Indicate-**

- TRUE** if the statement agrees with the writer  
**FALSE** if the statement does not agree with the writer  
**NOT GIVEN** if there is no mention of this in the passage.

1. Employee group says that a career path is more important than money.
2. Staff turnover in the UK in general is 26%.
3. Retailers are attempting to keep their staff.
4. Most employers in the survey prefer training to encourage staff to stay.
5. Tesco has reduced staff turnover.
6. Managers in each Tesco store designed the training programme.
7. All Tesco employees take part in Project Future.

## HOME WORK Exercises

### Question Type 5: Heading Matches

#### Questions 1-5

The Reading Passage has five paragraphs, **A-E**.

Choose the correct heading for paragraphs **A-E** from the list of headings below.

Write the correct number, **i-viii**, next to questions 1-5.

#### LIST OF HEADINGS

- I.** A long-standing mystery is now partially explained
- II.** A comparison that confirms a theory
- III.** Evidence suggesting a high level of skill
- IV.** A possible explanation why similar finds haven't been made elsewhere
- V.** A reason to doubt the claims made for a new discovery
- VI.** A lack of evidence to show the precise way in which the find was used
- VII.** Disagreement about the age of some implements
- VIII.** The age of a find is established

### **The World's Oldest Fish Hook**

- A.** Digging in the Jerimalai cave on the Southeast Asian island of East Timor, Professor Sue O'Connor of the Australian National University in Canberra and a team of scientists uncovered over 38,000 fish bones from 2,843 fish - dating back 42,000 years. More significant, though, was the unearthing of fish hooks made from seashells which date back up to 23,000 years, according to radiocarbon dating of the charcoal in the soil surrounding the specimens. The oldest previously known fish hooks are associated with the beginnings of agriculture, which in Southeast Asia was around 5,500 years ago, says O'Connor.
- B.** The find means early modern humans were sophisticated hunters, using tools to catch their dinner rather than using their hands or spears. The bones were of both inland and deep sea species. 'That these types of fish were being routinely caught 40,000 years ago is extraordinary; says O'Connor. 'It requires complex technology and shows that early modern humans in Southeast Asia had amazingly advanced maritime skills: It seems certain that the ancient inhabitants of Jerimalai used sophisticated fishing technology and watercraft to fish in offshore waters. 'They were expert at catching species of fish that are challenging even today, such as tuna.' Capturing such fast-moving fish requires a lot of planning and complex maritime technology, suggesting that early humans developed these abilities earlier than previously thought.
- C.** Such fish were clearly a primary food source for these people, since there were 'only rats, bats, snakes, lizards and small birds available on land,' according to O'Connor. However, researchers can only speculate about exactly how these ancestral fishermen managed to catch the deep-sea fish. 'It's not clear what method the islanders of Jerimalai used to capture the fish,' O'Connor says.

- D.** Far older fish bones have been found at sites in southern Africa - those at the Blombos Cave in South Africa, for example, date from 140,000-150,000 years ago - but those bones belonged to freshwater inland species; catching such fish would require less complex technology. The oldest known fishing equipment from that vicinity dates from around 12,000 years ago, but it includes only bone gorges (straight hooks less sophisticated than curved hooks), and was probably used exclusively in rivers, lakes and streams. O'Connor thinks that African coastal sites might have provided more evidence of early maritime technology in Africa, but that these areas may have disappeared owing to a rise in sea levels over time. The Jerimalai site - which was preserved because it perches high up on the edge of an uplifted coastline - provides a 'window into what early modern humans were capable of,' she says.
- E.** The discovery of these ancient fish hooks has shed new light on one of the great puzzles of human migration: the question of how and when Australia was first colonised. Recent research indicates that the ancestors of the aboriginal people migrated from Africa through Asia about 75,000 years ago, and that they arrived in Australia over 50,000 years ago. 'We have known for a long time that Australians' ancient ancestors must have been able to travel hundreds of kilometres by sea because they reached Australia at least 50,000 years ago,' according to O'Connor. 'When we look at the watercraft that indigenous Australians were using at the time of European contact, however, they are all very simple, like rafts and cones. So how people got here at such an early date has always been puzzling. Fishing skills would have helped early modern humans to cross the ocean to Australia by allowing them to efficiently exploit coastlines and survive on the open sea,' says O'Connor. 'These new finds from the Jerimalai cave go a long way towards solving that puzzle.'

### **Question Type 6: True, False, Not Given Statements**

**Exercise** Read the passage below and answer the questions which follow.

## **The Frog Population**

When was the last time you saw a frog? Chances are, if you live in a city, you have not seen one for some time. Even in wet areas once teeming (পরিপূর্ণ হওয়া) with frogs and toads, it is becoming less and less easy to find those slimy, hopping and sometimes poisonous members of the animal kingdom. All over the world, and even in remote areas of Australia, frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise (মৃত্যু). Are amphibians simply over-sensitive to changes in the ecosystem? Could it be that their decline in numbers is signaling some coming environmental disaster for all?

This frightening scenario is in part the consequence of a dramatic increase over the last quarter century in the development of once natural areas of wet marshland (জলাভূমি); home not only to frogs but to all manner of wildlife. However, as yet, there are no obvious reasons why certain frog species are disappearing from rainforests in Australia that have rarely been touched by human hand. The mystery is unsettling to say the least, for it is known that amphibian species are extremely sensitive to environmental variations in temperature and moisture levels. The danger is that planet Earth might not only lose a vital link in the ecological food chain (frogs keep populations of otherwise pestilent (অপকারক) insects at

manageable levels), but we might be increasing our output of air pollutants to levels that may have already become irreversible. Frogs could be inadvertently warning us of a catastrophe.

An example of species of frog that, as far as is known, has become extinct, is the platypus frog. Like the well-known Australian mammal it was named after, it exhibited some very strange behavior; instead of giving birth to tadpoles in the water, it raised its young within the stomach. The baby frogs were actually born out from their mother's mouth. Discovered in 1981, less than 10 years later the frog had completely vanished from the crystal clear waters of Booloumba Creek near Queensland's Sunshine Coast. Unfortunately, this freak nature is not the only frog species to have been lost in Australia. Since the 1970s, no less than eight others have suffered the same fate.

One theory that seems to fit the facts concerns the depletion (নিঃশেষ করা) of the ozone layer, a well-documented phenomenon which has led to a sharp increase in ultraviolet radiation levels. The ozone layer is meant to shield the Earth from UV rays, but increased radiation may be having a greater effect upon frog populations than previously believed. Another theory is that worldwide temperature increases are upsetting the breeding cycles of frogs.

**Questions 1-10** Look at the statements that follow. **Indicate-**

- T** if the statement agrees with the writer  
**F** if the statement does not agree with the writer  
**NI** if there is no mention of this in the passage.

1. Frogs are only disappearing from city areas.
2. Frogs and toads are usually poisonous.
3. Biologists are unable to explain why frogs are dying.
4. The frogs' natural habitat is becoming more and more developed.
5. Attempts are being made to halt the development of wet marshland.
6. Frogs are important in the ecosystem because they control pests.
7. The platypus frog became extinct by 1991.
8. Frogs usually give birth to their young in an underwater nest.
9. There is convincing evidence that the ozone layer is being depleted.
10. It is a fact that frogs' breeding cycles are upset by the worldwide increases in temperature.