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Giới thiệu



ZIM là đơn vị chuyên luyện thi chứng chỉ IELTS cam kết chất lượng đầu ra bằng văn bản. Với đội ngũ chuyên môn là những chuyên gia trong lĩnh vực luyện thi chứng chỉ quốc tế, **ZIM** thực hiện sứ mệnh đưa Ngôn Ngữ Anh trở thành ngôn ngữ chính thức thứ 2 ở Việt Nam sau tiếng Việt. Đối với mỗi chương trình học và luyện thi **ZIM** cam kết chất lượng đầu ra cho từng học viên bằng văn bản kèm theo những gói hỗ trợ chất lượng cao giúp học viên đạt được mục tiêu đề ra. Ngoài giờ học chính thức, chúng tôi thực sự giúp đỡ học viên tự học ở nhà với những kho tài liệu được biên soạn bởi các chuyên gia. Nhờ vào chất lượng thực sự tốt trong từng giờ học, **ZIM** đã và luôn được nhiều học viên ủng hộ và luôn là thương hiệu uy tín luyện thi chứng chỉ quốc tế. Với đội ngũ chuyên gia luyện thi IELTS, **ZIM** là đơn vị hàng đầu luyện thi IELTS cam kết đầu ra bằng văn bản cho học viên.

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LỜI TỰA

IELTS Power Reading – Target Band 9 cung cấp ngắn gọn những thông tin cần thiết về bài thi Reading và tổng hợp các kĩ thuật giải quyết từng dạng câu hỏi có thể gặp trong bài thi. Vời từng dạng bài và kĩ thuật đều được phân tích chi tiết thành các bước làm bài.

Cấu trúc **IELTS Power Reading – Target Band 9** đơn giản giúp học sinh dễ theo dõi, đi từ lý thuyết, bài tập luyện tập đến đề bài hoàn chỉnh đã bao gồm đáp án. Sách phù hợp với học sinh từ trình độ IELTS 4.0 khi đã có những nền tảng cơ bản nhất định về tiếng Anh và mục tiêu là 7.5- 9.0 IELTS. Do các phương pháp và kỹ thuật trong sách được biên soạn bởi các Chuyên gia 9.0 Reading nên việc đạt 9.0 là hoàn toàn có thể nếu bạn luyện tập thường xuyên với cường độ thích hợp.

IELTS Power Reading – Target Band 9 là thành quả sau quá trình làm việc không ngừng nghỉ từ các chuyên gia luyện thi IELTS cấp tốc tại Anh Ngữ ZIM :

- **Chủ biên:** thầy Phan Việt Đức;
- **Biên tập:** thầy Nguyễn Anh Toàn;
- **Chịu trách nhiệm các phần Sentence completion, Summary completion, Sentence completion with a box, Summary completion with a box:** thầy Đỗ Nguyễn Đăng Khoa, thầy Phạm Đăng Khánh;
- **Chịu trách nhiệm các phần True/False/Not given, Yes/No/Not given, Short answer questions, Pick from a list:** cô Đinh Thị Nguyệt Minh, thầy Trần Bảo Hiếu ;
- **Chịu trách nhiệm các phần Matching heading, matching information, classification, pick from a list:** cô Nguyễn Nhật Minh Châu, , thầy Đinh Quang Tùng.

Đây là sản phẩm trí tuệ độc quyền tại Anh Ngữ ZIM và không được copy một phần hay toàn bộ khi chưa được sự đồng ý từ Anh Ngữ ZIM.

OVERVIEW

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I. Thông tin cơ bản về bài thi IELTS Reading

IELTS academic reading	
Thời lượng bài thi	60 phút
Số lượng bài đọc	3 bài
Số lượng câu hỏi	40 câu
Số lượng câu hỏi cho một bài đọc	Từ 13 tới 14 câu

Các bài đọc trong bài Reading IELTS bao gồm những nội dung liên quan đến môi trường, khoa học, đời sống, công nghệ ... nhưng được viết cho đối tượng người đọc không có kiến thức chuyên sâu về những chủ đề đó. Những bài đọc này giống những bài đọc mà học sinh sẽ gặp trong môi trường đại học. Phong cách bài đọc có thể là miêu tả hoặc tranh luận và có ít nhất 1 bài có nội dung về một cuộc tranh luận. Bài đọc có thể bao gồm cả hình ảnh, và những thuật ngữ chuyên ngành, nếu có, sẽ được giải thích trong bài.

II. Các dạng câu hỏi

No	Tên dạng bài	Mô tả
1	Matching heading	Thí sinh được giao các tiêu đề nêu ý chính của các đoạn trong bài đọc, và phải ghép chính xác tiêu đề cho từng đoạn. Sẽ có nhiều tiêu đề hơn số đoạn trong bài đọc.
2	Matching Paragraph information	Thí sinh được giao các thông tin nhất định, và phải tìm xem các thông tin này nằm trong đoạn nào của bài đọc.
3	Sentence completion	Tương tự như bài Summary completion, thí sinh cũng phải tìm từ trong bài đọc để điền vào chỗ trống.
4	Matching sentence endings	Thí sinh cần hoàn thành câu bằng cách nối phần đầu của câu với phần kết của câu.
5	Notes/Tables/Flow chart completion	Thí sinh phải hoàn thành một ghi chép/bảng biểu/đồ thị bằng cách sử dụng các từ trong bài đọc. Dạng này cũng gần tương tự dạng Sentence completion.
6	Summary completion	Thí sinh được giao một đoạn tóm tắt toàn bộ hoặc một phần bài đọc, và phải tìm từ trong bài đọc để điền vào các chỗ trống
7	Summary completion with a box	Thí sinh được giao một đoạn tóm tắt toàn bộ hoặc một phần bài đọc, và phải điền các từ có sẵn vào chỗ trống
8	Multiple choice	Mỗi câu hỏi sẽ có bốn lựa chọn, và thí sinh phải lựa chọn một đáp án.
9	True/False/Not given Yes/No/Not given	Thí sinh phải đọc một statement, và xác định statement này cung cấp thông tin giống hệt trong bài đọc (True/Yes), hoàn toàn ngược với bài đọc (False/No), không được nhắc đến trong bài đọc (Not given)
10	Categorisation	Thí sinh được giao một danh sách các nhóm, và thí sinh phải quyết định thông tin được cho thuộc

		nhóm nào.
11	Pick from a list	Trong dạng câu hỏi này, thí sinh sẽ được cung cấp 1 danh mục liệt kê các lựa chọn (thường nhiều hơn 5) và được yêu cầu phải chọn nhiều hơn 1 đáp án trong số đó để trả lời câu hỏi liên quan đến bài đọc
12	Short answer questions	Thí sinh cần trả lời các câu hỏi liên quan tới một số chi tiết trong bài đọc

III. Các hiểu nhầm về bài thi IELTS Reading

Hiểu nhầm	Sự thật là....
Chia đều thời gian đọc ra, mỗi bài 20 phút.	Với thời lượng 60 phút, chúng ta có 3 bài đọc cần phải hoàn thành nên việc bố trí thời gian là cực kỳ quan trọng. Mọi người thường nghĩ cứ chia đều ra, mỗi bài hoàn thành trong 20 phút, nhưng thật ra nên đọc qua cả ba bài, bài nào rơi vào chủ đề quen hoặc có nhiều từ vựng thì làm bài đó trước sẽ hiệu quả hơn.
Làm bài số 1 trước vì bài 1 là dễ nhất còn bài 3 là khó nhất	Độ khó của bài hoàn toàn không phụ thuộc vào việc xếp thứ tự bài. Một bài đọc được coi là dễ nếu người đọc có kiến thức và từ vựng về bài đó, và ngược lại thì sẽ khó.
Ý chính của một đoạn luôn nằm ở câu đầu và câu cuối đoạn đó	Rất tiếc là cái này chỉ đúng trong một vài trường hợp, và để nắm được ý chính của đoạn thì buộc thí sinh vẫn phải đọc lướt qua toàn đoạn.
Phải đọc hết toàn bộ bài chi tiết thì mới làm được	Thí sinh không cần phải đọc hết chi tiết toàn bộ bài, mà cần phải đọc KỸ những chỗ trả lời câu hỏi trong bài.

IV. Kỹ năng cho bài thi IELTS Reading

Để hoàn thành tốt bài thi IELTS Reading, chúng ta có một vài bộ công cụ hữu hiệu. Sau đây là danh sách các công cụ này.

No	Tên kỹ năng	Mô tả
1.	Đọc thông tin chi tiết	Sự kết hợp giữa ngữ pháp và từ vựng cùng khả năng đoán từ để hiểu được tầng ý đầu tiên của câu.
2.	Diễn giải ý tác giả	"Read between the lines", đọc được tầng ý thứ hai sau tầng ý đầu tiên.
3.	Scanning	Xác định vị trí câu trả lời trong bài đọc
4.	Skimming	Đọc đề bài, tiêu đề, đọc lướt để xác định ý của cả bài hoặc của từng đoạn
5.	Dự đoán	Dự đoán câu trả lời, dự đoán từ đồng nghĩa/từ trái nghĩa

- Trái với suy nghĩ của nhiều thí sinh, kỹ năng đọc thông tin chi tiết mới là kỹ năng quan trọng nhất, và nó ảnh hưởng tới các kỹ năng còn lại. Lý do rất đơn giản. Nếu thí sinh không có khả năng đọc và hiểu được 1 câu, thì chắc chắn thí sinh cũng khó lòng áp dụng được bất cứ kỹ năng nào ở trên.

- Thời gian là một vấn đề rất quan trọng, vì thế hãy ép bản thân luyện tập đọc nhanh hơn. Một bài tập hữu ích chính là "Dịch tốc độ". Thí sinh chọn một bài đọc vừa sức (biết khoảng 80% từ), sau đó ép bản thân dịch thật nhanh thành lời.

HƯỚNG DẪN ĐỌC SÁCH

TÊN QUESTION TYPE

Mô tả task	Kỹ năng cần thiết
Phương pháp làm bài	

VÍ DỤ

HƯỚNG DẪN LÀM BÀI CHI TIẾT

INSTRUCTION

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MATCHING HEADING

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MATCHING HEADING

Điền những tiêu đề (headings) được cho trước vào các đoạn tương ứng với nội dung.	<ul style="list-style-type: none">- Skimming- Scanning- Dự đoán từ đồng nghĩa
<ul style="list-style-type: none">• Lưu ý <p>Số tiêu đề luôn nhiều hơn số đoạn trong bài</p> <p>Thứ tự các tiêu đề KHÔNG sắp xếp theo thứ tự các đoạn</p>	
<ul style="list-style-type: none">• Chiến lược <ol style="list-style-type: none">1. Đọc các tiêu đề (headings) và xác định từ khóa<ul style="list-style-type: none">- Mục đích: để nắm được nội dung của tiêu đề, không phải để dò tìm các từ đó trong các đoạn.2. Tìm câu chủ đề (topic sentences) hoặc đọc lướt các đoạn để nắm được nội dung chính<ul style="list-style-type: none">- Câu chủ đề thường bắt đầu bằng các từ But, Yet, The point is, Obviously, Overall, In reality, In general, The main point is, The truth is, Above all, etc.- Các vị trí của câu chủ đề theo thứ tự phổ biến:<ul style="list-style-type: none">+ Đầu đoạn+ Cuối đoạn+ Câu thứ 2 của đoạn+ Giữa đoạn3. Dự đoán/xác định các từ đồng nghĩa hoặc mang nghĩa tương đương giữa các tiêu đề và câu chủ đề ở các đoạn4. Chọn câu trả lời	

EXAMPLE:

The Reading Passage has 4 paragraphs, A-D

Choose the correct heading for each paragraph from the list of headings below

Tea and the Industrial Revolution

A Cambridge professor says that a change in drinking habits was the reason for the Industrial Revolution in Britain. Anjana Abuja reports

- A. Alan Macfarlane, professor of anthropological science at King's College, Cambridge, has, like other historians, spent decades wrestling with the enigma of the Industrial Revolution. Why did this particular Big Bang – the world changing birth of industry – happen in Britain? And why did it strike at the end of the 18th century?
- B. Macfarlane compares the puzzle to a combination lock. 'There are about 20 different factors and all of them need to be present before the revolution can happen,' he says. For industry to take off, there needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other nations, such as Japan, the Netherlands and France also met some of these criteria but were not industrializing. 'All these factors must have been necessary but not sufficient to cause the revolution,' says Macfarlane. 'After all, Holland had everything except coal, while China also had many of these factors. Most historians are convinced there are one or two missing factors that you need to open the lock.'
- C. The missing factors, he proposes, are to be found in almost every kitchen cupboard. Tea and beer, two of the nation's favourite drinks, fueled the revolution. The antiseptic properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery. The theory sounds eccentric but once he starts to explain the detective work that went into his deduction, the skepticism gives way to wary admiration. Macfarlane's case has been strengthened by support from notable quarters – Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.

D. Macfarlane had wondered for a long time how the Industrial Revolution came about. Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth. Macfarlane says: ‘The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. People suggested four possible causes. Was there a sudden change in the viruses and bacteria around? Unlikely. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small grains. Sanitation did not become widespread until the 19th century. The only option left is food. But the height and weight statistics show a decline. So the food must have got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.’

List of headings

- i. The search for the reason for an increase in population
- ii. The time and place of The Industrial Revolution
- iii. The cases of Holland, France and China
- iv. Comparisons with Japan lead to the answer
- v. Two keys to Britain’s Industrial Revolution
- vi. Industrialization and the fear of unemployment
- vii. Conditions required for Industrial Revolution

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. Đọc các tiêu đề và tìm từ khóa

Ví dụ

- Tiêu đề i: reason, increase in population
- Tiêu đề ii: time and place
- Tiêu đề iii: Holland, France, China
- Tiêu đề iv: Japan
- Tiêu đề v: two keys, Britain
- Tiêu đề vi: unemployment
- Tiêu đề vii: conditions required

Cụm “Industrial Revolution” không cần chú ý vì nó là nội dung chính được nhắc đi nhắc lại từ đầu đến cuối bài.

2. Tìm câu chủ đề hoặc đọc lướt các đoạn để nắm được nội dung chính

Ví dụ:

- Ở đoạn B, ý chính có thể tìm được ở câu thứ 2, cũng là câu chủ đề của đoạn, “***There are about 20 different factors and all of them need to be present before the revolution can happen***”. Các câu tiếp theo đóng vai trò khai triển cụ thể các yếu tố và các nước như ***England, Japan, Netherlands, Holland và China*** được đưa vào ở phần cuối đoạn như các dẫn chứng minh họa.
- Ở đoạn D, câu thứ 3 của đoạn đóng vai trò như câu nêu lên chủ đề chính cho cả đoạn (câu chủ đề vị trí giữa đoạn), đứng sau cụm “but then”, “***But then there was a burst in population growth***”. Cho nên đoạn này sẽ tập trung miêu tả giải thích các nguyên nhân dẫn đến việc tăng dân số (khi kết hợp thêm với từ “explanation” ở câu 2). Các câu còn lại của cả đoạn đóng vai trò phân tích cụ thể các nguyên nhân.

3. Dự đoán/xác định các từ đồng nghĩa hoặc mang nghĩa tương đương giữa các tiêu đề và câu chủ đề ở các đoạn và chọn đáp án

Ví dụ

- Ở đoạn A có 2 câu hỏi với “Why”. Câu hỏi thứ nhất đề cập đến “happen in Britain” chỉ yếu tố nơi chốn, tương ứng với “where”. Câu hỏi thứ hai đề cập “at the end of the 18th century” chỉ yếu tố thời gian, tương ứng với “when”

→ **Đoạn A sẽ tương ứng với heading ii**

- Ở đoạn B, trong câu chủ đề (câu thứ 2) có cụm “ factors... need to be present... ” tương ứng với “conditioned required” trong tiêu đề

→ **Đoạn B sẽ tương ứng với heading vii**

- Ở đoạn C, trong câu chủ đề (câu thứ 2) có cụm “ tea and beer, two of the... ” tương ứng với “two keys” trong tiêu đề

→ **Đoạn C sẽ tương ứng với heading v**

- Ở đoạn D, trong câu chủ đề có ‘population growth’ kết hợp với từ “explanation” trong câu trước đó, tương ứng với “reason” và “population growth” trong tiêu đề

→ **Đoạn D sẽ tương ứng với heading i**

MATCHING INFORMATION

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MATCHING INFORMATION

- | | |
|--|--|
| <ul style="list-style-type: none">- Chọn thông tin tương ứng với với sự xuất hiện ở từng đoạn trong bài.- Các đoạn sẽ được đánh dấu bằng các chữ A, B, C, D,... | <ul style="list-style-type: none">- Skimming- Đọc thông tin chi tiết- Scanning |
|--|--|

• **Lưu ý:**

Câu hỏi sẽ KHÔNG sắp xếp theo trình tự trong bài đọc

Số câu hỏi thường sẽ ít hơn số đoạn

Những từ được sử dụng trong câu hỏi thường sẽ khác với những từ trong bài

• **Chiến lược:**

1. Đọc lướt để nắm được ý chính của cả bài cũng như từng đoạn.
2. Lựa chọn và gạch chân những từ khóa dễ scan (thường là những từ cụ thể như a person, a policy, a disease, an invention,...)
3. Dự đoán một vài từ đồng nghĩa, trái nghĩa.
4. Tìm kiếm những keyword đã gạch chân hoặc từ đồng nghĩa của chúng trong bài.

EXAMPLE:

The Reading Passage has five sections, A-E

- A. Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.
- B. A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organization of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.
- C. Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.
- D. While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).
- E. Autism is considered a neurological and genetic life-long disorder that causes discrepancies in the way information is processed. This disorder is characterized by interlinking problems with social

imagination, social communication and social interaction. According to Janzen, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally.

Which section contains the following information?

1. A description of a global team effort
2. A hypothesis as to one reason behind the growth in classroom noise
3. A list of medical conditions which place some children more at risk from noise than others.
4. The estimated proportion of children in New Zealand with auditory problems.

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. **Đọc lướt để nắm bắt được ý và một số chi tiết của từng đoạn.**

Ví dụ:

- Đọc câu đầu đoạn A có thể nắm được rằng đoạn này sẽ giới thiệu về vấn đề “khiếm khuyết thính giác ở trẻ em (hearing impairment and other auditory function deficit) và ảnh hưởng của nó (major impact)”, cũng như cả bài sẽ liên quan đến vấn đề này.
- Đọc 2 câu đầu đoạn B có thể thấy đoạn này nói về vấn đề tiếng ồn trong lớp học (classroom noise) cũng như một số nguyên nhân và ảnh hưởng của nó.

2. **Đọc kỹ câu hỏi và gạch chân những từ khóa cần tìm.** Chú ý rằng các bạn không nên tìm những từ chung chung liên quan trực tiếp đến nội dung cả bài (như auditory problems) mà nên tìm những từ CỤ THỂ hơn:

- **Câu 1:** global team effort
- **Câu 2:** reason, classroom noise
- **Câu 3:** medical conditions
- **Câu 4:** proportion of children in New Zealand

3. **Scan bài đọc và trả lời.** Các bạn hãy nhớ rằng các câu hỏi gần như không bao giờ lặp lại những từ có thể tìm thấy trong bài đọc. Chính vì thế, hãy tìm những từ đồng nghĩa hoặc những cách diễn giải khác của từ:

- **Câu 1:** ở đoạn C, ta có thể thấy tác giả nhắc đến “The International Institute of Noise Control Engineering” và “World Health Organization” => đây chính là “global team”; “evaluate noise and reverberation control for school rooms” => đây chính là “effort”

➔ Chúng ta chọn B ở câu số 1

- **Câu 2:** ở đoạn B, ta có thể thấy tác giả nhắc đến “classroom noise” ở câu đầu tiên; đồng thời có nhắc đến “Modern teaching practices, organization of desks in the classroom, ... ” ở câu thứ 2 chính là nguyên nhân (reason) dẫn đến classroom noise.

➔ Chúng ta chọn C ở câu số 2

- **Câu 3:** ta thấy ở đoạn D, tác giả đề cập một số chứng rối loạn (disorder) như “autistic spectrum disorders”, “attention deficit disorders” => đây là medical conditions

➔ Chúng ta chọn D ở câu số 3

- **Câu 4:** nhìn vào câu cuối của đoạn A, ta thấy có nhắc đến tỉ lệ trẻ gặp vấn đề về thính giác: “The New Zealand Ministry of Health has found from research carried out over two decades that **6-10%** of children in that country are affected by hearing loss”

➔ Chúng ta chọn A ở câu số 4

Tips:

- Như chúng ta đã thấy, để tìm được nội dung cần thiết, đôi khi ta không chỉ tìm từ đồng nghĩa mà còn phải tìm các cụm từ, khái niệm mang ý nghĩa tương đương.
- Phần nội dung cần tìm có thể nằm ở bất cứ vị trí nào trong đoạn.

SENTENCE COMPLETION

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SENTENCE COMPLETION

- | | |
|------------------------------------|--------------------------|
| - Điene từ vào chỗ trống trong câu | - Đọc thông tin chi tiết |
| - Số lượng từ được giới hạn trước | - Scanning |

Lưu ý

Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.

Chiến lược

1. Đọc kỹ câu hỏi
2. Xác định loại từ cần điền vào chỗ trống (Danh từ, tính từ, trạng từ ...) và số từ cần điền (1 từ, 2 từ hay 3 từ)
3. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)
4. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và **dự đoán** trước một vài từ đồng nghĩa/trái nghĩa.
5. Scan bài đọc để tìm phần chứa thông tin cần thiết
6. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 5

EXAMPLE

Power-packed fliers

For their size, birds are tremendously powerful creatures. We know this thanks to an ingenious series of tests performed by researchers at Duke University in North Carolina. The researchers placed a specially trained budgerigar in a wind tunnel and measured how much muscle power it needed to maintain flight at various airspeeds up to 50 kilometres per hour. The small bird had to be trained, not only because it had to fly in the artificial environment of the wind tunnel, but also because it had to do so while wearing a tiny oxygen mask.

The mask allowed zoologist Vance Tucker and his colleagues to monitor the budgerigar's oxygen demand, and thus the amount of mechanical energy it was producing. What they discovered was experimental proof of the incredible power-to-weight ratio of birds. Tucker's team found that the 35-gram budgerigar's flight muscles were delivering a peak power of one to four watts to maintain continuous flight. That might not sound very much on its own, but it's pretty impressive when the bird's size is taken into account: it works out as 200 watts of continuous mechanical power for every kilogram of the bird's muscle mass.

And that's the reason that people have always failed when they tried to fly by flapping wings attached to their arms: the average human can only produce around ten watts per kilogram of their muscle mass. It's not that we never had the time to fly – we have simply never had the energy. To fly, people need machines and to make a flying machine, we need to understand how birds control their flight.

Use no more than THREE WORDS to fill in the blank

4. Scientists have done experiments on birds in a.....
5. The birds reached a maximum hourly flight distance of.....
6. The aim of scientists was to calculate the amount of they needed to fly

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. **Đọc kỹ yêu cầu của đề bài, đặc biệt là số từ cần điền.** Trong bài này, đề bài yêu cầu “Không điền quá ba từ”. Hơn thế nữa, những chữ cần điền hoàn toàn nằm trong bài đọc, do đó, không thể điền những từ khác vào, cho dù chúng đồng nghĩa với nhau.
2. **Đọc kỹ câu hỏi số 4:** Đại ý câu hỏi là: “Các nhà khoa học đã làm nhiều thí nghiệm lên chim trong một”
3. **Xác định loại từ cần điền:** trước từ cần điền có mạo từ “a”, do đó sau từ đó phải là một danh từ.
4. **Lựa chọn các từ khóa để scan:** Trong câu 4, các bạn có thể dựa vào những từ như “scientists” ; “experiments” ; “birds”. Lưu ý, người ra đề có thể sử dụng từ đồng nghĩa để thử thách thí sinh, do đó, nếu đã scan những từ trên nhưng không tìm thấy đoạn thông tin cần thiết, rất có thể từ các từ khóa trên đã được paraphrase thành một từ khác.
5. **Xác định từ đồng nghĩa của những từ khóa trên:** Câu thứ 3 của đoạn văn, “The researchers placed a specially trained budgerigar in a wind tunnel and measured how much muscle power it needed to maintain flight at various airspeeds up to 50 kilometers per hour.” Ở đầu câu có từ “the researchers” và “in a wind tunnel”. Tác giả đã paraphrase từ “researchers” thành “scientists” với nghĩa gần tương đương nhau.
6. **Sau khi xác định được vị trí của thông tin, tiến hành đọc hiểu để tìm từ khóa.** Trong câu đã xác định được có chứa cụm “a wind tunnel”. Nhìn lại câu hỏi, ta thấy trước từ cần điền có một mạo từ “a”, vậy rất có thể “wind tunnel” là từ cần điền. Dịch câu văn, ta thấy “Các nhà nghiên cứu đã đặt một budgerigar được huấn luyện đặc biệt trong một đường hầm gió và đo lượng năng lượng cơ bắp cần thiết để nó có thể duy trì bay tại nhiều tốc độ gió khác nhau, lên tới 50 km/giờ.”

Tips

- Sentence Completion là dạng điển hình mà ta phải ứng dụng kỹ năng scanning nhiều nhất. Để làm tốt phần này, điều ta cần là đoán, phân tích đề, định vị đáp án dựa trên những từ và yếu tố đồng nghĩa.

MATCHING SENTENCE ENDING

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MATCHING SENTENCE ENDING

- Nối nửa đầu của câu cho trước với phần đuôi phù hợp	- Đọc thông tin chi tiết - Scanning and skimming
Lưu ý Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.	
Chiến lược <ol style="list-style-type: none">1. Đọc câu hỏi đầu tiên; gạch chân hoặc đánh dấu các từ khóa.2. Sử dụng các từ khóa trong câu để tìm các từ trong bài văn.3. Đọc kỹ các thông tin có trong bài văn và hiểu kỹ chúng.4. Đọc lướt qua các đuôi; gạch chân hoặc đánh dấu các từ khóa.5. Chọn các đuôi phù hợp với các ý tưởng trong bài văn.6. Đảm bảo rằng các đuôi là phù hợp và đúng ngữ pháp.	

EXAMPLE

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

Waste disposal

Until now, Britain has opted for burying most of its rubbish. Around four fifths of municipal waste is sent to landfill sites. This approach has made considerable sense in an island with sites to spare because of its particular geology and its history of quarrying.

But landfill sites are getting scarce, particularly in southern England, where most people live. And they are becoming expensive to run as the government insists on safeguards against environmental hazards like the leaching of toxic waste into underground aquifers. But the biggest constraint on dumping stuff in landfill sites is Britain's commitment to meet – about 60% of household rubbish – that is put into landfill sites. These targets are intended to cut emissions of methane (a greenhouse gas) and to reduce the risk of water contamination from landfill.

If you can't bury it, an alternative is to burn it. This certainly seemed to be the initial thrust of government thinking a few years ago. A programme to build as many as 130 new incinerators was envisaged. But burning also entails environmental risks. Although new incinerators are now much cleaner than earlier ones, people are scared of exposure to dangerous chemicals like cancer-producing dioxins. The political difficulties in selling an expansion of incineration are immense.

- 15 The presence of old mines in Britain has
- 16 To make landfill sites safer, the authorities have
- 17 In order to comply with European targets, Britain has
- 18 Burning rubbish is not popular because people have

- A agreed to reduce waste levels.
- B replaced old incinerators.
- C destroyed most of the municipal waste.
- D encouraged rubbish burial.
- E released toxic waste
- F imposed safety laws.
- G become anxious about the pollution levels.

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. **Gạch chân từ khóa cho sẵn:** Nhìn vào câu 13, chúng ta có các từ khóa như “old mines” và “Britain”.
2. **Sử dụng từ khóa để xác định đoạn thông tin:**
 - Ta có Britain ngay trong câu đầu tiên.
 - Tiếp đến, “old mines” đã được paraphrase thành “quarrying”, và tác giả đã biến nó thành cụm “history of quarrying – lịch sử làm mỏ”. Từ đó, có thể suy ra, thông tin của câu 15 nằm ở đoạn đầu tiên.
3. **Sau khi xác định được vị trí của thông tin, ta tiến hành đọc hiểu.**
 - Đoạn văn nói: “Cho đến bây giờ, nước Anh đã chọn chôn đa phần rác thải. 4/5 rác thải công cộng được gửi đến các bãi chứa rác. Các thức này khá hợp lý với một hòn đảo với nhiều đất trống vì vị trí địa lý đặc biệt cũng như lịch sử làm mỏ của nó.”
4. **Đọc các đuôi và xác định từ khóa.**
 - Đuôi thứ 1, “agreed to....” nếu ghép vào câu cho sẵn hoàn toàn không hợp nghĩa của câu. Sự hiện diện của các mỏ cũ không thể đồng ý làm gì đó.
 - Đuôi thứ 2, có từ khóa “incinerators” hoàn toàn không được nhắc đến.
 - Đuôi thứ 3, không có thông tin về việc “destroy municipal garbage”
 - Đuôi thứ 4, có từ khóa “burial” là danh từ của động từ bury. Ta có thể tạm thời để lại.
 - Đuôi thứ 5, 6 và 7 hoàn toàn không có thông tin về việc “release toxic waste, impose safety laws, become anxious about the environment level”.

➔ Từ đó, ta có thể loại trừ đáp án thứ 4. Phân tích cụ thể hơn, ta có thể thấy, việc có lịch sử làm mỏ đã khiến cho “this approach” – “việc chôn rác” (burial) trở nên hợp lý với hòn đảo này.

NOTES TABLE FLOW CHART COMPLETION

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NOTES/TABLE/FLOW CHART COMPLETION

- Hoàn thành ghi chú, bảng biểu, sơ đồ	- Đọc thông tin chi tiết
- Số lượng từ được giới hạn trước	- Scanning
Lưu ý	
Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.	
Phần này khác với sentence completion ở chỗ câu hỏi sẽ không ở dạng câu đầy đủ (ví dụ animal type: _____, size: _____), nên không phải lo lắng về việc sai ngữ pháp trong câu.	
Chiến lược	
1. Đọc kỹ câu hỏi	
2. Xác định loại từ cần điền vào chỗ trống (Danh từ, tính từ, trạng từ ...) và số từ cần điền (1 từ, 2 từ hay 3 từ)	
3. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)	
4. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và dự đoán trước một vài từ đồng nghĩa/trái nghĩa.	
5. Scan bài đọc để tìm phần chứa thông tin cần thiết	
6. Đổi chiều phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 5	

EXAMPLE

SILENCE IS NOT ALWAYS GOLDEN

A global survey has found that city dwellers have better hearing than people who live in quiet villages, and scientists now believe that the ear needs exercise to keep in shape.

A team of scientists at the University of Giessen, Germany, has spent over a decade testing the hearing of more than 10,000 people around the world. As expected, people exposed to extremely loud noises at work, such as construction workers, had poor hearing. But the hearing of those living in quiet, rural areas, such as farmers, was just as bad. Orchestral musicians and airline pilots, by contrast, can usually hear well despite exposure to noise at work. And there is little difference between people who go to noisy concerts and those who do not.

Hearing specialists have long believed that prolonged exposure to excessively loud noise degrades hearing and so industrial standards are based on people's average exposure to sound energy. However, it is the very strong impulses, such as loud bangs, that do the most damage, whereas exposure to continual noise 'trains' the ear to tolerate it.

Notes

- Research shows: need to train the ear to make it work well
- Geographical research area: (1).....
- Examples of people with poor hearing:
 - (2)
 - (3)
- and good hearing:
 - (4)
 - (5)
- Most dangerous type of noise: (6)

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. **Đọc kỹ câu hỏi số 1.** Đề bài hỏi thông tin về “geographical research area”, tạm dịch là “phạm vi nghiên cứu theo địa lý”.
2. **Phân tích và xác định thông tin cần điền.** Rõ ràng, từ loại cần điền là danh từ, và từ này liên quan đến địa lý (tên quốc gia, tên một vùng, lãnh thổ etc.).
3. **Scan đoạn văn, tìm thông tin điền vào câu 1.** Câu hỏi về “research area”, nên ta tìm trong bài những từ vựng liên quan đến research. Đọc đoạn đầu tiên ta thấy 2 từ liên quan là “scientists” và “testing”. Từ đó đọc tiếp “*a team of scientists... has spent testing the hearing of more than 10,000 people around the world*”. Như vậy, phạm vi nghiên cứu chính là toàn cầu.

Chú ý: “Germany” cũng là một từ liên quan đến địa lý, nhưng nó chỉ là quê của các nhà khoa học, chứ không phải nơi họ nghiên cứu.
4. **Đọc kỹ câu hỏi số 2 và 3.** Đề bài hỏi thông tin về “ví dụ những trường hợp (người) có khả năng nghe yếu”.
5. **Phân tích và xác định thông tin cần điền.** Dự đoán đây có thể là một nhóm người, hay một nhóm nghề nào đó.
6. **Scan đoạn văn, tìm thông tin điền vào câu 2.** Đề bài hỏi “poor hearing”, nên cần scan những từ nào có nghĩa tiêu cực như “poor”, “bad” hay “negative”. Đoạn 2, dòng 5-7 ta thấy ngay từ “poor”: “*As expected, people exposed to extremely loud noises at work, such as construction workers, had poor hearing*” (tạm dịch: đúng như dự đoán, những người tiếp xúc với tiếng ồn cực to ở chỗ làm, như là công nhân xây dựng, có thính giác kém). Qua đó dễ thấy đáp án câu 2 là “construction workers”.
7. **Scan đoạn văn, tìm thông tin điền vào câu 3.** Từ chỗ câu 2, đọc tiếp ta thấy “But the hearing of those living in quiet, rural areas, such as farmers, was just as bad.” Cụm từ “just as bad” có nghĩa là “cũng tệ như vậy”, tức là, những người nông dân sống trong môi trường yên tĩnh cũng có khả năng nghe tệ như công nhân xây dựng. Qua đó ta chọn đáp án câu 2 là “farmers”.

8. **Đọc kỹ câu hỏi số 4 và 5.** Trái với 2 và 3, chúng ta cần thông tin ngược lại: những nhóm người nghe tốt (good hearing).
9. **Scan đoạn văn, tìm thông tin điền vào câu 4 và 5.** Tương tự với 2 và 3, lần này chúng ta sẽ tìm những từ có nghĩa tích cực như “good”, “well”, hay “excellent”. Đoạn 2, dòng 5-6 ta thấy từ “well”: “Orchestral musicians and airline pilots, by contrast, can usually **hear well** despite exposure to noise at work” (tạm dịch: nhạc công trong dàn nhạc và phi công trái lại thì nghe khá tốt dù họ phải tiếp xúc với tiếng ồn ở nơi làm việc).
10. **Đọc kỹ câu hỏi cuối cùng.** Ở câu này, thông tin cần tìm là loại tiếng ồn nguy hiểm **nhất**.
11. **Scan đoạn văn, tìm thông tin điền vào câu cuối.** Ở đoạn văn cuối cùng, ta thấy câu đầu tiên có nhắc rất nhiều về tiếng ồn to, nhưng không hề nhắc đến loại nguy hiểm nhất.
12. Đọc đến câu cuối cùng của bài “However, it is the very strong impulses, such as loud bangs, that do **the most damage**, whereas exposure to continual noise 'trains' the ear to tolerate it.” ta thấy ngay yếu tố so sánh nhất “the most damage”. Qua đó, chọn được đáp án là “loud bangs”.

Tips

- Phần Notes/Table/Flow Chart completion về bản chất là giống y như dạng sentence completion. Chúng ta chỉ cần đọc kỹ, xác định khoanh vùng thông tin dựa trên từ đồng nghĩa và “ý tưởng” đồng nghĩa là có thể hoàn thành dạng bài tập này một cách tốt nhất. Để né được những distractors (những thông tin gây “nhiễu”), ta cần phải đọc thật kỹ câu hỏi. Những yếu tố tưởng “phụ mà không phụ” như so sánh nhất có thể là yếu tố quyết định để chọn đáp án đúng.

SUMMARY COMPLETION

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SUMMARY COMPLETION

<ul style="list-style-type: none"> - Hoàn thành bản tóm tắt - Số lượng từ được giới hạn trước 		<ul style="list-style-type: none"> - Đọc thông tin chi tiết - Scanning
	<p>Lưu ý</p> <p>Có 2 dạng summary completion:</p> <ul style="list-style-type: none"> - Tóm tắt của toàn bộ bài - Tóm tắt của một phần bài 	
	<p>Chiến lược</p> <ol style="list-style-type: none"> 1. Xác định dạng summary completion: toàn bài đọc hay một phần bài đọc. Nếu là tóm tắt toàn bài, trong lúc làm những câu hỏi trước phần tóm tắt, ta đọc sơ qua phần tóm tắt để xem và điền từ luôn, đỡ mất thời gian đọc lại. Ví dụ đề có 13 câu. Từ 1-6 là matching headings, từ 7-13 là summary completion. Trong lúc làm matching headings, ta cũng có thể để ý scan qua xem chỗ nào có thể điền được cho summary. 2. Đọc kỹ câu hỏi 4. Xác định loại từ cần điền vào chỗ trống (Danh từ, tính từ, trạng từ ...) và số từ cần điền (1 từ, 2 từ hay 3 từ) 5. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ) 6. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và dự đoán trước một vài từ đồng nghĩa/trái nghĩa. 7. Scan bài đọc để tìm phần chứa thông tin cần thiết 8. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 7 	

EXAMPLE

Gold Bugs

Medieval alchemists found, in the end, that they could not create gold. Modern geochemists have a similar problem. They find it hard to understand how natural gold deposits form. There is much handwaving about gold-rich fluids from deep in the earth, and chemical precipitation, but the physics does not add up. The answer may be that what is happening is not geochemical at all, but biochemical. And a casual experiment conducted by a bacteriologist may hold the key.

Derek Lovley, of the University of Massachusetts, has been studying “metal-eating” bacteria for two decades. These bacteria make their living by converting the dissolved ions of metallic elements from one electrical state to another. This reduction releases energy, which the bacteria extract for their own purposes.

Unsurprisingly, such bacteria tend to prefer common metals such as iron and manganese for lunch, though some species are able to subsist on such exotica as uranium. Dr Lovley decided to put some of his bacteria into a solution of gold chloride. He was fully prepared for nothing to happen, as gold compounds are generally toxic to bacteria. Instead, the test tube containing the solution turned a beautiful shade of purple, the colour of metallic gold when it is dispersed very finely in water.

Complete the summary below with words taken from the reading passage. Choose **ONE OR TWO WORDS AND/OR A NUMBER** for each answer.

CREATING GOLD

Even today, scientists are unable to work out how gold is made. Recently, however, they have considered that the process may be (1) _____. An experiment was carried out using bacteria that create their own (2) _____ using metal. The types of metal these organisms usually feed on are either (3) _____ or _____. However, when the bacteria were added to a test tube of (4) _____ solution, it changed (5) _____, indicating the presence of gold compounds.

⇒ **CÁC BƯỚC LÀM BÀI CHI TIẾT:**

1. **Xác định dạng summary.** Đây chính là dạng summary toàn bộ passage.
2. **Đọc kỹ câu hỏi số 1.**
3. **Phân tích và xác định thông tin cần điền.** từ loại ta cần điền có thể là một tính từ, hoặc một cụm danh từ.
4. **Scan đoạn văn, tìm thông tin điền vào câu 1.** Scan qua đoạn đầu tiên, ta thấy cả nhà giả kim thời Trung Cổ (medieval alchemists) lẫn geochemists đều không tìm được câu trả lời vàng đến từ đâu. Mãi đến gần cuối đoạn, ta mới có câu trả lời: có thể là do (phản ứng) sinh hóa học (biochemical). => Chọn đáp án là biochemical.
5. **Đọc kỹ câu hỏi số 2.**
6. **Phân tích và xác định thông tin cần điền.** Từ loại mà ta cần điền là một danh từ (vì theo sau “own”)
7. **Scan đoạn văn, tìm thông tin điền vào câu 2.** Ở đoạn 2, ta thấy “These bacteria make their living by converting the dissolved ions of metallic elements from one electrical state to another. This reduction releases energy, which the bacteria extract for their own purposes.” Tạm dịch: vi khuẩn dạng này thường kiếm ăn bằng cách biết đổi đổi những ion đã tan ra từ những nguyên tố kim loại từ một trạng thái điện tích đến một trạng thái khác. Quá trình này sản sinh năng lượng mà loài vi khuẩn này chiết ra vì mục đích cá nhân của chúng.” => những con vi khuẩn này tạo ra energy bằng cách sử dụng kim loại => chọn đáp án “energy”.
8. **Đọc kỹ câu hỏi số 3.** Hai loại “thức ăn” mà loài vi khuẩn này **thường (usually)** ăn là gì?
9. **Scan đoạn văn, tìm thông tin điền vào câu 3.** Dòng đầu tiên đoạn thứ 3, ta đã thấy rõ chúng “ăn” iron và manganese. => chọn đáp án iron-manganese. Uranium cũng là một distraction, nhưng ta để ý thấy chỉ có một vài loài “ăn” được nó.
10. **Đọc kỹ câu hỏi số 4.** Vì phía sau có từ “solution” (trong hóa học nghĩa là “dung dịch”, không phải “giải pháp”) từ ta cần điền ở đây có thể là một danh từ (dung dịch nước muối, nước cam etc ☺))

11. **Scan đoạn văn, tìm thông tin điền vào câu 4.** Để thấy, đoạn cuối cùng dòng 3, ta scan ra ngay “solution of gold chloride.” => chọn đáp án gold chloride.

12. **Đọc kỹ câu hỏi cuối cùng.**

13. **Scan đoạn văn, tìm thông tin điền vào câu cuối.** Đến đây, ta thấy rõ ở đoạn cuối “Instead, the test tube containing the solution turned a beautiful shade of purple, the colour of metallic gold when it is dispersed very finely in water.” (Tạm dịch: con vi khuẩn tạo ra sắc tím, một màu sắc khi vàng kim loại phân tán trong nước. => vi khuẩn đã đổi màu => chọn đáp án colour.)

Tips

- Cũng như các loại completion khác, chúng ta chỉ cần bình tĩnh scan thông tin, và để ý kĩ xem đây có phải là summary toàn passage để làm cho nhanh.

SUMMARY COMPLETION WITH A BOX

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SUMMARY COMPLETION WITH A BOX

- Hoàn thành bản tóm tắt	- Đọc thông tin chi tiết
- Từ được cung cấp trước dưới dạng đáp án A, B, C, D, E etc.	- Scanning

Lưu ý

- 1) Ở dạng này, các từ được cung cấp trong “box” sẽ là từ/cụm từ đồng nghĩa với từ trong đoạn văn, chứ không phải y chang như trong đoạn.
- 2) Tương tự như summary completion, summary completion with a box cũng có 2 dạng:
 - Tóm tắt của toàn bộ bài
 - Tóm tắt của một phần bài

Chiến lược

1. Xác định dạng summary completion with a box (tương tự như summary completion)
2. Đọc kỹ câu hỏi
4. Xác định loại từ cần điền vào chỗ trống (Danh từ, tính từ, trạng từ ...) và nhìn sơ qua các đáp án A, B, C, D, E etc.
5. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)
6. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và **dự đoán** trước một vài từ đồng nghĩa/trái nghĩa.
7. Scan bài đọc để tìm phần chứa thông tin cần thiết
8. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 7

EXAMPLE**Key considerations**

Research shows that, when choosing a home, most people are keen to find somewhere that is in the right place: that is close to work or study or has easy access to public transport. Property consultants agree that cost aside, aspects such as the number or size of the rooms, or the furniture (if the property is furnished), play a secondary role.

In the same way, the medical care in hospitals and the hospital record on this are far more important to patients than things like whether the latest drugs are being used or whether the number of nurses and doctors is considered exemplary.

Read the passage. Complete the summary using the list of words, A-I, below.

- | | |
|-------------------|--------------------|
| A way | F location |
| B features | G principle |
| C contents | H prices |
| D staffing | I pieces |
| E movement | |

Studies indicate that people generally focus on the (1) _____ of housing, rather than on the physical (2) _____ or the (3) _____.

This general (4) _____ also applies to medical treatment. Patients note quality of care, rather than focusing on the level of (5) _____ at the hospital.

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. **Xác định dạng summary.** Đây chính là dạng summary toàn bộ passage.
2. **Đọc kỹ câu hỏi số 1.**
3. **Scan đoạn văn, tìm thông tin điền vào câu 1.** Scan qua câu đầu tiên, ta thấy “most people are keen to find somewhere that is in the right place”. Tạm dịch “hầu hết người ta thích tìm một nơi ở vị trí phù hợp (in the right place) => đáp án F (location).
4. **Đọc kỹ câu hỏi số 2 và 3.** Thông tin ta cần tìm là những thứ đóng vai trò thứ yếu so với “location” ở trên.
5. **Scan đoạn văn, tìm thông tin điền vào câu 2 và 3.** Ngay đoạn đầu, ta thấy “Property consultants agree that cost aside, aspects such as the number or size of the rooms, or the furniture, play a secondary role.” Number, size chính là tính chất (features) và furniture chính là nội dung, thứ chứa đựng (contents) của căn nhà. => Đáp án là B (features) và C (contents).
6. **Đọc kỹ câu hỏi số 4.**
7. **Scan đoạn văn, tìm thông tin điền vào câu 4.** Ngay đầu đoạn 2, ta thấy “in the same way”, cùng một cách thức tương tự => hay ta có đáp án là G, với chữ “principle” gần nghĩa với “way”, là nguyên tắc.
8. **Đọc kỹ câu hỏi cuối cùng.** Tương tự như câu 2 và 3, chúng ta cần thông tin đóng vai trò thứ yếu khi bệnh nhân chọn bệnh viện.
9. **Scan đoạn văn, tìm thông tin điền vào câu cuối.** Scan đoạn cuối, ta thấy có 2 thông tin có thể điền được là “latest drugs being used” và “number of nurses or doctors is considered exemplary (mẫu mực)”. Trong các đáp án còn lại, chỉ có đáp án D “staffing” (đội ngũ nhân viên) là phù hợp với ý “bác sĩ và y tá”; không có đáp án nào thể hiện được cho “latest drugs” => chọn D.

Tips

- Đây là dạng khá đặc biệt của IELTS Reading, khi mà từ được paraphrase không nằm ở câu hỏi, mà nằm ở đáp án. Vì vậy, chúng ta cần phải cẩn nhắc và scan thật kĩ để dò tìm từ và ý tưởng đồng nghĩa.

MULTIPLE CHOICE

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MULTIPLE CHOICE

Chọn câu trả lời đúng trong 4 đáp án cho sẵn	- Đọc thông tin chi tiết - Scanning and Skimming
Lưu ý Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.	
Chiến lược <ol style="list-style-type: none">1. Gạch chân từ khóa trong câu hỏi.2. Xác định vị trí thông tin có trong bài đọc thông qua các từ khóa đã xác định. Lưu ý, sử dụng kỹ năng scanning.3. Xác định và gạch chân các từ khóa có sẵn trong câu trả lời và cố gắng hiểu các đáp án đó (re-phrase)4. Đọc kỹ đoạn thông tin đã xác định được thật kỹ và đối chiếu với các đáp án. Lưu ý, nên áp dụng phương pháp loại trừ nếu các đáp án quá giống nhau.	

EXAMPLE

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

What does the writer say about the environmental impact of the work at Lake Magadi?

- A It has little effect on the area.
- B It has been going on too long.
- C It has been well-planned.
- D It causes harm to the birds.

For more than 60 years, the Magadi Soda Company has been taking soda ash from Lake Magadi, south west of Nairobi, Kenya. The operation was set up without particular consideration for the natural environment but, over the years, it has proved harmless. The factory and town which might cause disturbance are located out of the way, about 15 kilometers from the area most densely populated by birds. The factory effluent consists only of returning lake water, and the gaseous emissions are only carbon dioxide and water.

⇒ CÁCH LÀM BÀI CHI TIẾT:

1. **Xác định từ khóa trong câu hỏi:** “environmental impact”; “work” và “Lake Magadi”.
2. **Xác định đoạn thông tin:** Ngay trong câu đầu tiên ta thấy có từ “Lake Magadi”. Qua câu thứ 2 ta thấy “the operation”.
3. **Quay lại các đáp án cho sẵn, ta xác định từ khóa ở các đáp án đó.**
 - Đáp án A: little effect
 - Đáp án B: going on too long
 - Đáp án C: well planned
 - Đáp án D: cause harm to bird
4. **Đọc kỹ đoạn thông tin đã xác định được:** “Hơn 60 năm, công ty Magadi Soda đã lấy đi soda ash từ hồ Magadi.... Sự khai thác này (the operation) đã được diễn ra mà không có bất cứ sự quan tâm nào đến môi trường, NHƯNG, những năm qua, nó đã chứng minh VÔ HẠI.”
5. **So sánh với các đáp án đã cho, thì đáp án A chuẩn nhất.** Nhưng để chắc chắn, hãy tiếp tục đối chiếu với các đáp án còn lại.
 - Đáp án B: Tác giả có đề cập đến quãng thời gian 60 năm, nhưng hoàn toàn không nói đến việc nó dài hay ngắn.
 - Đáp án C: Không có thông tin về việc well-planned
 - Đáp án D: Tác giả có đề cập đến “bird”, nhưng không nhắc đến việc làm hại đến chúng.

**TRUE
FALSE
NOT GIVEN**

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TRUE / FALSE / NOT GIVEN

- Trả lời TRUE, FALSE, hoặc NOT GIVEN	- Đọc thông tin chi tiết - Scanning & Skimming
<p>Lưu ý</p> <p>Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.</p>	
<p>Chiến lược</p> <ol style="list-style-type: none">1. Đọc kỹ câu hỏi2. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)3. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và dự đoán trước một vài từ đồng nghĩa/trái nghĩa.4. Để ý những trạng từ chỉ lượng (only, most, all,...), chỉ độ thường xuyên (always, usually, rarely,...), và chỉ khả năng xảy ra (likely, possibly,...)5. Scan bài đọc để tìm phần chứa thông tin cần thiết6. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 57. Cách đối chiếu:<ul style="list-style-type: none">- TRUE if the statement agrees with the information Nếu thông tin tìm được trong bài trùng khớp với câu hỏi.- FALSE if the statement contradicts the information Nếu thông tin tìm được có ý nghĩa mâu thuẫn với câu hỏi. Và câu FALSE là câu có thể sửa lại thành TRUE.- NOT GIVEN if there is no information on this Không tin trong đề bài không đủ để xác định TRUE hay FALSE thì sẽ là NOT GIVEN	

EXAMPLE

Tea and the Industrial Revolution

A Cambridge professor says that a change in drinking habits was the reason for the Industrial Revolution in Britain. Anjana Abuja reports

Alan Macfarlane, professor of anthropological science at King's College, Cambridge has, like other historians, spent decades wrestling with the enigma of the Industrial Revolution. Why did this particular Big Bang – the world-changing birth of industry happen in Britain? And why did it strike at the end of the 18th century?

Macfarlane compares the puzzle to a combination lock. "There are about 20 different factors and all of them need to be present before the revolution can happen," he says. For industry to take off, there needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other nations, such as Japan, the Netherlands and France also met some of these criteria but were not industrialising. All these factors must have been necessary. But not sufficient to cause the revolution, says Macfarlane. "After all, Holland had everything except coal while China also had many of these factors. Most historians are convinced there are one or two missing factors that you need to open the lock."

The missing factors, he proposes, are to be found in almost even kitchen cupboard. Tea and beer, two of the nation's favourite drinks, fuelled the revolution. The antiseptic properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery. The theory sounds eccentric but once he starts to explain the detective work that went into his deduction, the scepticism gives way to wary admiration. Macfarlane's case has been strengthened by support from notable quarters – Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.

Macfarlane had wondered for a long time how the Industrial Revolution came about. Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth. Macfarlane says: "The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. People suggested four possible causes. Was there a sudden change in the viruses and bacteria around? Unlikely. Was there a revolution in medical science? But this was a century before Lister's revolution*. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small gains. Sanitation did not become widespread until the 19th century. The only option left is food. But the height and weight statistics show a decline. So the food must have got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank."

This population burst seemed to happen at just the right time to provide labour for the Industrial Revolution. “When you start moving towards an industrial revolution, it is economically efficient to have people living close together,” says Macfarlane. ‘But then you get disease, particularly from human waste.’ Some digging around in historical records revealed that there was a change in the incidence of water-borne disease at that time, especially dysentery. Macfarlane deduced that whatever the British were drinking must have been important in regulating disease. He says, “We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What caused this?”

[...]

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

1. Roy Porter disagrees with Professor Macfarlane’s findings.
2. After 1740, there was a reduction in population in Britain.
3. People in Britain used to make beer at home.
4. The tax on malt indirectly caused a rise in the death rate.

=> CÁC BƯỚC LÀM BÀI CHI TIẾT

I. Câu hỏi số 1:

1. **Đọc kỹ câu hỏi.** Có thể dịch sơ lược "Roy Porter không đồng ý với kết quả nghiên cứu của Giáo sư Macfarlane.". Câu đang thể hiện **thái độ/suy nghĩ** của Roy Porter.
2. **Lựa chọn từ khóa.** Câu này có các từ khóa dễ scan. Vì thế ta chọn một vài từ nổi bật, "**Roy Porter**", "**Macfarlane**".

Lưu ý: động từ của câu này là "**disagree**".

3. **Scan bài đọc.** "**Macfarlanes** case has been strengthened by support from notable quarters – **Roy Porter**, the distinguished medical historian, recently wrote a favourable appraisal of his research." Hai tên riêng ở trên lần lượt xuất hiện.
4. **Đối chiếu, phân tích thông tin và câu hỏi.**
 - Trong câu ta thấy: "**Macfarlane case**" có nghĩa tương đương "**Macfarlane's findings**". (những đoạn trước đó đã nhắc đến nghiên cứu và kết luận của Macfarlane)
 - Tiếp theo, ta thấy động từ của câu này là "**has been strengthened by support**" có thể hiểu là "**được ủng hộ**". Dễ dàng nhận ra, "**disagree**" mang nghĩa đối ngược với "**strengthened**" & "**support**". Suy ra, đáp án là **FALSE**.

II. Câu hỏi số 2:

1. **Đọc kỹ câu hỏi.** "After 1740, there was a reduction in population in Britain." Có thể tạm hiểu là: "Sau 1740, dân số nước Anh giảm".
2. **Lựa chọn từ khóa:** "**1740**", "**population**", và "**Britain**".
 - Lưu ý: mốc thời gian "**after**" và ý tưởng "**reduction**" (có thể tìm kèm theo những **synonyms**, **anonyms**)
3. **Scan bài đọc.** "Between about 1650 and **1740**, the **population in Britain** was static. But then there was a burst in population growth."
4. **Đối chiếu, phân tích thông tin và câu hỏi:**
 - Ta thấy "**between about 1650 and 1740**" xuất hiện từ khóa "**1740**" nhưng cái ta cần là khoảng thời gian "**after 1740**", nên đọc tiếp.
 - "**Then**" xuất hiện ở câu sau (đồng nghĩa với "**after**") => Phân tích câu này.
 - Tiếp tục đối chiếu "**a burst in population growth**" và "**a reduction in population**". Dễ dàng nhận thấy thông tin mâu thuẫn giữa "**burst**" là sự bùng nổ (**tăng**), và "**reduction**" là sự **giảm**. Suy ra, đáp án là **FALSE**.

III. Câu hỏi số 3:

1. **Đọc kĩ câu hỏi.** “People in Britain used to make beer at home.” Có thể tạm dịch là: “Người Anh đã từng làm bia ở nhà”.
2. **Lựa chọn từ khóa:** “**Britain**”, “**beer**” và “**home**” và để ý động từ câu này là “**make**”, nên trong bài có thể được viết lại bằng các từ mang ý nghĩa tương tự như “**produce**”, “**cook**”, ...
3. **Scan bài đọc.** Đọc kĩ nội dung trong bài, ta không thấy thông tin nào ứng với từ khóa đã lựa chọn. Suy ra đáp án là **NOT GIVEN**.
 - Lưu ý: Câu **NOT GIVEN** ở ví dụ này khá dễ vì thông tin không được đề cập đến. Đôi khi chúng ta sẽ gặp một số câu **NOT GIVEN** mang tính đánh đố hơn dù tìm được từ khóa đã chọn.

IV. Câu hỏi số 4:

1. **Đọc kĩ câu hỏi:** “The tax on malt indirectly caused a rise in the death rate.”. Tạm hiểu là: “Malt (mạch nha) bị đánh thuế, và điều này đã gián tiếp làm tăng tỉ lệ tử”
2. **Lựa chọn từ khóa:** “**tax**”, “**malt**” và “**the death rate**”.
 - Lưu ý: Trạng từ “**indirectly**” thể hiện sự khách quan, không phải chết cũng do “**the tax**”. “**Rise**” là sự **tăng**, hãy chuẩn bị 1 vài từ đồng nghĩa và trái nghĩa.
3. **Scan bài đọc.**

“[1] We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer.

[2] But in the late 17th century a **tax was introduced on malt**, the basic ingredient of beer.

[3] The poor turned to water and gin and in the 1720s **the mortality rate** began to **rise** again. Then it suddenly dropped again. What caused this?”
4. **Đối chiếu, phân tích thông tin và câu hỏi.**
 - Ban đầu, ta tìm được từ khóa ở câu [2] và [3].
 - “**mortality rate**” = “**death rate**”
 - Dễ dàng nhận thấy: “**a rise in the death rate**” = “**the mortality rate began to rise**”. Nhiệm vụ là tìm ra liệu “**the tax**” có gián tiếp/trực tiếp gây ra kết quả này không.
 - [1] “... the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer.”

Tạm hiểu là: “Người Anh được bảo vệ bởi những “hops” có tính kháng khuẩn, mà “hops” thì có trong bia.”

➔ Người Anh được bảo vệ bởi bia (*)

- [2] “But in the late 17th century **a tax was introduced on malt**, the basic ingredient of beer.”

Tạm hiểu là: “Nhưng, vào cuối thế kỷ 17, malt (mạch nha) bị đánh thuế, mà mạch nha là một thành phần trong bia.”

➔ Giá tiền bia đắt hơn. (**)

- [3] “The poor turned to water and gin and in the 1720s **the mortality rate** began to **rise** again. Then it suddenly dropped again. What caused this?”

Tạm hiểu là: “Người nghèo chuyển sang uống nước và gin (1 loại rượu) và vào những năm 1720, tỉ lệ tử bắt đầu tăng lại...”

➔ (*) (**) Tóm lại, có thể suy ra:

Người nghèo không uống được bia nữa (vì đắt).

Mà không uống được bia nữa nên không được bảo vệ → Tỉ lệ tử tăng.

➔ Đáp án là **TRUE**.

CLASSIFICATIONS

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CLASSIFICATIONS

Ở dạng bài này, thí sinh sẽ phải nối các mục như tên người, ngày tháng năm, tên các dự án hoặc nghiên cứu, ... với từng statement tương ứng với nội dung trong bài

- Đọc thông tin chi tiết
- Scanning

Lưu ý:

- Câu hỏi không được sắp xếp theo trình tự của bài đọc.
- Mỗi category (tên, thời gian) có thể xuất hiện nhiều hơn 1 lần trong bài.

Chiến lược:

1. Đọc và gạch chân các categories trong bài, giới hạn phần tìm kiếm trong bài quanh các categories đã được đánh dấu.
2. Đọc câu hỏi và gạch chân các từ hoặc cụm từ khóa.
3. Scan các từ khóa ở những đoạn đã đánh dấu ở trên.

EXAMPLE

Young children's sense of identity

- A. A sense of self develops in young children by degrees. The process can usefully be thought of in terms of the gradual emergence of two somewhat separate features: the self as a subject, and the self as an object. William James introduced the distinction in 1892, and contemporaries of his, such as Charles Cooley, added to the developing debate. Ever since then psychologists have continued building on the theory.
- B. According to James, a child's first step on the road to self-understanding can be seen as the recognition that he or she exists. This is an aspect of the self that he labelled 'self-as-subject', and he gave it various elements. These included an awareness of one's own agency (i.e. one's power to act), and an awareness of one's distinctiveness from other people. These features gradually emerge as infants explore their world and interact with caregivers. Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise power. He proposed that the earliest examples of this are an infant's attempts to control physical objects, such as toys or his or her own limbs. This is followed by attempts to affect the behavior of other people. For example, infants learn that when they cry or smile someone responds to them.
- C. Another powerful source of information for infants about the effects they can have on the world around them is provided when others mimic them. Many parents spend a lot of time, particularly in the early months, copying their infant's vocalizations and expressions. In addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their movements. This is not to say that infants recognize the reflection as their own image (a later development). However, Lewis and Brooks-Gunn (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they, can change the reflection in the mirror.
- D. This understanding that children gain of themselves as active agents continues to develop in their attempts to co-operate with others in play. Dunn (1988) points out that it is in such day-to-day relationships and interactions that the child's understanding of his or herself emerges. Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly.
- E. Once children have acquired a certain level of self-awareness, they begin to place themselves in a whole series of categories, which together play such an important part in defining them uniquely

as themselves. This second step in the development of a full sense of self is what James called the ‘self-as-object’. This has been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother, colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trustworthiness, shyness, sporting ability).

F. Cooley and other researchers suggested a close connection between a person’s own understanding of their identity and other people’s understanding of it. Cooley believed that people build up their sense of identity from the reactions of others to them, and from the view they believe others have of them. He called the self-as-object the ‘looking-glass self’, since people come to see themselves as they are reflected in others. Mead (1934) went even further, and saw the self and the social world as inextricably bound together. ‘The self is essentially a social structure, and it arises in social experience ... it is impossible to conceive of a self arising outside of social experience.

Look at the following findings and the list of researchers below.

Match each finding with the correct researcher or researchers, A-D

1. A sense of identity can never be formed without relationships with other people.
2. A child’s awareness of self is related to a sense of mastery over things and people.
3. Observing their own reflection contributes to children’s self awareness.

List of Researchers:

- A. James
- B. Cooley
- C. Lewis and Brooks-Gunn
- D. Mead

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT:

1. **Đọc và tìm tên các Researchers trong bài.** Ta có thể thấy:

- James xuất hiện ở đoạn A và E
- Cooley xuất hiện ở đoạn B và F
- Lewis and Brooks-Gunn xuất hiện ở đoạn C
- Mead xuất hiện ở đoạn F.

2. **Giới hạn vùng tìm kiếm trong vòng 1 – 2 câu xung quanh những tên vừa vừa tìm được.**

3. **Lựa chọn những từ khóa trong câu.** Cụ thể, trong bài này, ta sẽ tìm những từ khóa sau:

- Câu 1: without relationships
- Câu 2: mastery over things and people
- Câu 3: their own reflection

4. **Scan các từ khóa ở những phần đã được giới hạn ở bước 2.** Hãy nhớ rằng người ra đề sẽ luôn luôn sử dụng những từ, cụm từ đồng nghĩa, hay thậm chí là các khái niệm đồng nghĩa. Chính vì thế, hãy đảm bảo rằng mình có thể đọc và hiểu những câu ở phần đã giới hạn tìm kiếm. Cụ thể trong bài này:

- Câu 1: Ta tìm thấy ở câu có chứa Mead (1934) trong đoạn F: “it is impossible to conceive of a self arising outside of **social experience**” => có liên quan đến “without relationship”.

⇒ Chọn D ở câu 1.

- Câu 2: Ở câu thứ 2 đoạn F, ta có thể thấy: “people build up their sense of identity from the reactions of others to them, and from the view they believe others have of them” => có liên quan đến “mastery over things and people”.

⇒ Chọn B ở câu 2.

- Câu 3: Ở câu cuối đoạn C, phần có chứa Lewis and Brooks-Gunn, ta có thể thấy: “the movements they see **in the mirror** are contingent on their own, leads to a growing awareness that they are distinct from other people” => có liên quan đến “their own reflection”.

⇒ Chọn C ở câu 3.

Tips:

- Như các bạn đã thấy, các phần có liên quan đến từ khóa thường chỉ nằm trong 1 hoặc 2 câu xung quanh các categories được cho trước. Chính vì vậy, trong những bài dài, chúng ta có thể giới hạn phần tìm kiếm xuống chỉ còn một vài câu.

- Những từ khóa có thể được diễn đạt lại bằng 1 cụm từ hay thậm chí là cả 1 mệnh đề. Vậy nên hãy luôn đảm bảo rằng mình có thể hiểu được ý trong những câu ở phần giới hạn tìm kiếm.

PICKING FROM A LIST

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PICKING FROM A LIST

Trong dạng câu hỏi này, thí sinh sẽ được cung cấp 1 danh mục liệt kê các lựa chọn (thường nhiều hơn 5) và được yêu cầu phải chọn nhiều hơn 1 đáp án trong số đó để trả lời câu hỏi liên quan đến bài đọc

- Scanning

Lưu ý

- Danh sách lựa chọn có thể là cụm từ hay câu
- Câu trả lời sẽ thường sẽ xuất hiện theo thứ tự trong danh sách lựa chọn

Chiến thuật:

1. Đọc kỹ câu hỏi và gạch chân các từ khóa/đọc và xác định từ khóa trong yêu cầu (để xác định đúng thông tin cần tập trung)
2. Xác định số lượng đáp án cần chọn theo yêu cầu (thường yêu cầu này sẽ được viết hoa trong câu hỏi, ví dụ Which TWO factors...?)
3. Đọc qua danh sách lựa chọn và nắm nội dung
4. Scan để tìm ra đoạn đọc đề cập đến nội dung cần tìm (đoạn có chứa từ khóa).

Chú ý những cụm từ/cách diễn đạt có nghĩa tương đương, vì không bao giờ danh mục liệt kê sẽ được lặp lại y hệt trong bài.

EXAMPLE:

- A. Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.
- B. A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organization of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.
- C. Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.

Questions 1 and 2

Choose **TWO** letters, A-F.

Write the correct letters in boxes 11 and 12 on your answer sheet.

The list below includes factors contributing to classroom noise.

Which **TWO** are mentioned by the writer of the passage?

A current teaching methods

B echoing corridors

C cooling systems

D large class sizes

E loud-voiced teachers

F playground games

⇒ CÁC BƯỚC LÀM BÀI CHI TIẾT

- Đọc kỹ câu hỏi và gạch chân các từ khóa/đọc và xác định từ khóa trong yêu cầu. Trong câu “The list below includes factors contributing to classroom noise”, từ khóa chính cần gạch chân là **factors** và **classroom noise**

→ Yêu cầu của bài chính là tìm ra những yếu tố/nguyên nhân gây ra **tiếng ồn** trong lớp

- Xác định số lượng đáp án cần chọn theo yêu cầu. Rất rõ ràng, số lượng đáp án cần chọn được đề cập hai lần và đều được viết hoa:

Choose **TWO** letters from A-F

Which **TWO** are mentioned by...

→ Sẽ có 2 đáp án từ danh mục liệt kê từ A-F

3. Đọc qua danh sách lựa chọn và nắm nội dung

- Có thể sẽ có một số từ mới mà thí sinh không rõ nghĩa, khi đó chỉ cần khái quát nội dung chính để bắt ý là được. Ví dụ, B “echoing corridors”, nếu thí sinh không biết **echoing** là gì, chỉ cần nắm nghĩa của **corridors**. Vậy nên, mục B đề cấp nội dung liên quan đến yếu tố **hành lang lớp học**.

4. Scan để tìm ra đoạn đọc đề cập đến nội dung cần tìm

- Khi tra từ khóa “**classroom noise**” trong cả bài đọc sẽ nhận thấy từ khóa này xuất hiện trong đoạn B ở ngay câu đầu tiên. Tuy nhiên vẫn còn một từ khóa là “**factors**” cần phải thỏa mãn, theo đó khi đọc tiếp câu thứ 2 của đoạn sẽ thấy một loạt các **nguyên nhân** được liệt kê và cách diễn đạt “*all contribute to the number of children unable to...*”, chỉ ra các nguyên nhân dẫn đến điều gì đó.
- Vậy trước hết, đây là là đoạn chứa đáp án cho câu hỏi.
- Tiếp theo, trong các nguyên nhân được liệt kê, có thể thấy *modern teaching practices* tương ứng với *current teaching methods*, và *air conditioning* tương ứng với *cooling systems*, cả 2 được nêu trong đoạn văn và đều theo thứ tự của danh mục liệt kê

→ Câu trả lời sẽ là A và C

**YES
NO
NOT GIVEN**

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YES / NO / NOT GIVEN

- Trả lời YES, NO, hoặc NOT GIVEN	- Đọc thông tin chi tiết - Scanning & Skimming
Lưu ý <p>Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.</p> <p>Có một số câu hỏi chúng ta cần phải hiểu thông tin và tự suy luận ra hàm ý của tác giả vì đây là dạng câu hỏi liên quan đến ý kiến, quan điểm cá nhân của tác giả. Đây cũng là điểm khác biệt cơ bản giữa T/F/NG và Y/N/NG.</p>	
Chiến lược <ol style="list-style-type: none">1. Đọc kỹ câu hỏi2. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)3. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và dự đoán trước một vài từ đồng nghĩa/trái nghĩa.4. Để ý cẩn thận những trạng từ chỉ lượng (only, most, all,...), chỉ độ thường xuyên (always, usually, rarely,...), và chỉ khả năng xảy ra (likely, possibly,...)5. Scan bài đọc để tìm phần chứa thông tin cần thiết6. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 5.7. Cách đối chiếu:<ul style="list-style-type: none">- YES if the statement agrees with the claims of the writer Nếu thông tin trong câu hỏi đồng ý với ý kiến của tác giả.- NO if the statement contradicts the claims of the writer Nếu thông tin trong câu hỏi mâu thuẫn với ý kiến của tác giả.- NOT GIVEN if it is impossible to say what the writer thinks about this Người đọc không thể biết được tác giả nghĩ gì về thông tin được đề cập câu hỏi.	

EXAMPLE

When evolution runs backwards

More recently, however, examples have been reported that break the time limit, suggesting that silent genes may not be the whole story. In a paper published last year, biologist Gunter Wagner of Yale University reported some work on the evolutionary history of a group of South American lizards called Bachia. Many of these have minuscule limbs; some look more like snakes than lizards and a few have completely lost the toes on their hind limbs. Other species, however, sport up to four toes on their hind legs. The simplest explanation is that the toed lineages never lost their toes, but Wagner begs to differ. According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years.

So what's going on? One possibility is that these traits are lost and then simply reappear, in much the same way that similar structures can independently arise in unrelated species, such as the dorsal fins of sharks and killer whales. Another more intriguing possibility is that the genetic information needed to make toes somehow survived for tens or perhaps hundreds of millions of years in the lizards and was reactivated. These atavistic traits provided an advantage and spread through the population, effectively reversing evolution.

But if silent genes degrade within 6 to million years, how can long-lost traits be reactivated over longer timescales? The answer may lie in the womb. Early embryos of many species develop ancestral features. Snake embryos, for example, sprout hind limb buds. Later in development these features disappear thanks to developmental programs that say 'lose the leg'. If for any reason this does not happen, the ancestral feature may not disappear, leading to an atavism.

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

In boxes 1–3 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 GIVE N if it is impossible to say what the writer thinks about this

1. Wagner was the first person to do research on South American lizards.
2. Wagner believes that Bachia lizards with toes had toeless ancestors.
3. The temporary occurrence of longlost traits in embryos is rare.

=> CÁC BƯỚC LÀM BÀI CHI TIẾT:

I. Câu hỏi số 1:

1. **Đọc kỹ câu hỏi.** Có thể dịch sơ lược "Wagner là người đầu tiên đã nghiên cứu về loài thằn lằn Nam Mỹ".
2. **Lựa chọn từ khóa.** Câu này có các từ khóa dễ scan. Vì thế ta chọn một vài từ nổi bật **Wagner**, "lizards", "South American". Lưu ý chữ **first**, khi scan cần tìm idea liên quan như "chưa có ai cho tới khi", "đầu tiên", "tiên phong", "dẫn đầu".
3. **Scan bài đọc.** "In a paper published last year, biologist Gunter Wagner of Yale University reported some work on the evolutionary history of a group of South American lizards called Bachia."
4. **Đối chiếu, phân tích thông tin và câu hỏi.**
 - Trong câu ta thấy, hai từ khóa đã chọn lần lượt xuất hiện trong bài là **Wagner** và **South American lizards**.
 - Nhưng ta dễ dàng thấy câu này không đề cập đến việc liệu **Wagner** là người đầu tiên nghiên cứu loài này hay không.
 - Suy ra đáp án là **NOT GIVEN**.

II. Câu hỏi số 2:

1. **Đọc kỹ câu hỏi.** Có thể tạm hiểu là: "Wagner tin rằng: thằn lằn Bachia có ngón chân và giống thằn lằn này có tổ tiên không có ngón chân."
2. **Lựa chọn từ khóa:** Ta chọn từ khóa dễ scan **Bachia**, **toe**. Ta chọn thêm idea cho từ khóa **toeless** như "không có ngón chân", "chưa hình thành", và cho **ancestor** như "tổ tiên", "ngày xưa", "gốc gác".
Lưu ý: Câu hỏi đang hỏi về ý kiến, lòng tin của **Wagner**.
3. **Scan bài đọc.** "According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and..."
4. **Đối chiếu, phân tích thông tin và câu hỏi:**
 - Ta thấy **According to his analysis = Wagner believes**.
 - **Bachia lizards with toes = Bachia family tree, the toed species**.
 - Từ khóa vẫn được giữ nguyên là **toeless ancestors**.
 - Ta có thể loại đáp án **NOT GIVEN** vì đã có đầy đủ các thành phần thông tin.
 - Tiếp tục phân tích, ta thấy câu này hoàn toàn đồng ý với ý kiến của tác giả, nên đáp án là **YES**.

III. Câu hỏi số 3:

1. **Đọc kỹ câu hỏi:** Tạm dịch là: “Sự xuất hiện tạm thời của những đặc tính đã bị mất từ lâu ở phôi thai thì rất là hiếm.”
2. **Lựa chọn từ khóa:** Ở trong câu này không có từ khóa dễ tìm. Ta đi tìm những câu trong bài có idea nói về sự hiếm khi xảy ra của một vài đặc tính ngắn hạn đã mất từ lâu (hoặc đặc tính ngắn hạn từ thời tổ tiên) được xuất hiện trong phôi thai.
3. **Scan bài đọc.** “Early embryos of many species develop ancestral features.”
4. **Đối chiếu, phân tích thông tin và câu hỏi.**
 - Từ khóa đã chọn không thay đổi là **embryos**.
 - **Long lost traits = ancestral features.**
 - Đã xuất hiện đầy đủ các thành phần thông tin nên ta loại đáp án **NOT GIVEN**.
 - Tiếp tục phân tích thông tin trong bài để hiểu ý tác giả. Theo tác giả khi dùng chữ **many**, ý muốn nói hiện tượng này xảy ra ở nhiều loài, là một hiện tượng dễ gặp chứ không phải hiếm => Mâu thuẫn với câu hỏi (hiếm khi xảy ra).
 - Suy ra đáp án là **NO**.

SHORT ANSWER QUESTION

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SHORT ANSWER QUESTIONS

- Trả lời câu hỏi	- Đọc thông tin chi tiết
- Số lượng từ được giới hạn trước	- Scanning
Lưu ý	
Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.	
Chiến lược	
<ol style="list-style-type: none">1. Đọc kỹ câu hỏi2. Xác định loại từ cần trả lời (Danh từ, tính từ, trạng từ ...) và số từ cần điền (1 từ, 2 từ hay 3 từ)3. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)4. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và dự đoán trước một vài từ đồng nghĩa/trái nghĩa.5. Scan bài đọc để tìm phần chứa thông tin cần thiết6. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 5.	

EXAMPLE

Stepwells

Some wells are vast, open craters with hundreds of steps paving each sloping side, often in tiers. Others are more elaborate, with long stepped passages leading to the water via several storeys built from stone and supported by pillars, they also included pavilions that sheltered visitors from the relentless heat. But perhaps the most impressive features are the intricate decorative sculptures that embellish many stepwells, showing activities from fighting and dancing to everyday acts such as women combing their hair and churning butter.

Down the centuries, thousands of wells were constructed throughout northwestern India, but the majority have now fallen into disuse; many are derelict and dry, as groundwater has been diverted for industrial use and the wells no longer reach the water table. Their condition hasn't been helped by recent dry spells: southern Rajasthan suffered an eight-year drought between 1996 and 2004.

However, some important sites in Gujarat have recently undergone major restoration, and the state government announced in June last year that it plans to restore the stepwells throughout the state.

In Patan, the state's ancient capital, the stepwell of Rani Ki Vav (Queen's Stepwell) is perhaps the finest current example. It was built by Queen Udayamati during the late 11th century, but became silted up following a flood during the 13th century. But the Archaeological Survey of India began restoring it in the 1960s, and today it's in pristine condition. At 65 metres long, 20 metres wide and 27 metres deep, Rani Ki Vav features 500 distinct sculptures carved into niches throughout the monument, depicting gods such as Vishnu and Parvati in various incarnations. Incredibly, in January 2001, this ancient structure survived a devastating earthquake that measured 7.6 on the Richter scale.

Another example is the Surya Kund in Modhera, northern Gujarat, next to the Sun Temple, built by King Bhima I in 1026 to honour the sun god Surya. It's actually a tank (kund means reservoir or pond) rather than a well, but displays the hallmarks of stepwell architecture, including four sides of steps that descend to the bottom in a stunning geometrical formation. The terraces house 108 small, intricately carved shrines between the sets of steps.

Rajasthan also has a wealth of wells. The ancient city of Bundi, 200 kilometres south of Jaipur, is reknowned for its architecture, including its stepwells. One of the larger examples is Raniji Ki Baori, which was built by the queen of the region, Nathavatji, in 1699. At 46 metres deep, 20 metres wide and 40 metres long, the intricately carved monument is one of 21 baoris commissioned in the Bundi area by Nathavatji.

In the old ruined town of Abhaneri, about 95 kilometres east of Jaipur, is Chand Baori, one of India's oldest and deepest wells; aesthetically, it's perhaps one of the most dramatic. Built in around 850 AD next to the temple of Harshat Mata, the baori comprises hundreds of zigzagging steps that run along three of its sides, steeply descending 11 storeys, resulting in a striking geometric pattern when seen from afar. On the fourth side, covered verandas supported by ornate pillars overlook the steps.

Still in public use is Neemrana Ki Baori, located just off the Jaipur–Dehli highway. Constructed in around 1700, it's nine storeys deep, with the last two levels underwater. At ground level, there are 86 colonnaded openings from where the visitor descends 170 steps to the deepest water source.

Today, following years of neglect, many of these monuments to medieval engineering have been saved by the Archaeological Survey of India, which has recognised the importance of preserving them as part of the country's rich history. Tourists flock to wells in far-flung corners of northwestern India to gaze in wonder at these architectural marvels from 1,000 years ago, which serve as a reminder of both the ingenuity and artistry of ancient civilisations and of the value of water to human existence.

Answer the questions below.

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

Write your answers in boxes **6–8** on your answer sheet.

1. Which part of some stepwells provided shade for people?
2. What type of serious climatic event, which took place in southern Rajasthan, is mentioned in the article?
3. Who are frequent visitors to stepwells nowadays?=> **CÁC BƯỚC LÀM BÀI CHI TIẾT:**

I. Câu hỏi số 1: Which part of some stepwells provided shade for people?

1. **Đọc kỹ câu hỏi số 1.** Có thể dịch sơ lược "Bộ phận nào của stepwells cho mọi người bóng mát."
2. **Xác định loại từ cần trả lời.** Trong trường hợp này, từ cần trả lời là 1 danh từ (part of stepwells) và lưu ý câu trả lời chỉ có 1 chữ.
3. **Lựa chọn từ khóa.** Câu này không có các từ khóa dễ scan. Vì thế ta chọn từ nổi bật là **shade**. Thực ra lý tưởng nhất trong lúc này là ta không scan từ, mà ta scan idea, do ko có từ khóa dễ scan. Ta có thể tìm những chỗ nào nói về bóng mát, hoặc là nơi mọi người có thể nghỉ ngơi, tránh ánh nắng, che nắng. Thông thường, chúng ta ko nên dự đoán hẳn một từ đồng nghĩa nhất định, mà nên dự đoán một "ý tưởng".
4. **Scan bài đọc và đổi chiếu.** "...they also included pavilions that sheltered visitors from the relentless heat."
 - Dựa vào thông tin trước đó, ta có **they = stepwells**.
 - **They included pavilions** có nghĩa là **pavilions** là một bộ phận của stepwells.
 - Tìm tiếp thông tin mang idea "bóng râm", "tráng nắng", "che nắng", ta scan được từ **relentless heat** (tạm dịch: sức nóng gay gắt).
 - Đổi chiếu kĩ hơn với câu hỏi, ta có:
shelter visitors from the relentless heat (che chắn cho người thăm quan khỏi sức nóng gay gắt)
= **provide shade for people** (cung cấp bóng râm cho mọi người)
 - Vậy câu trả lời là: **pavilions**.

II. Câu hỏi số 2: What type of serious climatic event, which took place in southern Rajasthan, is mentioned in the article?

1. **Đọc kỹ câu hỏi số 2.** Tạm dịch là: "Hiện tượng khí hậu nghiêm trọng nào đã xảy ra ở phía nam Rajasthan?"
2. **Xác định từ cần trả lời.** Trong trường hợp này, từ cần trả lời là 1 hiện tượng khí hậu nên nó phải là 1 danh từ. Lưu ý chỉ được điền 1 chữ.
3. **Lựa chọn từ khóa.** Ta có từ khóa dễ scan là **southern Rajasthan**. Kèm theo đó để ý những idea mô tả hiện tượng khí hậu hoặc tiết xuất ra ở khu vực này.
4. **Scan bài đọc và đổi chiếu.** "Their condition hasn't been helped by recent dry spells: southern Rajasthan suffered an eight-year **drought** between 1996 and 2004."
 - Ta scan được từ khóa đã xác định trước là **southern Rajasthan**.
 - Và cũng tìm được ngay trong câu 1 hiện tượng là **drought** (hạn hán).
 - Idea **serious** trong câu hỏi thể hiện ở động từ **suffered** (chịu đựng, trải qua) và **1996-2004** (kéo dài những 8 năm).

- Vậy câu trả lời là: **drought**.

III. Câu hỏi số 3: Who are frequent visitors to stepwells nowadays?

1. **Đọc kĩ câu hỏi số 3.** Tạm dịch là: “Ai là người thường xuyên đến stepwells hiện nay?”
 2. **Xác định từ cần trả lời.** Trong trường hợp này từ cần trả lời là **who**, suy ra đáp án là 1 danh chỉ người. Lưu ý chỉ được điền 1 chữ.
 3. **Lựa chọn từ khóa.** Câu này không có các từ khóa dễ scan, nên ta đi tìm idea liên quan đến **visit** như “thăm”, “ngăm”, “đến”,.. và **nowadays** như “bây giờ”, “lúc này”, “gần đây”...
 4. **Scan bài đọc và đổi chiếu.** “Today, following years of neglect, many of these monuments to medieval engineering have been saved by the Archaeological Survey of India, which has recognised the importance of preserving them as part of the country’s rich history. **Tourists** flock to wells in far-flung corners of northwestern India to gaze in wonder at these architectural marvels from 1,000 years ago,...”
- Đọc câu đầu tiên ở đoạn cuối cùng, ta có **today = nowadays**.
 - Đi tìm idea **visit**, ta scan được **flock to wells** (flock to: ùn ùn, lũ lượt kéo đến).
 - Đổi chiếu 2 idea ta thấy:
Frequent visitors to stepwells (những người thường xuyên đến stepwells)
= **Tourists flock to wells** (du khách lũ lượt kéo đến stepwells).
 - **Tourists** là 1 danh từ chỉ người, suy ra đáp án cần tìm: **Tourists**.

LABELLING A DIAGRAM

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LABELLING A DIAGRAM

- Điền từ vào chỗ trống trong câu	- Đọc thông tin chi tiết
- Số lượng từ được giới hạn trước	- Scanning

Lưu ý

Câu hỏi xuất hiện **hầu hết** theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc. Ở 1 vài trường hợp thứ tự xuất hiện của đáp án không khớp với thứ tự câu hỏi.

Chiến lược

1. Đọc kỹ câu hỏi
2. Xác định loại từ cần điền vào chỗ trống (Danh từ, tính từ, trạng từ ...) và số từ cần điền (1 từ, 2 từ hay 3 từ)
3. Lựa chọn một vài từ khóa dễ scan (tên riêng, tên địa danh, thuật ngữ)
4. Nếu không có những từ khóa dễ scan thì nên chọn một từ/cụm từ và **dự đoán** trước một vài từ đồng nghĩa/trái nghĩa.
5. Scan bài đọc để tìm phần chứa thông tin cần thiết
6. Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước 5.

EXAMPLE

THE FALKIRK WHEEL

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 ten hydraulic motors then begins to rotate the central axle. The axle connects to the outer arms of the Wheel, which begin 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.

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.

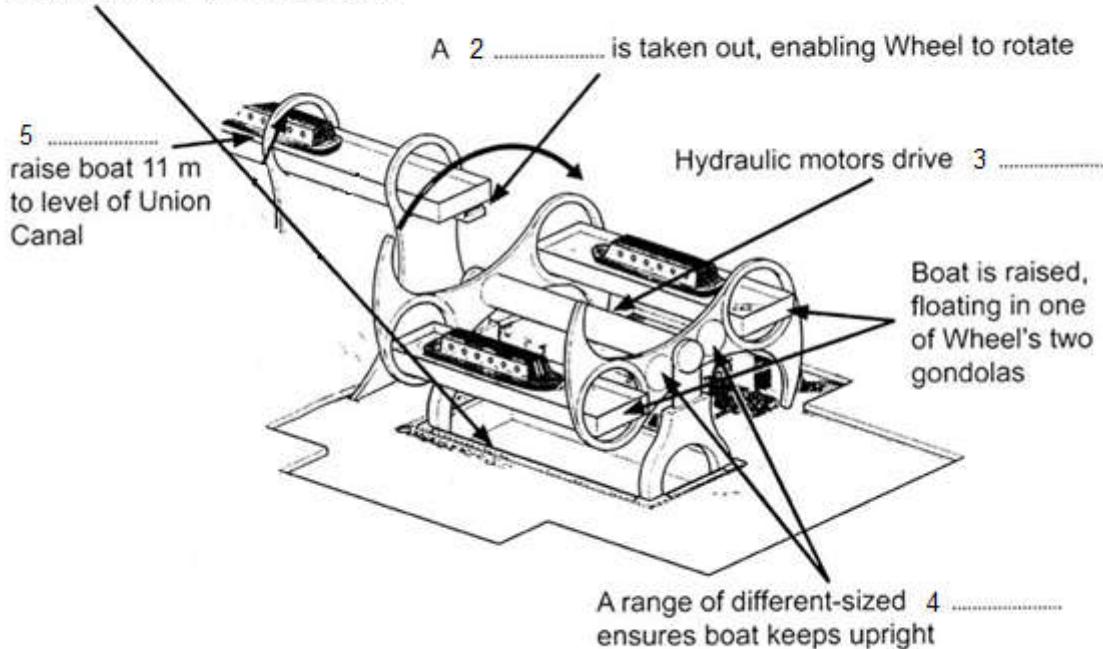
Label the diagram below.

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

A pair of 1 are lifted in order to shut out water from canal basin



A range of different-sized 4 ensures boat keeps upright

=> CÁC BƯỚC LÀM CHI TIẾT

I. Câu hỏi số 1:

1. **Đọc kỹ câu hỏi số 1.** Có thể dịch sơ lược "Một cặp cửa ... thì được nhắc lên để chặn nước tràn vào canal basin."
2. **Xác định loại từ cần điền.** Trong trường hợp này, từ cần điền nằm sau "A pair of", và trước "are lifted" (Verb), vậy từ cần điền chắc chắn là danh từ. Số lượng từ cần điền là Không nhiều hơn 3 từ.
3. **Lựa chọn từ khóa.** Câu này không có các từ khóa dễ scan. Vì thế ta chọn một vài từ nổi bật, "pair", "lifted", "water", "canal basin". Thực ra lý tưởng nhất trong lúc này là ta không scan từ, mà ta scan idea, do ko có từ khóa dễ scan. Ta có thể tìm những chỗ nào nói về việc 1 bộ phận nào đó được nhắc lên và đẩy nước ra ngoài. Dự đoán một số từ đồng nghĩa có thể liên can tới các từ **lifted** như “nâng”, “nhắc”, **pair** thì là 1 cặp hoặc 2 cái. Thông thường, chúng ta ko nên dự đoán hẳn một từ đồng nghĩa nhất định, mà nên dự đoán một “ý tưởng”.
4. **Scan bài đọc.** “Two hydraulic steel **gates** are raised, so as to seal the gondola off from the water in the canal basin.”
 - Trong câu này ta có từ khóa đã chọn là:
two = a pair
raised = lifted
seal = shut out
Các từ **water**, **canal basin** được lặp lại.
 - Vậy danh từ tương ứng với câu hỏi là, **hydraulic steel gates**. Nhưng vì ta cần danh từ và chỉ được điền 1 chữ nên đáp án là: **gates**.

II. Câu hỏi số 2:

1. **Đọc kỹ câu hỏi số 1.** Có thể dịch sơ lược "Một ... được lấy ra, để bánh xe xoay."
2. **Xác định loại từ cần điền.** Trong trường hợp này, từ cần điền nằm sau "A", và trước "is taken out" (Verb), vậy từ cần điền chắc chắn là danh từ số ít. Số lượng từ cần điền là Không nhiều hơn 1 từ.
3. **Lựa chọn từ khóa.** Câu này không có các từ khóa dễ scan. Vì thế ta chọn một vài từ nổi bật, "wheel", "taken out", "rotate". Thực ra lý tưởng nhất trong lúc này là ta không scan từ, mà ta scan idea, do ko có từ khóa dễ scan. Ta có thể tìm những chỗ nào nói về việc 1 bộ phận nào đó được lấy ra để cho bánh xe được xoay. Dự đoán một số từ đồng nghĩa có thể liên can tới các từ **taken out** như “lấy ra”, “gỡ ra”, “loại bỏ”, **rotate** như “xoay”, “quay”, “chuyển động tròn”.

Thông thường, chúng ta ko nên dự đoán hẳn một từ đồng nghĩa nhất định, mà nên dự đoán một "ý tưởng".

4. **Scan bài đọc.** “A hydraulic clamp, which prevents the arms of the Wheel moving while the gondola is docked, is removed, allowing the Wheel to turn.”

- Trong câu này ta có từ khóa đã chọn là:

taken out = removed

enabling = allowing

rotate = turn

Từ **wheel** được sử dụng lại.

Lưu ý: “which prevents the arms of the Wheel moving while the gondola is docked” chỉ là mệnh đề quan hệ giúp giải thích cho **clamp**. Động từ chính của **clamp** phải là **is removed**.

- Vậy danh từ tương ứng với câu hỏi là, **hydraulic clamp**. Nhưng vì ta cần danh từ và chỉ được điền 1 chữ nên đáp án là: **clamp**.

III. Câu hỏi số 3:

1. **Đọc kỹ câu hỏi số 1.** Có thể dịch sơ lược "Một ... được lấy ra, để bánh xe xoay."
 2. **Xác định loại từ cần điền.** Trong trường hợp này, từ cần điền nằm sau "A", và trước "is taken out" (Verb), vậy từ cần điền chắc chắn là danh từ số ít. Số lượng từ cần điền là Không nhiều hơn 1 từ.
 3. **Lựa chọn từ khóa.** Câu này không có các từ khóa dễ scan. Vì thế ta chọn một vài từ nổi bật, "wheel", "taken out", "rotate". Thực ra lý tưởng nhất trong lúc này là ta không scan từ, mà ta scan idea, do ko có từ khóa dễ scan. Ta có thể tìm những chỗ nào nói về việc 1 bộ phận nào đó được lấy ra để cho bánh xe được xoay. Dự đoán một số từ đồng nghĩa có thể liên can tới các từ **taken out** như "lấy ra", "gỡ ra", "loại bỏ", **rotate** như "xoay", "quay", "chuyển động tròn". Thông thường, chúng ta ko nên dự đoán hẳn một từ đồng nghĩa nhất định, mà nên dự đoán một "ý tưởng".
 4. **Scan bài đọc.** “... an array of ten hydraulic motors then begins to rotate the central axle.”
- Trong câu này ta có từ khóa đã chọn không đổi là **hydraulic motors**.
 - drive = rotate** (đều mang ý nghĩa làm chuyển động 1 bộ phận nào đó)
 - Vậy danh từ tương ứng với câu hỏi là, **central axle**. Nhưng vì ta cần danh từ và chỉ được điền 1 chữ nên đáp án là: **axle**.

IV. Câu hỏi số 4:

1. **Đọc kỹ câu hỏi số 1.** Có thể dịch sơ lược "Một chuỗi ... có kích thước khác nhau đảm bảo cho việc thuyền có thể đứng thẳng."
2. **Xác định loại từ cần điền.** Trong trường hợp này, từ cần điền nằm sau **a range of different-sized**(tính từ), và trước **ensure** (Verb), vậy từ cần điền chắc chắn là **danh từ**. Số lượng từ cần điền là **Không nhiều hơn 1 từ**.
3. **Lựa chọn từ khóa.** Câu này không có các từ khóa dễ scan. Vì thế ta chọn một vài từ nổi bật, "different-sized", "ensure", "upright". Thực ra lý tưởng nhất trong lúc này là ta không scan từ, mà ta scan idea, do ko có từ khóa dễ scan. Ta có thể tìm những chỗ nào nói về việc 1 bộ phận nào đó có nhiều kích cỡ khác nhau và đảm nhiệm việc giữ tàu đứng thẳng. Dự đoán một số từ đồng nghĩa có thể liên can tới các từ **ensure** như "đảm bảo", "cho phép", "giúp", "chịu trách nhiệm" và **upright** như "đứng thẳng", "cân bằng", "không lung lay". Thông thường, chúng ta ko nên dự đoán hẳn một từ đồng nghĩa nhất định, mà nên dự đoán một "ý tưởng".
4. **Scan bài đọc.** "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."
 - Trong câu này ta có từ khóa đã chọn không đổi là **upright** và **ensuring**.
 - **Different-sized** được thể hiện ở idea **two eight-meter-wide cogs** và **two smaller cogs**.
 - **Remain level** chính là **upright position** ở câu trước đó.
 - Vậy danh từ tương ứng với câu hỏi là **cogs**.

V. Câu hỏi số 5:

1. **Đọc kỹ câu hỏi số 1.** Có thể dịch sơ lược "... nâng tàu lên 11m để cùng mức với Union Canal."
2. **Xác định loại từ cần điền.** Trong trường hợp này, từ cần điền nằm đầu câu là chủ từ của động từ **raise**, vậy từ cần điền chắc chắn là **danh từ**. Số lượng từ cần điền là **Không nhiều hơn 1 từ**.
3. **Lựa chọn từ khóa.** Câu này có từ khóa dễ scan là **Union Canal, 11m**. Chú ý tìm các idea liên quan đến từ khóa **raise** như "nâng", "nhắc", "đẩy".
4. **Scan bài đọc.** "The remaining 11 metres of lift needed to reach the Union Canal is achieved by means of a pair of locks."
 - Trong câu này ta có từ khóa đã chọn không đổi là **11 metres** và **Union Canal**.
 - Tạm dịch thông tin tìm được: "Việc nâng con tàu lên 11m để chạm/tới được Union Canal sẽ đạt được/làm được nhờ vào một cặp khóa."
 - Lưu ý ở câu này câu hỏi sử dụng cấu trúc **chủ động** và đoạn thông tin lại dùng **bị động**.
 - Đối chiếu tiếp tục ta có:
Idea **raised** = **lift**.

Idea **reach the Union Canal** = **to the level of Union Canal.**

- Vậy danh từ tương ứng là **a pair of locks**. Chú ý giới hạn điền từ nên ta chọn được **locks**.

EXERCIES

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EXERCISE 1

Literate women make better mothers?

Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago, but until now no one has been able to show that a woman's ability to read in itself improves her children's chances of survival.

Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival.

In 1979, the government of Nicaragua established a number of social programmes, including a National Literacy Crusade. By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write and use numbers.

During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all. The women were asked how many children they had given birth to and how many of them had died in infancy. The research teams also examined the surviving children to find out how well-nourished they were.

The investigators' findings were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, Those mothers who later went on to learn to read had a similar level of child mortality(105/1000).For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.

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

Why are the children of literate mothers better off? According to Peter Sandiford of the Liverpool School of Tropical Medicine, no one knows for certain. Child health was not on the curriculum during the women's lessons, so he and his colleagues are looking at other factors. They are working with the

same group of 3,000 women, to try to find out whether reading mothers make better use of hospitals and clinics, opt for smaller families, exert more control at home, learn modern childcare techniques more quickly, or whether they merely have more respect for themselves and their children.

The Nicaraguan study may have important implications for governments and aid agencies that need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health. 'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.'

Cleland warns that the Nicaraguan crusade was special in many ways, and similar campaigns elsewhere might not work as well. It is notoriously difficult to teach adults skills that do not have an immediate impact on their everyday lives, and many literacy campaigns in other countries have been much less successful. 'The crusade was part of a larger effort to bring a better life to the people,' says Cleland. Replicating these conditions in other countries will be a major challenge for development workers.

Questions 1-5

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

Write the correct letters, **A-J**, in boxes **14-18** on your answer sheet.

NB You may use any letter more than once.

The Nicaraguan National Literacy Crusade aimed to teach large numbers of illiterate **1** to read and write. Public health experts have known for many years that there is a connection between child health and **2** However, it has not previously been known whether these two factors were directly linked or not. This question has been investigated by **3** in Nicaragua. As a result, factors such as **4** and attitudes to children have been eliminated, audit has been shown that **5** can in itself improve infant health and survival.

-
- A** child literacy **B** men and women **C** an international research team
D medical care **E** mortality **F** maternal literacy
G adults and children **H** paternal literacy **I** a National Literacy Crusade
J family wealth
-

Questions 6-11

Do the following statements agree with the claims of the writer in this reading passage?

In boxes **6-11** 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

6 About a thousand or the women interviewed by the researchers had learnt to read they were children.

7 Before the National Literacy Crusade, illiterate women had approximately the same levels of infant mortality as those who had learnt to read in primary school.

8 Before and after the National Literacy Crusade, the child mortality rate for the illiterate women stayed at about 110 deaths for each thousand live births.

9 The women who had learnt to read through the National Literacy Crusade showed the greatest change in infant mortality levels.

10 The women who had learnt to read through the National Literacy Crusade had the lowest rates of child mortality.

11 After the National Literacy Crusade, the children of the women who remained illiterate were found to be severely malnourished.

Questions 12 and 13

Choose **TWO** letters, **A-E**

Write the correct letters in boxes 25 and 26 on your answer sheet

Which **TWO** important implications drawn from the Nicaraguan study are mentioned by the writer of the passage?

- A It is better to educate mature women than young girls
- B Similar campaigns in other countries would be equally successful.
- C The effects of maternal literacy programmes can be seen very quickly
- D Improving child health can quickly affect a country's economy.
- E Money spent on female education will improve child health.

EXERCISE 2

Choose the correct heading for sections **A-D** from the list of headings below.

Write the correct number, **i-vii**, in boxes **1-4** on your answer sheet.

List of Headings

- i** The role of video violence
 - ii** The failure of government policy
 - iii** Reasons for the increased rate of bullying
 - iv** Research into how common bullying is in British schools
 - v** The reaction from schools to enquiries about bullying
 - vi** The effect of bullying on the children involved
 - vii** Developments that have led to a new approach by schools
-

1 Section A

2 Section B

3 Section C

4 Section D

Persistent bullying is one of the worst experiences a child can face.

How can it be prevented?

Peter Smith, Professor of Psychology at the University of Sheffield, directed the Sheffield Anti-Bullying Intervention Project, funded by the Department for Education.

Here he reports on his findings

A Bullying can take a variety of forms, from the verbal -being taunted or called hurtful names- to the physical- being kicked or shoved- as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

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

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

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainty ~~true~~. Fortunately more schools are now saying: There is not much bullying here, but when it occurs we have a clear policy for dealing with it.'

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

E Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what record will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time—not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

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

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

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

Questions 5-8

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

Write the correct letter in boxes 5-8 on your answer sheet.

5 A recent survey found that in British secondary schools

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

6 Children who are bullied

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

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

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

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

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

Questions 9-13

Complete the summary below

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

Write your answers in boxes **9-13** on your answer sheet.

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a **9.....** which makes the school's attitude towards bullying quite clear. It should include detailed **10** as to how the school and its staff will react if bullying occurs. In addition, action can be taken through the **11.....**. This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion on its own, however, it is insufficient to bring about a permanent solution. Effective work can also be done with individual pupils and small groups. For example, potential **12** of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective. Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere **13.....**.

Question 14

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

Write the correct letter in box **40** on your answer sheet.

Which of the following is the most suitable title for this reading passage?

- A Bullying: what parents can do
- B Bullying: are the media to blame?
- C Bullying: the link with academic failure
- D Bullying: from crisis management to prevention

EXERCISE 3

Choose the correct heading for sections **B, C, E and F** from the list of headings below.

Write the correct number, **i-xi**, in boxes **1-4** on your answer sheet.

List of Headings

- i** MIRTP as a future model
 - ii** Identifying the main transport problems
 - iii** Preference for motorised vehicles
 - iv** Government Authorities' instructions
 - v** Initial improvements in mobility and transport modes
 - vi** Request for improves transport in Makete
 - vii** Transport improvements in the northern part of the district
 - viii** Improvements in the rail network
 - ix** Effects of initial MIRTP measures
 - x** Co-operation of district officials
 - xi** Role of wheelbarrows and donkeys
-

Example Answer

Section A vi

1 Section B

2 Section C

Example Answer

Section D ix

3 Section E

4 Section F

Makete Integrated Rural Transport Project

Section A

The disappointing results of many conventional road transport projects in Africa led some experts to rethink the strategy by which rural transport problems were to be tackled at the beginning of the 1980s. A request for help in improving the availability of transport within the remote Makete District of southwestern Tanzania presented the opportunity to try a new approach.

The concept of integrated rural transport was adopted in the task of examining the transport needs of the rural households in the district. The objective was to reduce the time and effort needed to obtain access to essential goods and services -through an improved rural transport system. The underlying assumption was that the time saved would be used instead for activities that would improve the social and economic development of the communities. The Makete Integrated Rural Transport -Project (MIRT P) started in 1985 with financial support from the Swiss Development Corporation and was coordinated with the help of the Tanzanian government.

Section B

When the project began. Makete District was virtually totally isolated during the rainy "sensory. The regional road was in such bad shape that access to the main towns was impossible for about three months of the year. Road traffic was extremely rare with the district, and alternative means of transport were restricted to donkeys in the north of the district people relied primarily on the paths, which were supper and dangerous during the rains.

Before solutions could be proposed, the problems had to be understood. Little was known about the transport demands of the rural households, so Phase I. between December 1985 and December 1987, focused on research. The socio-economic survey of more than 400 households in the district indicate of that a household in Makete spent, on average, seven hours a day on transporting themselves and their goods, a figure which seemed extreme but which has also been obtained in surveys in other rural areas in Africa. Interesting facts regarding transport were found; 95% was on foot 80% was within the locality: and 70% was related to the collection of water and firewood and travelling to gunning mills-

Section C

Having determined the main transport needs, possible solutions were identified which might reduce the time and burden During Phase II. From January to February 1991, a number of approaches were implemented in an effort to improve mobility and access to transport

An improvement of the rotted network was considered necessary to ensure the import and export of goods to the district. These improvements were carried out using methods that were heavily

dependent on labour. In addition to the improvement of roads, these methods provided training in the operation of a mechanical workshop and bus and truck services Hoverer. The difference from the conventional approach was that this time consideration was given to local transport needs outside the road network.

Most goods were transported along the paths that provide short-cuts up and down the hillsides, but the paths were a real safety ask and made the journey on foot even more arduous. It made sense to improve the paths by building steps, handrails and footbridges.

It was uncommon to fixit means of transport that were more efficient than walking but less technologically advanced than motor vehicles. The use of bicycles was constrained by their high cost and the lack of available spare parts. Oxen were not used at all but donkeys were used by a few households in the northern part of the district MIRTP focused on what would be most appropriate for the inhabitants of Makete in terms of what was available, how much they could afford and what they are willing to accept after careful consideration, the project chose the promotion of donkeys - a donkey costs less than a bicycle - and the introduction of a locally manufacturability wheelbarrow.

Section D

At the end of Phase II, it was dear that the selected approaches to Makete's transport problems had had different degrees of success. Phase III. From March 1991 to March 1993, focused on the refinement and must of these activities.

The road improvements and accompanying maintenance system had helped make the district centre accessible throughout the year. Essential goods from outside the district had become more readily available at the market and prices did not fluctuate as much as they had done before.

Paths and secondary roads were improved only at the request of communist who were willing to participate in construction and maintenance. However, the improved paths impressed the inhabitants, and requests for assistance greatly increased soon after only a few improvements had been completed.

The efforts to improve the efficiency of the existing transport services were not very successful because most of the motorised vehicles in the district broke down and there were no resources to repair, them. Even the introduction of low-cost means of transport was difficult because of the general poverty of the district. The locally manufactured wheelbarrows were still too expensive for all but a few of the households. Modifications to the original design by local carpenters cut- production time and costs. Other local carpenters have been trained in the new design So that they can respond to requests. Nevertheless, a locally produced wooden wheelbarrow which costs around

500 Tanzanian shillings (less than US\$20) in Makete, and is about one quarter the cost of a metal wheelbarrow, is still too expensive for most people.

Donkeys, which were imported to the district have become more common and contribute, in particular, to the transportation of crops and goods to market. Those who have bought donkeys are mainly from richer households but with an increased supply through local breeding, donkeys should become more affordable. Meanwhile, local initiatives are promoting the renting out of the existing donkeys.

It should be noted, however, that a donkey, which at 20,000 Tanzanian shillings costs less than a bicycle, is still an investment equal to an average household's income over half a year. This dearly illustrates the need for supplementary measures if one wants to assist the rural poor.

Section E

It would have been easy to criticize the MIRTP for using in the early phases an 'top-down' approach, in which decisions were made by experts and officials before being handed down to communities, but it was necessary to start the process from the level of the governmental authorities of the district. It would have been difficult to respond to the requests of villagers and other rural inhabitants without the support and understanding of district authorities.

Section F

Today, nobody in the district argues about, the importance of improved paths and inexpensive means of transport. But this is the result of dedicated work over a long period particularly from the officers in charge of community development. They played an essential role in raising awareness and interest among the rural communities.

The concept of integrated rural transport is now well established in Tanzania, where a major program of rural transport is just about to start. The experiences from Makete will help in this initiative, and Makete District will act as a reference for future work.

Questions 5-9

Do the following statements agree with the claims of the writer in the reading passage?

In boxes 5-9 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

5 MIRTP was divided into five phases.

6 Prior to the start of the MIRTP the Makete district was almost inaccessible during the rainy reason.

7 Phase I of MIRTP consisted of a survey of household expenditure on transport.

8 The survey concluded that one-fifth or 20% of the household transport requirement as outside the local area.

9 MIRTP hopes to improve the movements of goods from Makete district to the country's capital.

Questions 10-13

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

Write the correct letter, A-J, in boxes 36-39 on your answer sheet.

10 Construction of footbridges, steps and handrails

11 Frequent breakdown of buses and trucks in Makete

12 the improvement of secondary roads and paths

13 the isolation of Makete for part of the year

- A provided the people of Makete with experience in running bus and truck services.
- B was especially successful in the northern part of the district.
- C differed from earlier phases in that the community became less actively involved.
- D improved paths used for transport up and down hillsides.
- E was no longer a problem once the roads had been improved.
- F cost less than locally made wheelbarrows.
- G was done only at the request of local people who were willing to lend a hand.
- H was at first considered by MIRTP to be affordable for the people of the district.
- I hindered attempts to make the existing transport services more efficient.
- J was thought to be the most important objective of Phase III.

Question 14

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

Write the correct letter in box 40 on your answer sheet.

Which of the following phrases best describes the main aim of this reading passage?

- A** to suggest that projects such as MIRTP are needed in other countries
- B** to describe how MIRTP was implemented and how successful it was
- C** to examine how MIRTP promoted the use of donkeys
- D** to warn that projects such as MIRTP are likely to have serious problems

EXERCISE 4

Choose the correct headings for sections A-F from the list of headings below.

Write the correct number, i-x, in boxes 1-6 on your answer sheet.

List of Headings

- i The results of the research into blood-variants
 - ii Dental evidence
 - iii Greenberg's analysis of the dental and linguistic evidence
 - iv Developments in the methods used to study early population movements
 - v Indian migration from Canada to the U.S.A.
 - vi Further genetic evidence relating to the three-wave theory
 - vii Long-standing questions about prehistoric migration to America
 - viii Conflicting views of the three-wave theory, based on non-genetic Evidence
 - ix Questions about the causes of prehistoric migration to America
 - x How analysis of blood-variants measures the closeness of the relationship between different populations
-

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E
- 6 Section F

Example Answer

Section G viii

Population movements and genetics

A Study of the origins and distribution of hum on populations used to be based on archaeological and fossil evidence. A number of techniques developed since the 1950s however have placed the study of these subjects on a sounder and more objective footing. The best information on early population movements is now being obtained from the archaeology of the living body the clues to be found in genetic material.

B Recent work on the problem of when people first entered the Americas is an example of the value of these new techniques. North-east Asia and Siberia have long been accepted as the launching ground for the first human colonisers of the New World¹. But was there one major wave of migration across the Bering Strait into the Americas, or several? And when did this event, or events, take place? In recent years, new clues have come from research into genetics, including the distribution of genetic markers in modern Native Americans².

C An important project, led by the biological anthropologist Robert Williams, focused on the variants (called Gm all types) of one particular protein - immunologic G - found in the fluid portion of human blood. All proteins 'drift', or produce variants, over the generations, and members of an interbreeding human population will share a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e.g. two Indian tribes), one can establish their genetic distance, which itself can be calibrated to give an indication of the length of time since these populations last interbred.

D Williams and his colleagues sampled the blood of over 5,000 American Indians in western North America during a twenty- year period. They found that their Gm allotypes could be divided into two groups, one of which also corresponded to the genetic typing of Central and South American Indians. Other tests showed that the Inuit (or Eskimo) and Aleut³ formed a third group. From this evidence it was deduced that there had been three major waves of migration across the Bering Strait. The first, Paleo - Indian wave more than 15,000 years ago was ancestral to all Central and South American Indians. The second wave, about 14,000-12,000 years ago, brought No-Dene hunters ancestors of the Navajo and Apache (who only migrated south from Canada about 600 or 700 years ago). The third wave perhaps 10,000 or 9,000 years ago saw the migration from North-east Asia of groups ancestral to the modern Eskimo and Aleut.

E How far does other research support these conclusions? Geneticist Douglas Wallace has studied mitochondrial DNA⁴ in blood samples from three widely separated Native American groups: Pima-Papago Indians in Arizona, Maya Indians on the Yucatan peninsula, Mexico, and Ticuna Indians in the Upper Amazon region of Brazil. As would have been predicted by Robert Williams's work, all three groups appear to be descended from the same ancestral (Paleo-Indian) population.

F There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages. The biological anthropologist Christy Turner is an expert in the analysis of changing physical characteristics in human teeth. He argues that tooth crowns and roots⁵ have a high genetic component, minimally affected by environmental and other factors. Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations by crown and root traits such as incisor⁶ shoveling (a scooping out on one or both surfaces of the tooth), single-rooted upper first premolars⁶ and triple-rooted lower first molars⁶.

According to Turner, this ties in with the idea of a single Paleo-Indian migration out of North Asia, which he sets at before 14,000 years ago by calibrating rates of dental micro-evolution. Tooth analyses also suggest that there were two later migrations of Na-Denes and Eskimo-Aleut.

G The linguist Joseph Greenberg has, since the 1950s, argued that all Native American languages belong to a single Amerind family, except for No-Dene and Eskimo-Aleut - a view that gives credence to the idea of three main migrations. Greenberg is in a minority among fellow linguists, most of whom favor the notion of a great many waves of migration to account for the more than 1,000 languages spoken at one time by American Indians. But there is no doubt that the new genetic and dental evidence provides strong backing for Greenberg's view. Dates given for the migrations should nevertheless be treated with caution, except where supported by hard archaeological evidence.

1. New World: the American continent, as opposed to the so-called Old World of Europe, Asia and Africa
2. Modern Native America: an American descended from the groups that were native to America
3. Inuit and Aleut: two of the ethnic groups native to the northern region of North America (i.e. northern Canada and Greenland)
4. DNA: the substance in which genetic information is stored
5. Crown/ Root: Parts of the tooth
6. incisor/premolar/molar: kinds of teeth

Questions 7 and 8

The discussion of Williams's research indicates the periods at which early people are thought to have migrated along certain routes.

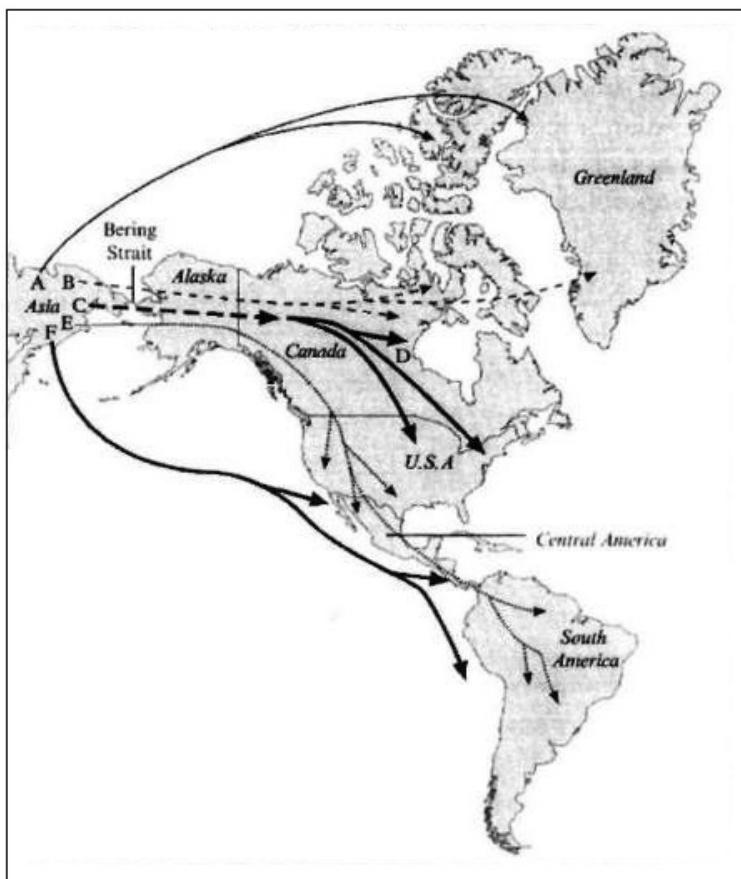
There are six routes, **A-F**, marked on the map below.

Complete the table below.

Write the correct letter, **A-F**, in boxes **7** and **8** on your answer sheet.

Route	Period (number of years ago)
7.....	15,000 or more
8.....	600 to 700

Early Population Movement to the Americas



Questions 9-12

Reading Passage 156 refers to the three-wave theory of early migration to the Americas. It also suggests in which of these three waves the ancestors of various groups of modern Native Americans first reached the continent.

Classify the groups named in the table below as originating from

- A** the first wave
- B** the second wave
- C** the third wave

Write the correct letter. **A. B or C.** in boxes 22-25 on your answer sheet.

Name of Group	Wave Number
Inuit	9
Apache	10
Pima-Papago	11
Ticuna	12

Question 13

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

Write the correct letter in box 13 on your answer sheet.

Christy Turner's research involved the examination of

- A** teeth from both prehistoric and modern Americans and Asians
- B** thousands of people who live in either the New or the Old World
- C** dental specimens from the majority of prehistoric Americans
- D** the eating habits of American and Asian populations

EXERCISE 5

Read the passage below and answer questions 8-14

Forests are one of the main elements of our natural heritage. The decline of Europe's forests over the last decade and a half has led to an increasing awareness and understanding of the serious imbalances which threaten them. European countries are becoming increasingly concerned by major threats to European forests, threats which know no frontiers other than those of geography or climate: air pollution, soil deterioration, the increasing number of forest fires and sometimes even the mismanagement of our woodland and forest heritage. There has been a growing awareness of the need for countries to get together to co-ordinate their policies. In December 1990, Strasbourg hosted the first Ministerial Conference on the protection of Europe's forests. The conference brought together 31 countries from both Western and Eastern Europe. The topics discussed included the co-ordinate study of the destruction of forests, as well as how to combat forest fires and the extension of European research programs on the forest ecosystem. The preparatory work for the conference had been undertaken at two meetings of experts. Their initial task was to decide which of the many forest problems of concern to Europe involved the largest number of countries and might be the subject of joint action. Those confined to particular geographical areas, such as countries bordering the Mediterranean or the Nordic countries therefore had to be discarded. However, this does not mean that in future they will be ignored.

As a whole, European countries see forests as performing a triple function: biological, economic and recreational. The first is to act as a 'green lung' for our planet; by means of photosynthesis, forests produce oxygen through the transformation of solar energy, thus fulfilling what for humans is the essential role of an immense, non-polluting power plant. At the same time, forests provide raw materials for human activities through their constantly renewed production of wood. Finally, they offer those condemned to spend five days a week in an urban environment an unrivalled area of freedom to unwind and take part in a range of leisure activities, such as hunting, riding and hiking. The economic importance of forests has been understood since the dawn of man - wood was the first fuel. The other aspects have been recognised only for a few centuries but they are becoming more and more important. Hence, there is a real concern throughout Europe about the damage to the forest environment which threatens these three basic roles.

The myth of the 'natural' forest has survived, yet there are effectively no remaining 'primary' forests in Europe. All European forests are artificial, having been adapted and exploited by man for thousands of years. This means that a forest policy is vital, that it must transcend national frontiers and generations of people, and that it must allow for the inevitable changes that take place in the forests, in needs, and hence in policy. The Strasbourg conference was one of the first events on such a scale to reach

this conclusion. A general declaration was made that 'a central place in any ecologically coherent forest policy must be given to continuity over time and to the possible effects of unforeseen events, to ensure that the full potential of these forests is maintained'.

That general declaration was accompanied by six detailed resolutions to assist national policymaking. The first proposes the extension and systematic sitter of surveillance sites to monitor forest decline. Forest decline is still poorly understood but leads to the loss of a high proportion of a tree's needles or leaves. The entire continent and the majority of species are now affected: between 30% and 50% of the tree population. The condition appears to result from the cumulative effect of a number of factors, with atmospheric pollutants the principal culprits. Compounds of nitrogen and sulphur dioxide should be particularly closely watched. However, their effects are probably accentuated by climatic factors, such as drought and hard winters, or soil imbalances such as soil acidification, which damages to roots. The second resolution concentrates on the need to preserve the genetic diversity of European forests. The aim is to reverse the decline in the number of tree species or at least to preserve the 'genetic material' of all of them. Although forest fires do not affect all of Europe to the same extent the amount of damage caused the experts to propose as the third resolution that the Strasbourg conference consider the establishment of a European databank on the subject. All information used in the development of national preventative policies would become generally available. The subject of the fourth resolution discussed by the ministers was mountain forests. In Europe, it is undoubtedly the mountain ecosystem which has changed most rapidly and is most at risk. A thinly scattered permanent population and development of leisure activities, particularly skiing, have resulted in significant long-term changes to the local ecosystems. Proposed developments include a preferential research program on mountain forests. The fifth resolution relented the European research network on the physiology of trees, called Euro Silva should support joint European research on tree diseases and their physiological and biochemical aspects. Each country concerned could increase "the number of scholarships and other financial support for doctoral theses and research projects in this area, finally, the conference established the framework for a European research network on forest ecosystems. This would also involve harmonizing activities in individual countries as well as identifying a number of priority research topics relating to the protection of forests. The Strasbourg conference's main concern was to provide for the future. This was the initial motivation, one now shared by all 31 participants representing 31 European countries. Their final text commits them to on-going discussion between government representatives with responsibility for forests.

Questions 1-7

Do the following statements agree with the information given in the reading passage?

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 Forest problems of Mediterranean countries are to be discussed at the next meeting of experts.
- 2 Problems in Nordic countries were excluded because they are outside the European - Economic Community.
- 3 Forests are a renewable source of raw material.
- 4 The biological functions of forests were recognised only in the twentieth century.
- 5 Natural forests still exist in parts of Europe.
- 6 Forest policy should be limited by national boundaries.
- 7 The Strasbourg conference decided that a forest policy must allow for the possibility of change.

Questions 8-13

Look at the following statements issued by the conference.

Which six of the following statements. **A-J**, refer to the resolutions that were issued?

Match the statements with the appropriate resolutions (Questions **34-39**).

Write the correct letter. **A-J**. in boxes **34-39** on your answer sheet.

- A** All kinds of species of trees should be preserved.
- B** Fragile mountain forests should be given priority in research programs.
- C** The surviving natural forests of Europe do not need priority treatment.
- D** Research is to be better co-ordinate throughout Europe:
- E** Information on forest fires should be collected and shared.
- F** Loss Of leaves from trees should be more extensively and carefully monitored
- G** Resources should be allocated to research into tree diseases.
- H** Skiing should be encouraged in thinly populated areas.
- I** Soil imbalances such as acidification should be treated with compounds of nitrogen and sulphur.
- J** Information is to be systematically gathered on any decline in the condition of forests.

8 Resolution 1

9 Resolution 2

10 Resolution 3

11 Resolution 4

12 Resolution 5

13 Resolution 6

Question 14

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

Write the correct letter in box 14 on your answer sheet

14 What is the best title for the reading passage?

- A** The biological, economic and recreational role of forests
- B** Plans to protect the forests of Europe
- C** The priority of European research into ecosystems
- D** Proposals for a world-wide policy on forest management

ĐÁP ÁN BÀI TẬP TỔNG HỢP

EXERCISE 1

Câu hỏi	Đáp án	Giải thích
1	B	Dòng 2 đoạn 3: “By 1985, about 300,000 illiterate adults ... to read, write and use numbers.” “Adults” = “men and women”
2	F	Dòng 1 đoạn 1: “Children in developing countries are healthier ... accepted this idea decades ago” “mothers can read and write” là muốn nhắc tới “maternal literacy”
3	C	Dòng 1 đoạn 4: “During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women” “Researchers” đến từ rất nhiều quốc gia khác nhau -> “International team”
4	J	Cả đoạn số 2 đã chỉ ra rằng yếu tố như “her family's wealth or that it values its children more highly” đều đã bị “eliminated” bởi các nhà nghiên cứu.
5	F	Dòng 2 đoạn 8: “Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'” “Female education” = “maternal literacy”
6	NOT GIVEN	Dòng 1 đoạn 4: “During this period, researchers ... interviewed nearly 3,000 women, some of whom had learnt to read as children” Câu này chỉ cho biết rằng trong 3000 người được phỏng vấn thì nhiều người đã được học đọc học viết từ nhà chứ không hề nêu cụ thể số lượng là khoảng 1000 người.
7	NO	Dòng 1,4 đoạn 5: “In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births ... For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.” Đoạn này đã chỉ rõ “infant mortality rate” của “those who had learnt to read in primary school” là thấp hơn rõ rệt so với “illiterate women”.
8	YES	Dòng 1 đoạn 5: “In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births.” Và dòng 1 đoạn 6 “In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged” “Child mortality rate” lúc sau “remained more or less unchanged”, không có sự thay đổi, vẫn giữ khoảng 110/1000
9	YES	Dòng 3 đoạn 6: ‘For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate.’ “the greatest change” chính là “an impressive 21 points lower” -> 1 sự thay đổi rõ rệt

10	NO	<p>So sánh dòng 4 đoạn 5 và dòng 3 đoạn 6, “For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.” Và ‘For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate.’</p> <p>Những người phụ nữ học đọc từ chiến dịch có tỉ lệ tử vong trẻ sơ sinh là 84/1000 trong khi phụ nữ biết đọc từ bé có tỉ lệ thấp hơn là 80/1000 -> Phụ nữ học đọc viết qua chiến dịch không có tỉ lệ thấp nhất</p>
11	NOT GIVEN	Bài chỉ nên rằng “The children of the newly-literate mothers were also better nourished” – nuôi dưỡng tốt hơn chứ không khẳng định “the children of the women who remained illiterate were found to be severely malnourished” – bị thiếu sự chăm sóc nghiêm trọng
12	C	<p>Câu cuối đoạn 8: “But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.”</p> <p>Nghiên cứu chỉ ra rằng chúng ta có thể gạt bỏ suy nghĩ rằng cần cả 1 thế hệ thì việc giáo dục mới phát huy tác dụng -> Những ảnh hưởng tích cực có thể thấy rất nhanh</p>
13	E	<p>Dòng 4 đoạn 8: “The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health”</p> <p>Khoản ngân sách dành cho giáo dục có thể giúp “improve child health”</p>

EXERCISE 2

Câu hỏi	Đáp án	Giải thích
1	IV	Dòng 3 đoạn A: “A survey I conducted with Irene Whitney ... particularly recalcitrant.” Nghiên cứu về số lượng học sinh cấp 1 và cấp 2 bị bắt nạt ở trường
2	VI	Cả đoạn B nêu ra hàng loạt những ảnh hưởng xấu của việc bắt nạt lên nạn nhân như “feel unworthy and depressed... even lead to suicide”, “experience difficulties with interpersonal relationships as adults” và những đứa trẻ đi bắt nạt “grow up to be physically violent, and convicted of anti-social offences.”
3	V	Cả đoạn C là những phản ứng của các trường về vấn nạn bắt nạt như “schools would often deny the problem” và “more schools are now saying: There is not much bullying here, but when it occurs we have a clear policy for dealing with it.”
4	VII	Đoạn D liệt kê những 3 cải tiến giúp thay đổi cách trong trường học “First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain.... Third, there is evidence that these materials work, and that schools can achieve something”
5	B	Dòng 3 đoạn A: “A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying.... There was less bullying in secondary schools....”
6	D	Dòng 3 đoạn B: “Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults” “forming relationships in later life” = “interpersonal relationships as adults”
7	D	Dòng 1 đoạn C: “Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem” “not much was known about the topic”= “lack of knowledge” và “ little help was available to teachers” = “lack of resources”
8	A	Dòng 9 đoạn D: “In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved” “bullying was halved” có nghĩa là giảm 1 nửa tương đương 50%
9	Policy	Dòng đầu tiên đoạn E: “Evidence suggests that a key step is to develop a policy on bullying”. Vậy bước quan trọng nhất là tạo một “policy”.
10	(explicit) guidelines	Dòng 2 đoạn E: “what is meant by bullying, and giving explicit guidelines on what will be done if it occurs”. “What will be done” đồng nghĩa “how the school and its staff will react”. Vậy thứ được bao gồm trong “policy” kia là (explicit) “guidelines”.
11	(school) curriculum	Dòng 1 paragraph 2 đoạn E: “There are ways of dealing with the topic through the curriculum”. Vậy cách khác để giải quyết là sử dụng cái “curriculum”.

12	Victim	Dòng 2 paragraph 3 đoạn E: “Assertiveness training for pupils who are liable to be victims is worthwhile”. “Assertiveness training” gần nghĩa với “trained to be more self-confident.” “Pupils who are liable to be victims” nghĩa là “potential victims”
13	Playful fighting	Dòng 1-2 paragraph 4 đoạn E: “One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting”. Câu này có nghĩa là phân biệt giữa “bullying” và “playful fighting”. Vậy đáp án là “playful fighting”.
14	D	Theo phương pháp loại trừ: A: Trong bài viết không có một chỗ nào nói về “parents” cả -> loại. B: Trong bài viết không có nói đến liên hệ giữa “media” và “bullying” -> loại. C: Trong bài viết không có nói đến “academic failure” -> loại.

EXERCISE 3

Câu hỏi	Đáp án	Giải thích
1	ii	Câu đầu paragraph 2 đoạn B: “Before solutions could be proposed, the problems had to be understood.” Việc tìm cách hiểu các vấn đề đồng nghĩa “identifying the main transport problems”.
2	v	Câu cuối cùng paragraph 1 đoạn C: “During Phase II, from January to February 1991, a number of approaches were implemented in an effort to improve mobility and access to transport.” Câu này là mở đầu cho phần sau sẽ nói tiếp về các “approaches” để “improve mobility and access to transport”.
3	x	Câu cuối đoạn E: “It would have been difficult to respond to the requests of villagers and other rural inhabitants without the support and understanding of district authorities.” “District authorities” đồng nghĩa “district officials”. “The support and understanding” là “co-operation”.
4	i	Câu cuối cùng đoạn F: “The experiences from Makete will help in this initiative, and Makete District will act as a reference for future work.” Việc dùng “Makete District” làm “reference for future work” đồng nghĩa sử dụng “MIRTP as a future model” (Vì MIRTP được áp dụng ở Makete District).
5	NO	Câu cuối paragraph 1 đoạn D: “Phase III, from March 1991 to March 1993, focused on the refinement and institutionalisation of these activities.” Đây là “Phase” cuối cùng được nhắc đến -> chỉ có 3 giai đoạn. Ngoài ra cũng có thể đoán vì “Phase III” là để cải thiện và áp dụng những hoạt động trong MIRTP -> là cuối cùng.
6	YES	Câu đầu tiên đoạn B: “When the project began, Makete District was virtually totally isolated during the rainy season.” “Virtually totally isolated” đồng nghĩa “almost inaccessible”. *Lưu ý: “When the project began” không phải là chỉ khi dự án mới bắt đầu thì mới thế này, mà có nghĩa là “lúc bắt đầu dự án thì thực trạng là như này” -> từ trước đã thế.
7	NO	Dòng 2-4 paragraph 2 đoạn B: “so Phase I, between December 1985 and December 1987, focused on research. The socio-economic survey of more than 400 households in the district indicated that a household in Makete spent, on average, seven hours a day transporting...” Vậy thứ được điều tra không phải “expenditure” (chi tiêu) mà là thời gian dành cho di chuyển.
8	YES	Dòng thứ 2 từ dưới lên paragraph 2 đoạn B: “Interesting facts regarding transport were found: 95% was on foot, 80% was within the locality”. Vì 80% trong khu vực -> 20% ở ngoài.
9	NOT GIVEN	Văn bản không nói gì về “the country’s capital” cả.
10	D	Paragraph 3 đoạn C: “Most goods were transported along the paths that provide short-cuts up and down the hillsides, but the paths were a real

		safety risk and made the journey on foot even more arduous. It made sense to improve the paths by building steps, handrails and footbridges.” Vậy “steps, handrails and footbridges” được xây để giúp “transport up and down the hillsides”.
11	L	Câu đầu tiên paragraph 4 đoạn D: “The efforts to improve the efficiency of the existing transport services were not very successful because most of the motorised vehicles in the district broke down and there were no resources to repair them.” “Hindered” nghĩa là cản trở -> khiến “existing transport services” “not very successful”.
12	G	Câu đầu tiên paragraph 3 đoạn D: “Paths and secondary roads were improved only at the request of communities who were willing to participate in construction and maintenance.” Vậy việc cải thiện đường phụ chỉ có ở những nơi mà người dân sẵn sàng giúp.
13	E	Câu đầu tiên paragraph 2 đoạn D: “The road improvements and accompanying maintenance system had helped make the district centre accessible throughout the year.” “The district centre accessible throughout the year” có nghĩa là không còn “isolation of Makete for part of the year” nhờ “road improvements”.
14	B	Phương án B vì 3 section (BCD) của bài nói về “how MIRTP was implemented” và 3 section (DEF) nói về “how successful it was”. Có thể loại phương án A vì MIRTP chỉ được nói là sẽ được dùng làm “reference” chứ không nói về sự cần thiết ở các nước khác. Loại phương án C vì việc dùng “donkey” chỉ có ở 2 paragraph. Loại phương án D vì chỉ có vấn đề của MIRTP ở đoạn E và 1 paragraph đoạn D

EXERCISE 4

Câu hỏi	Đáp án	Giải thích
1	IV	Dòng 3-7 đoạn A: “A number of techniques developed since the 1950s, however, have placed the study of these subjects on a sounder and more objective footing.” “These subjects” là “origins and distribution of human populations” ở câu trên (đồng nghĩa “early population movements”). Vậy đoạn A nói về sự phát triển của “the methods used to study early population movements”.
2	VII	2 dòng đầu đoạn B: “Recent work on the problem of when people first entered the Americas”. “First entered” tức là lần đầu tiên đặt chân đến -> đồng nghĩa “prehistoric migration” (sự di cư thời tiền sử). Vậy đoạn B nói về một trong các “long-standing questions about the prehistoric migration to America”.
3	X	Dòng 5-6 và 3 dòng cuối đoạn C: “immunoglobin G - found in the fluid portion of human blood” và “which itself can be calibrated to give an indication of the length of time since these populations last interbred.” Vậy đoạn C nói về cách nghiên cứu máu có thể đo được độ gần gũi giữa các nhóm dân.
4	I	2 dòng đầu và dòng 8-10 đoạn D: “Williams and his colleagues sampled the blood of over 5,000 American Indians” và “From this evidence it was deduced that there had been three major waves of migration”. Vậy đoạn D nói về nghiên cứu về máu và phần sau nói về kết quả của việc nghiên cứu này.
5	VI	Dòng 2-3 và 9-10 đoạn E: “Geneticist Douglas Wallace has studied mitochondrial DNA” và “As would have been predicted by Robert Williams’ work”. Vậy đoạn E nói về nghiên cứu “genetic” và việc nghiên cứu này khẳng định “three-wave theory” của Williams.
6	II	5 dòng đầu đoạn F: “There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages.” Câu này báo hiệu cho phần sau sẽ nói về “the study of teeth and of languages”. Có thể thấy đoạn G nói về “language” -> đoạn F sẽ nói về “teeth” - đồng nghĩa “dental”.
7	E	Dòng 13-16 đoạn D: “The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians” Vậy lần di cư từ hơn 15,000 năm trước là đến Trung và Nam Mỹ -> đường E là thỏa mãn. (*Lưu ý: Không thể là F vì F không đi qua Bering Strait, mà theo Williams thì cả 3 lần di cư để qua Bering Strait -> loại F từ đầu).
8	D	Dòng 19-21 đoạn D: “who only migrated south from Canada about 600 or 700 years ago”. Vậy lần di cư từ 600-700 năm trước là từ Canada xuống

		phía Nam -> D là thích hợp.
9	C	Dòng 8-10 đoạn D: Other tests showed that the Inuit (or Eskimo) and Aleut formed a third group.” -> Vậy người Inuit là từ “third wave”.
10	B	Dòng 16-19 đoạn D: “The second wave, about 14,000 - 12,000 years ago, brought Na-Dene hunters, ancestors of the Navajo and Apache.” Vậy người Apache (tổ tiên của người Apache) di cư đến từ đợt thứ 2.
11	A	
12	A	Dòng 13-16 đoạn D: “The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians.” và dòng 5-8 và 11-12 đoạn E: “Pima- Papago Indians in Arizona, Maya Indians on the Yucatán peninsula, Mexico, and Ticuna Indians in the Upper Amazon region of Brazil.” và “descended from the same ancestral (Paleo-Indian).” Từ đoạn E ta biết được người Pima-Papago và người Ticuna đều bắt nguồn từ người Paleo-Indian. Và từ đoạn D ta biết được Paleo-Indian là những người di cư đến trong đợt đầu. Vậy người Pima-Papago và Ticuna đều di cư đến từ đợt đầu tiên.
13	A	Dòng 11-16 đoạn F: “Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations”. Vậy bài nghiên cứu của Turner khám nghiệm răng của “both ancient and modern” và để rút ra kết luận “Americans are linked to Northern Asian” thì hẳn đã phải khám nghiệm cả “Americans and Asians”. Có thể loại các đáp án khác. B loại vì thí nghiệm xét “by crown and root traits” (các phần của răng) chứ không phải “thousands of people”. C loại vì chỉ xét “thousands” chứ không phải phần lớn người “prehistoric Americans”. D loại vì không xét “the eating habits”.

EXERCISE 5

Câu hỏi	Đáp án	Giải thích
1	NOT GIVEN	3 dòng cuối đoạn 1 có ý “ Those confined to particular geographical areas, such as countries bordering the Mediterranean or the Nordic countries therefore had to be discarded. However, this does not mean that in future they will be ignored.” đề cập đến các vấn đề được thảo luận trong hội nghị ở trên ko bao gồm các nước thuộc Đại Trung Hải và Bắc Âu (the Mediterranean or the Nordic countries)và nói sẽ đề cập đến các khu vực này trong tương lai nói chung chứ không phải trong buổi họp tiếp theo.
2	FALSE	Các nước Bắc Âu bị loại (excluded) ra khỏi buổi họp bởi vì các công việc gắn với tình hình địa lí đặc thù (“ Those confined to particular geographical areas” ở dòng 3 từ dưới lên đoạn 1, trước đó có nói đến “those” là chỉ các công việc “tasks”) chứ không phải vì chúng không thuộc khối kinh tế Châu Âu.
3	TRUE	Câu 4-6 đoạn 2: “forests provide raw materials for human activities through their constantly renewed production of wood” thể hiện đúng ý rừng là một nguồn tài nguyên thô có khả năng tái tạo trong câu hỏi.
4	FALSE	Câu 9-10 đoạn 2 có ý :”The other aspects have been recognised only for a few centuries” trong đó “aspects” có chỉ “biological functions”. Vậy chức năng sinh học của rừng được công nhận từ vài thế kỉ trước chứ không phải thế kỉ 20.
5	FALSE	Dòng 1-2 đoạn 3 khẳng định: “, yet there are effectively no remaining 'primary' forests in Europe” nói về không có rừng tự nhiên (“primary” ở đây hiểu là rừng nguyên bản-> rừng tự nhiên) còn sót lại _> trái với ý là có rừng ự nhiên trong câu hỏi.
6	FALSE	Dòng 3-4 đoạn 3 có ý: “it must transcend national frontiers”. Ở đấy “it” chỉ “forest policy” -> chính sách về rừng cần phải vượt qua ranh giới quốc gia-> trái với ý bị hạn chế bởi ranh giới quốc gia trong câu hỏi.
7	TRUE	Dòng cuối đoạn 3 có ý: “any ecologically coherent forest policy must be given to continuity over time and to the possible effects of unforeseen events” . Vậy các chính sách này có khả năng thay đổi trong tương lai -> đúng với câu hỏi.
8	J	Trong dòng 2-3 đoạn 4 có đề cập đến “the first proposal” là giải pháp đầu tiên và diễn tả đó là “ the extension and systematic sitter of surveillance sites to monitor forest decline” (sự mở rộng và tự động hóa hóa cách thức giám sát sự suy giảm của rừng). Cùng ý với J (thông tin về sự suy giảm rừng được thu thập một cách tự động)
9	A	Dòng 10 đoạn 4 đề cập đến “ the need to preserve the genetic diversity of European forests” (sự cần thiết của việc bảo vệ sự đa dạng của các giống cây ở rừng Châu Âu) cùng ý với A là tất cả các loài cây đều nên được bảo vệ.
10	E	Dòng 14 đoạn 4 : “the establishment of a European databank on the subject” . Trước đó đề cập đến “subjects” là “forest fires” -> cùng ý với E.
11	B	Câu 16-17 đoạn 4 nói đến giải pháp thứ 4 là dành cho “mountain forests” (

		rừng ở vùng núi) sau đó dòng 20-21 giải thích là “include a preferential research program on mountain forests”(bao gồm một chương trình ưu tiên cho rừng ở núi)-> cùng ý với B
12	G	Dòng 21-22 của đoạn 4 có “ The fifth resolution relented the European research network on the physiology of trees” , sau đó dòng 23 nói đến “tree diseases” -> cùng ý với ý G
13	D	Câu 25-26 đoạn 4 có đề cập đến “established a framework for a European research network” thể hiện sự liên kết giữa các nước Châu Âu (từ “network”) -> giống với D (“co-ordinate”)
14	B	Các đáp án A C D chỉ nói nêu ý nhỏ trong bài chứ chưa bao quát được toàn bộ đoạn văn. Còn ý B nói đến “priority” chính là việc bảo vệ rừng thể hiện xuyên suốt cả bài.

PRACTICE TESTS

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Bảng quy đổi điểm Reading:

Số câu đúng	Band điểm
40-39	9.0
38-37	8.5
36-35	8.0
34-33	7.5
32-30	7.0
29-27	6.5
26-23	6.0
22-19	5.5
18-15	5.0
14-13	4.5
12-10	4.0
9-8	3.5
7-6	3.0
5-4	2.5

IELTS READING PRACTICE TEST 1

Reading Passage 1

Bricks - The Versatile Building Material

Bricks are one of the oldest known building materials dating back to 7000 BCE. The oldest found were sun-dried mud bricks in southern Turkey and these would have been standard in those days. Although sun-dried mud bricks worked reasonably well, especially in moderate climates, fired bricks were found to be more resistant to harsher weather conditions and so fired bricks are much more reliable for use in permanent buildings. Fired brick are also useful in hotter climates, as they can absorb any heat generated throughout the day and then release it at night.

The Romans also distinguished between the bricks they used that were dried by the sun and air and the bricks that were fired in a kiln. The Romans were real brick connoisseurs. They preferred to make their bricks in the spring and hold on to their bricks for two years, before they were used or sold. They only used clay that was whitish or red for their bricks. The Romans passed on their skills around their sphere of influence and were especially successful at using their mobile kilns to introduce kiln-fired bricks to the whole of the Roman Empire.

During the twelfth century, bricks were introduced to northern Germany from northern Italy. This created the ‘brick Gothic period,’ which was a reduced style of Gothic architecture previously very common in northern Europe. The buildings around this time were mainly built from fired red clay bricks. The brick Gothic period can be categorised by the lack of figural architectural sculptures that had previously been carved in stone, as the Gothic figures were impossible to create out of bulky bricks at that time.

Bricks suffered a setback during the Renaissance and Baroque periods, with exposed brick walls becoming unpopular and brickwork being generally covered by plaster. Only during the mid-eighteenth century did visible brick walls again regain some popularity.

Bricks today are more commonly used in the construction of buildings than any other material, except wood. Brick architecture is dominant within its field and a great industry has developed and invested in the manufacture of many different types of bricks of all shapes and colours. With modern machinery, earth moving equipment, powerful electric motors and modern tunnel kilns, making bricks has become much more productive and efficient. Bricks can be made from a variety of materials, the most common being clay, but they can also be made of calcium silicate and concrete.

Good quality bricks have major advantages over stone as they are reliable, weather resistant and can tolerate acids, pollution and fire. They are also much cheaper than cut stonework. Bricks can be made to any specification in colour, size and shape, which makes them easier to build with than stone. On the other hand, there are some bricks that are more porous and therefore more susceptible to damage from dampness when exposed to water. For best results in any construction work, the correct brick must be chosen in accordance with the job specifications.

Today, bricks are mainly manufactured in factories, usually employing one of three principal methods - the soft mud process, the stiff mud process and the dry clay process. In the past, bricks were largely manufactured by hand, and there are still artisanal companies that specialise in this product. The process involves putting the clay, water and additives into a large pit, where it is all mixed together by a tempering wheel, often still moved by horse power. Once the mixture is of the correct consistency, the clay is removed and pressed into moulds by hand. To prevent the brick from sticking to the mould, the brick is coated in either sand or water, though coating a brick with sand gives an overall better finish to it. Once shaped, the bricks are laid outside to dry by air and sun for three to four days. If these bricks left outside for the drying process are exposed to a shower, the water can leave indentations on the brick, which, although not affecting the strength of the brick, is considered very undesirable. After drying, the bricks are then transferred to the kiln for firing and this creates the finished product. Bricks are now more generally made by manufacturing processes using machinery. This is a large-scale effort and produces bricks that have been fired in patent kilns.

Today's bricks are also specially designed to be efficient at insulation. If their composition is correct and their laying accurate, a good brick wall around a house can save the occupants a significant amount of money. This is primarily achieved today through cavity wall insulation. Insulating bricks are built in two separate leaves, as they are called in the trade. The gap between the inner and outer leaves of brickwork depends on the type of insulation used, but there should be enough space for a gap of twenty millimetres between the insulating material in the cavity and the two leaves on either side. The air in these gaps is an efficient insulator by itself. Cavity walls have also replaced solid walls, because they are more resistant to rain penetration. Because two leaves are necessary, a strong brick manufacturing industry is essential, so that enough good quality insulating bricks are plentifully available.

Questions 1 - 5

Do the following statements agree with the information given in the text? In boxes 1 – 5 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

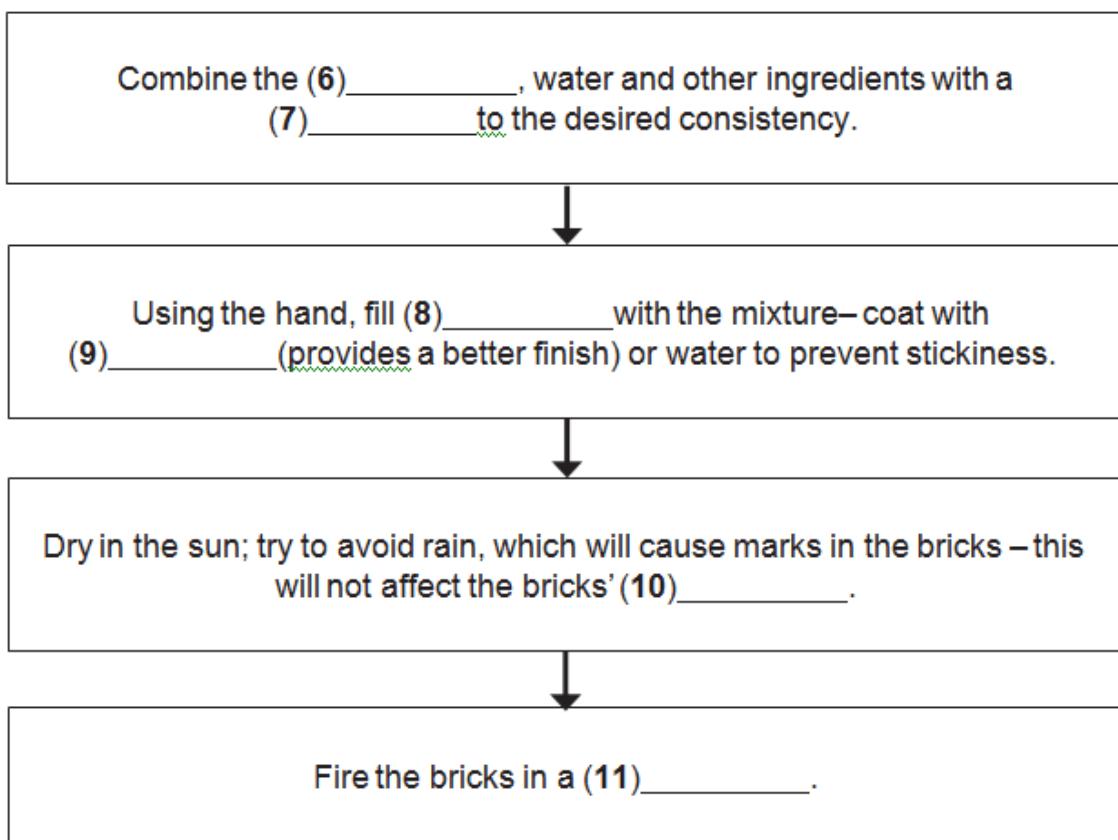
1. Fired bricks are not efficient in countries with hot weather, as they absorb too much heat.
2. Roman brick production was determined by which season it was.
3. The bricks that led to the brick Gothic period in northern Germany were popular with house builders.
4. Buildings showing brickwork were generally not liked during the Renaissance.
5. Some types of bricks can soak up too much water due to their absorbent qualities.

Questions 6 – 11

Complete the flow chart below.

Write **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in boxes **6 – 11** on your answer sheet.

Making Hand-made Bricks



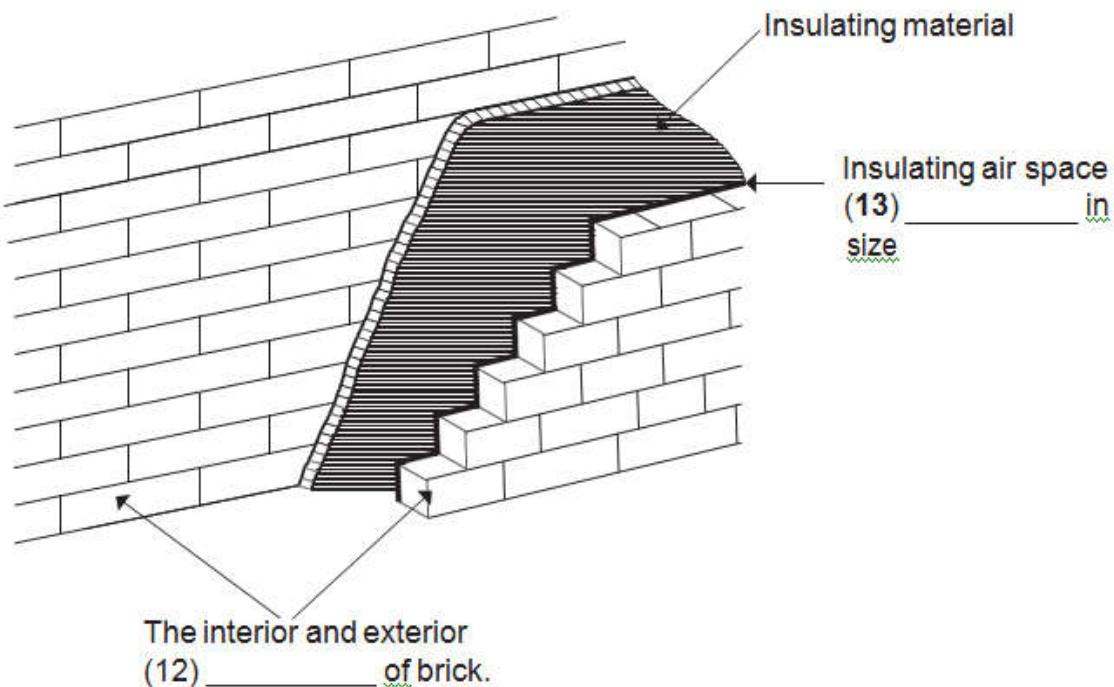
Questions 12 and 13

Label the diagram below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **12 and 13** on your answersheet.

Cavity Wall Insulation



Reading Passage 2

The Rise of Agritourism

In advanced industrialised countries, small farmers have been challenged by changing economic and social conditions, such as increased global competition, falling commodity prices, and capital- and technology-intensive agricultural production. In addition, there has been added public pressure to make expensive changes in farming methods, due to public environmental concerns about industrialised agricultural production in combination with political pressures to reduce agricultural subsidies. These changing economic and social conditions have disproportionately impacted smaller farms in Europe and the US.

Agritourism is becoming an increasingly popular way for rural property owners to earn additional income from agricultural properties. In addition to more traditional farm tours and seasonal activities, such as hay rides, corn mazes and u-pick fruits, farm owners are devising new ways to bring people to their door by offering more entertainment-oriented activities. Some farmers are offering their barns as venues for weddings, parties, dances and other special events. Others are opening their homes to visitors for vacations, so guests can experience life on a working farm by helping out with routine farm chores, such as feeding or herding the livestock, milking the animals, making cheese, collecting eggs, picking vegetables and preparing farm fresh meals. Agritourism works in combination with a growing public desire to engage in rural experiences and outdoor recreational activities. By combining agriculture and tourism, agritourism offers these rural experiences to urban residents and economic diversification to farmers.

Part of the attraction of agritourism is the nostalgia it creates for a simpler time and its authenticity. Tourists are being sold, not only on beautiful sceneries and visual aesthetics, but also experiences that are meant to open up a new world for these customers who are tired of the hustle and bustle of city life. Authenticity has been an abiding theme in tourism studies and it may have a special meaning in this combination of agriculture and tourism. For one thing, the image of the family farm remains imbued with deep authenticity, the surviving representation of an old world ideal. To partake in agritourism is therefore likely to convey the sense of having a deeply authentic experience. Critics have claimed that this desire to reconnect with the life world of one's ancestors may conflict with the nature of modern agriculture and whether the tourist will want to face its true realities. It seems therefore that often the most distinctive innovative effort involves the reinvention of tradition and rural tourism products. Examples are the recreation of home-produced products long since replaced by manufactured commodities and the provision of hands-on-experiences in crafts often recreated for

tourists. As a result, some critics argue that the tourists who are running to the countryside are over-crowding and ruining the pristine beauty that they so desperately want to experience.

Agritourism can benefit the life and economy of local communities, as well as the farms themselves. Agritourism firstly means that some farms can continue in business and employ workers. Employment underscores the genuine importance of agritourism farms to local economies, as rural communities are usually areas that both have high unemployment and few alternatives for the unemployed to find work. Secondly, a significant number of agritourists come from areas reasonably local to the visited farms. This means that tourist spending on agritourism often stays in the region, helping to generate taxable revenues and more disposable incomes. The U.S. Department of Agriculture's agricultural census, taken every five years, found that last year approximately 23,000 farms took part in agritourism.

These farms each earned \$24,300 from agritourism, compared to five years ago, when farms engaged in this brought in only \$7,200 per farm. The trend is clearly growing and the money generated will stimulate local economies. Thirdly, agritourism benefits the local community in terms of education. Many farms offer tours for elementary school-age children, who can learn where their food is coming from and how it is produced.

Farms choosing to develop agritourism have had reasonable government support. Over the last 20 years, European Union countries have spent 2 billion euros to subsidise agritourism development in rural farming areas that cannot compete in a global market with declining commodity prices. This, in turn, helps governments by keeping farmers on land, protecting picturesque rural landscapes that attract tourists, and supporting the production of regional agricultural products. As well as finance, local and national governments should create in the areas under their jurisdiction favourable environments for the development of agritourism, by changing regulatory and tax constraints, so that more farms are encouraged to enter the industry.

It is clear that there are strong economic and social benefits that agritourism can provide farmers, customers and the local areas where the farms are situated. Agritourism contributes to and enhances the quality of life in communities by expanding recreational opportunities, differentiating rural economies, and promoting the retention of agricultural lands. Working agricultural landscapes reflect the efforts of generations of farm families and often provide a defining sense of culture, heritage, and rural character. Agritourism provides educational opportunities for school children and adults to learn about this agrarian heritage, the production of food, and resource stewardship. Finally, many agritourism operations provide consumers with direct access to fresh farm goods. Agritourism is an industry with an enormous potential for growth. With it, farming could become more efficient and

sustainable, rural areas could become more beautiful and farmers could become better off and more significant employers and contributors to economies.

Questions 14 - 19

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

Write the correct letter in boxes **14 - 19** on your answer sheet.

14 Farmers today face demands from the public about

- A** reacting to global competition.
- B** improving workers' conditions.
- C** changing to more environmentally friendly production methods.
- D** making production cheaper.

15 Farmers today are experiencing pressure from governments, as the latter wishes to

- A** reduce the amount of money they provide to help farmers.
- B** increase taxes to gain more public income.
- C** force farmers to employ more workers.
- D** reduce the amount of pesticides used in agricultural production.

16 Farmers can attract tourists by

- A** undercutting the competition of traditional holidays on prices.
- B** being close to transport hubs.
- C** letting people get married on the farm.
- D** marketing on a door-by-door basis.

17 Farming authenticity partly depends on

- A** the beauty of the farms' surroundings.
- B** the public's traditional perceptions of a small farm.
- C** how the farm workers dress and behave.
- D** the type of livestock the farms have.

18 Farms can create authenticity by

- A** making tourist workers get up very early in the morning.
- B** having interactive displays of farmworkings.
- C** not showing animals being killed.
- D** re-establishing old processes that are not usually used anymore.

19 One criticism of agritourism is that

- A** farm workers lose their jobs.
- B** tourists change how farms operate.
- C** the extra numbers of people in the countryside spoil its appeal.
- D** only the farmer receives the extra income.

Questions 20 - 26

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes **20 - 26** on your answersheet.

The Benefits of Agritourism

- * Farms continue in business and are employers.
- * Tourist (20) _____ remains in the area.
- * It generates taxes and creates (21) _____.
- * Local economies grow because of the extra money spent.
- * Children can learn about farming.
- * (22) _____ benefit by keeping farms in operation on the land.
- * Rural (23) _____ are preserved.
- * (24) _____ continue to be manufactured.
- * Improved quality of life and more recreational possibilities in communities.
 - * Diversified (25) _____.
- * Land remains in use by agriculture.
- * Education for all.
- * People can easily buy (26) _____.

Reading Passage 3

The Fight Against Polio

Paragraph A

The poliovirus is one of the smallest and simplest viruses. It is usually spread by just dirty fingers and in most cases is confined to the gut. As the virus travels down the intestine, it induces the body to produce antibodies against it, which will protect the person against future attacks. In about one per cent of cases, the virus floods into the bloodstream and infects the nerve cells in the spinal cord that drive the muscles. This causes the characteristic paralysis, which can affect one or more limbs and/or the muscles of respiration, in which case artificial ventilation, for example with the iron lung, may be needed to keep the patient breathing and alive. The iron lung, which was officially known as a negative pressure ventilator, was invented hundreds of years ago, but was further developed in the 1930's to help with the world polio outbreaks. At one point, the need for iron lungs was so high that they were used with a patient within an hour of their manufacture.

Paragraph B

Polio originally caused sporadic clusters of paralysis, especially in children. For some reason, this pattern changed during the late nineteenth century into explosive epidemics, which swept through many countries each summer. The first major outbreak, on the East Coast of the USA in the summer of 1916, caused 25,000 cases of paralysis and 6,000 deaths. Draconian public health measures were powerless to prevent the spread of the disease, resulting in widespread panic across America. Each year, panic resurfaced as the polio season approached, with the wealthy leaving towns and cities in droves.

Paragraph C

This fear of polio was deliberately fuelled and exploited by the March of Dimes, an American fund-raising organisation set up by President Franklin D Roosevelt, himself a polio survivor. The March of Dimes raised vast sums, and funded both practical support for polio victims and their families, and the research programmes that ultimately resulted in effective polio vaccines.

Paragraph D

Polio can be prevented but not cured. Treatments proposed for patients with acute polio have included barbaric measures, such as branding the child's back with a red-hot poker and 'brain washout therapy'. Less dramatic were massive doses of vitamins C and chemically modified cobra venom. None

of these had any impact on paralysis or survival, and some were positively dangerous. The iron lung could rescue patients from suffocation if their respiratory muscles were paralysed, but the iron lung itself carried considerable risks. Until chest infections could be properly treated, seventy per cent of patients put inside the iron lung died there.

Paragraph E

Two rival strategies were used to develop vaccines to protect against polio. Jonas Salk (1914–1998) favoured an ‘inactivated polio vaccine’ (IPV), in which wild polioviruses are ‘killed’ with formalin, so that they can no longer replicate and spread into the spinal cord. IPV is injected into a muscle and causes protective antibodies to appear in the bloodstream.

The ‘oral polio vaccine’ (OPV) developed by Albert Sabin (1906–1993) relies on the fact that polioviruses forced to grow under unfavourable conditions in the laboratory will undergo mutation into forms that can no longer invade the spinal cord. The OPV virus is still ‘alive’ and able to replicate, but cannot enter the spinal cord and cause paralysis. OPV is taken by mouth and, like a wild poliovirus, induces immunity against itself in the gut wall as it travels through the intestine. It therefore provides a different type of immunity protection when compared with the Salk vaccine.

Paragraph F

Salk’s IPV was the first polio vaccine to be tested on a large scale, in massive clinical trials in 1954 involving 1.8 million American children. Following the sensational declaration that his vaccine ‘works and is safe’, Salk became a national and international hero, and mass vaccination of children with his IPV began immediately. Vaccination continued despite a tragic outbreak of paralytic (and sometimes fatal) polio due to contamination of the Salk vaccine with wild poliovirus, which was the result of carelessness in the vaccine production plant.

Numbers of paralytic cases and deaths from polio fell dramatically in the USA over the next few years, and Salk’s vaccine was taken up across the world. Sabin’s OPV, being cheaper, more effective and easier to give, later superseded the Salk vaccine. Given correctly, both vaccines protect against polio and are overwhelmingly safe. There is an exceedingly low risk (one in 500,000 vaccinations) of Sabin’s OPV reverting to a paralysing variant, a drawback that Sabin always refused to acknowledge.

Paragraph G

Polio vaccine not only protects individuals, but, if given intensively and on a massive scale, can prevent the virus from spreading and so stamp it out. In 1988, various organisations set out to clear the planet of polio through a worldwide vaccination campaign. The hope was that polio would follow the example of smallpox, which was exterminated by intensive global vaccination during the late 1970’s.

Now, after 26 years, polio is tantalisingly close to being eradicated, with just 200 paralytic cases worldwide last year, as compared with over 300,000 in 1988. Tragically, though, endemic polio continues to cling on in three areas, Afghanistan, Pakistan and Northern Nigeria, largely because of anti-western ideology that is backed up by intimidation, death threats and the murder of many vaccinators and their supporters. Usually refugees, but also other travellers, have reintroduced polio to other countries, for example Syria, Lebanon and various African states, which had been previously cleared of polio.

Unfortunately, it is now very unlikely that polio will be eradicated within the next two to three years and it seems that the final extermination of the virus will depend as much on diplomacy as on medicine and science.

Glossary

Draconian – severe or harsh.

In droves - in large numbers.

Questions 27 – 33

The text above has 7 paragraphs A - G.

Which paragraph contains the following information?

Write your answers in boxes 27 – 33 on your answer sheet.

27. The OPV protects people in the same way as a wild virus works in the body.

28. Panic was intentionally created in order to raise money to fight polio.

29. The OPV was more successful than the IPV at preventing polio.

30. The US polio outbreaks caused some people to move away from high population areas in the summers.

31. Extremism is one barrier to the eradication of polio.

32. Iron lungs were in great demand because the numbers of people sick with polio.

33. One medicine used to treat polio was based on snake poison.

Questions 34 – 37

Complete the summary below.

Write **NO MORE THAN ONE WORD** from the text for each answer. Write your answers in boxes **34 - 37** on your answersheet.

THE TWO POLIO VACCINES

Salk developed one of the two anti-polio vaccines by using (34) _____ to stop the ability of the polio virus to attack the spinal cord. The vaccine's presence after injection therefore causes the creation of antibodies. Sabin's other vaccine uses induced (35) _____ to stop the ability of the virus to attack the spinal cord. After administration, it too creates antibodies.

After large-scale (36) _____, the IPV was declared safe and was used for vaccination in the US. Salk was a hero, despite one outbreak of polio due to a contaminated vaccine. The cheaper OPV became more popular over time. Both vaccines are effective, though there is a possible and unlikely danger of an unsafe (37) _____ developing in the IPV.

Questions 38 - 40

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer. Write your answers in boxes **38 - 40** on your answersheet.

- 38** What group is especially prone to the paralysis caused by polio?
- 39** What proportion of people did not survive treatment in the iron lung without effective chest treatment?
- 40.** Who have been the most significant cause for the reintroduction of polio into countries where it was previously eradicated?

IELTS READING PRACTICE TEST 2

Reading Passage 1

SLEEP

Historically, it was difficult to study sleep. Not much can be gleaned from observing recumbent persons and questionnaires are no use, because people remember little of their experience during sleep. The breakthrough came in the 1950's with electroencephalogram (EEG) recordings of brain electrical activity, when it was confirmed that sleep is anything but dormant.

We need sleep for biological restoration. It promotes cell growth, regeneration and memory consolidation. By shutting down most of the body's machinery, resources can be focused on repairing damage and development. When people are deprived of sleep for any reason, there is deterioration in performance, particularly on tasks requiring concentration, and eventually, behaviour becomes shambolic. The individual becomes progressively incoherent and irritable and, after a few days, may experience delusions and hallucinations. The disruptive effects of sleep deprivation have even been successfully used as a basis of persuasion in interrogation.

A vital part of sleep is dreaming, which happens most intensively during rapid eye movement (REM) sleep. We typically spend more than two hours each night dreaming, though this is often spread over four or five separate periods. Infants spend up to 50 per cent of their sleep time in REM sleep, which is understandable when one realises that REM sleep is the time used for brain development, as well as learning, thinking, and organising information. If people are woken when REM sleep commences, depriving them specifically of dream-sleep, the proportion of REM sleep increases once they fall asleep again to make up what was lost. This suggests that REM sleep is an essential aspect of sleep.

Sleep and sleep-related problems play a role in a large number of human disorders and affect almost every field of medicine. For example, problems like a stroke tend to occur more frequently during the night and early morning, due to changes in hormones, heart rate, and other characteristics associated with sleep. Sleep also affects some kinds of epilepsy in complex ways. REM sleep seems to help prevent seizures that begin in one part of the brain from spreading to other brain regions, while deep sleep may promote the spread of these seizures. Sleep deprivation can also trigger seizures in people with some types of epilepsy.

The neurons that control sleep interact strongly with the immune system. As anyone who has had the flu knows, infectious diseases tend to make people feel sleepy. This probably happens because

cytokines, chemicals produced while fighting an infection, are powerful sleep-inducing substances. Sleep helps the body conserve energy that the body's immune system needs to mount an attack.

Sleeping problems occur in almost all people with mental disorders, including those with depression and schizophrenia. People with depression, for example, often awaken in the early hours of the morning and find themselves unable to get back to sleep. The amount of sleep a person gets also strongly influences the symptoms of mental disorders. Sleep deprivation is an effective therapy for people with certain types of depression, while it can actually cause depression in other people. Extreme sleep deprivation can lead to a seemingly psychotic state of paranoia and hallucinations in otherwise healthy people, and disrupted sleep can trigger episodes of mania in people with manic depression.

Sleeping problems are common in many other disorders as well, including Alzheimer's disease, stroke, cancer, and head injury. These sleeping problems may arise from changes in the brain regions and neurotransmitters that control sleep, or from the drugs used to control symptoms of other disorders. In patients who are hospitalised or who receive round-the-clock care, treatment schedules or hospital routines also may disrupt sleep. The old joke about a patient being awakened by a nurse so he could take a sleeping pill contains a grain of truth. Once sleeping problems develop, they can add to a person's impairment and cause confusion, frustration, or depression. Patients who are unable to sleep also notice pain more and may increase their requests for pain medication. Better management of sleeping problems in people who have a variety of disorders could improve the health of these patients and their quality of life.

Insomnia is a widespread affliction. It is linked with conditions such as depression and chronic pain, but occurs also in otherwise healthy people. It is often due to temporary life circumstances, like trouble at work or anticipation of an exciting event, however, some people just have difficulty sleeping regardless of circumstances. What is interesting is that complaints of sleeplessness are often exaggerated, because people remember more easily the times they are awake during the night than the times they are asleep. When insomniacs are observed in a sleep lab, their EEG records often suggest that their sleep pattern is fairly normal, even though in the morning they maintain they hardly slept a wink. Various devices for monitoring one's own sleep patterns are now marketed, for example mobile phone apps connected with forehead electrodes.

The fact that a third of our life is spent in sleep would, in itself, be sufficient justification for studying it scientifically. The discovery that it is not just a passive state, but a highly active process of profound biological and psychological importance, has led to great efforts in recent decades to further our understanding of it. Despite that, we are far from unravelling all of sleep's mysteries.

Questions 1 - 7

Complete the notes below. Write **NO MORE THAN TWO WORDS** for each answer.

Write your answers in boxes **1 - 7** on your answersheet.

Sleep

- * Sleep study only advanced after the electroencephalogram started to be used.
- * Sleep is used to restore the body and cells, and strengthen the (1)_____.
- * With little sleep, people operate worse, especially when (2)_____ is needed.
- * The effects of sleep deprivation can be severe and have been used in interrogations.
- * REM sleep is when dreaming occurs; important especially for (3)_____, who need a lot of REM sleep for their brains.
- * If REM sleep is lost, the body increases the (4)_____ of REM sleep in the next sleep to make it up.
- * Strokes are more common during or after sleep, and (5)_____ and other seizures can both be caused and prevented by sleep.
- * Sleep is closely associated with the (6)_____, as cytokines produced while the body fights infectious disease induce sleepiness; sleeping when sick helps people save the (7)_____ to fight infections.

Questions 8 - 13

Do the following statements agree with the information given in the text?

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. A lack of sleep can both help and hinder people suffering from depression.
9. Better sleep routines can help people who suffer from Parkinson's disease.
10. People who are sleep-deprived actually have a better tolerance to pain.
11. In spite of media reports, insomnia is not a common problem.
12. Insomniacs often sleep more than they realise.
13. Overuse of mobile phone apps can cause insomnia in some people.

Reading Passage 2

Comets

Comets arrive to grace our skies every year; some are new to the inner Solar System, and some are old friends on a repeat visit, but only comparatively rarely do they reach sufficient brightness to become apparent to the unaided eye.

Comets do not behave like any other object that we can observe in the night sky with the unaided eye. Stars remain fixed in the pattern of their constellations, and are regular in their motion through the sky from one night to the next, and from one month to the next. A planet follows a fairly slow but expected path. By comparison, a comet is a totally different kind of event: it will appear unexpectedly and at any place in the sky, it will change position from one night to the next relative to the background of stars, and its path will be along a separate direction and path across the sky from the planets and stars. During the few weeks or months that it is observable, it will first steadily increase in brightness from one night to the next, may change its shape – growing bigger, longer or extra tails – and then wane to invisibility, never to be seen again. Throughout history, comets have always signified evil, war and death, and they were supposed to leave chaos and calamity in their wake. Indeed, plenty of past comets have been blamed by the astrologers of their day for bringing or marking misfortune.

There have been many spectacular comets throughout history; on average we are visited by what is termed a ‘great comet’ about three times a century. This appellation is saved for those comets that reach exceptional brightness. The most famous of all comets is Halley’s comet; not that it is the most spectacular, but study of its orbit by the English astronomer, Edmond Halley, was fundamental to pinning down the real nature of comets. During the 17th century, Halley was using Newton’s new mathematics of calculus to try to characterise the orbits of twenty-four comets from sightings recorded over the previous four centuries. He realised that the orbital path of the bright comet recently seen in 1682 was very similar to that followed by two other comets – one observed in 1531 and one in 1607. All moved in a retrograde direction (i.e. opposite to the revolution of the planets round the Sun), following an elliptical orbit that had a similar orientation to the plane of the planets’ motion. The great comet of 1456 was also known to have travelled in a retrograde direction. Halley’s inspiration was to realise that these were four apparitions of the same comet, following a set path around the Sun, but which only became apparent to observers on Earth when its orbit returned the comet to the inner Solar System, after an interval of about 76 years. Although he did not live to see the success of his prediction of the comet’s return in 1758, when the comet was spotted on schedule, it

was given his name. Subsequently, at least 23 previous appearances of Halley's comet have been identified from historical records, the first known being from a Chinese text dating from 240BC.

The nucleus is the sole solid component of a comet, and the only part that is always present. It resembles a dark-coloured iceberg; it is a frozen chunk of ice ranging between 5 to 20 km in size, and with a somewhat irregular shape. The ice is not just water ice, but also contains the ices of frozen ammonia, carbon dioxide, methane and carbon monoxide. The ices are blackened, as they contain small fragments of dust embedded within them, and the whole nucleus is of a low density, suggesting it to be a partially porous body. When travelling along the outer reaches of its orbit, far from the Sun, the nucleus remains frozen and dormant. As soon as its path brings the icy block into the inner Solar system, it begins to warm up and its surface becomes active. The solid ice turns directly into gas, in a process known as 'sublimation,' and is liberated from the surface. The process is particularly apparent on the sunward flank of the nucleus, where the gases escape as jets, particularly through any fissures that open up in the structure. These jets also push out the particles of solid dust that are embedded in the ice.

The closer an orbit brings a nucleus to the Sun, the warmer it becomes, and the more spectacular tails are generated with them, sometimes being visible during the day. There are two types of comet tails: dust and gas ion. A dust tail contains small, solid particles that are about the same size as those found in cigarette smoke. This tail forms because sunlight pushes on these small particles, gently shoving them away from the comet's nucleus. Because the pressure from sunlight is relatively weak, the dust particles end up forming a diffuse curved tail in the direction of the comet's orbit. A gas ion tail forms when ultraviolet sunlight rips one or more electrons from gas atoms in the coma, making them into ions. The solar wind then carries these ions straight outward away from the Sun. As a comet heads away from the Sun, its tails dissipate, and the matter contained in its nucleus freezes into a rock-like material.

Glossary

Constellation – a recognised pattern of bodies in the sky.

Elliptical – oval-shaped.

Sublimation - the change of a substance from solid to gas without an intermediate liquid stage.

Questions 14 - 18

Complete the summary using the words in the box below. Write your answers in boxes **14 - 18** on your answer sheet.

COMETS

Comets are quite common in our solar system, but they are seldom (14)_____. Comets behave differently to other sky objects; they are seemingly quite (15)_____ in their movements and (16)_____. Comets have often been seen as predicting (17)_____.

Halley's comet is probably the best known 'great comet.' Using previous (18)_____, Edmond Halley was successfully able to predict the comet's next appearance, although it occurred after his death.

observation	dangerous	visible	beautiful	naming
disaste	succes	unpredictabl	propertie	star

Questions 19 - 23

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **19 - 23** on your answersheet.

19. The nucleus of a comet is the only part that is known to be _____ and to remain present through its orbit.

20. The frozen components of a comet's nucleus are _____ due to the presence of dust particles.

21. The nucleus of a comet has been theorised to be porous because of its _____.

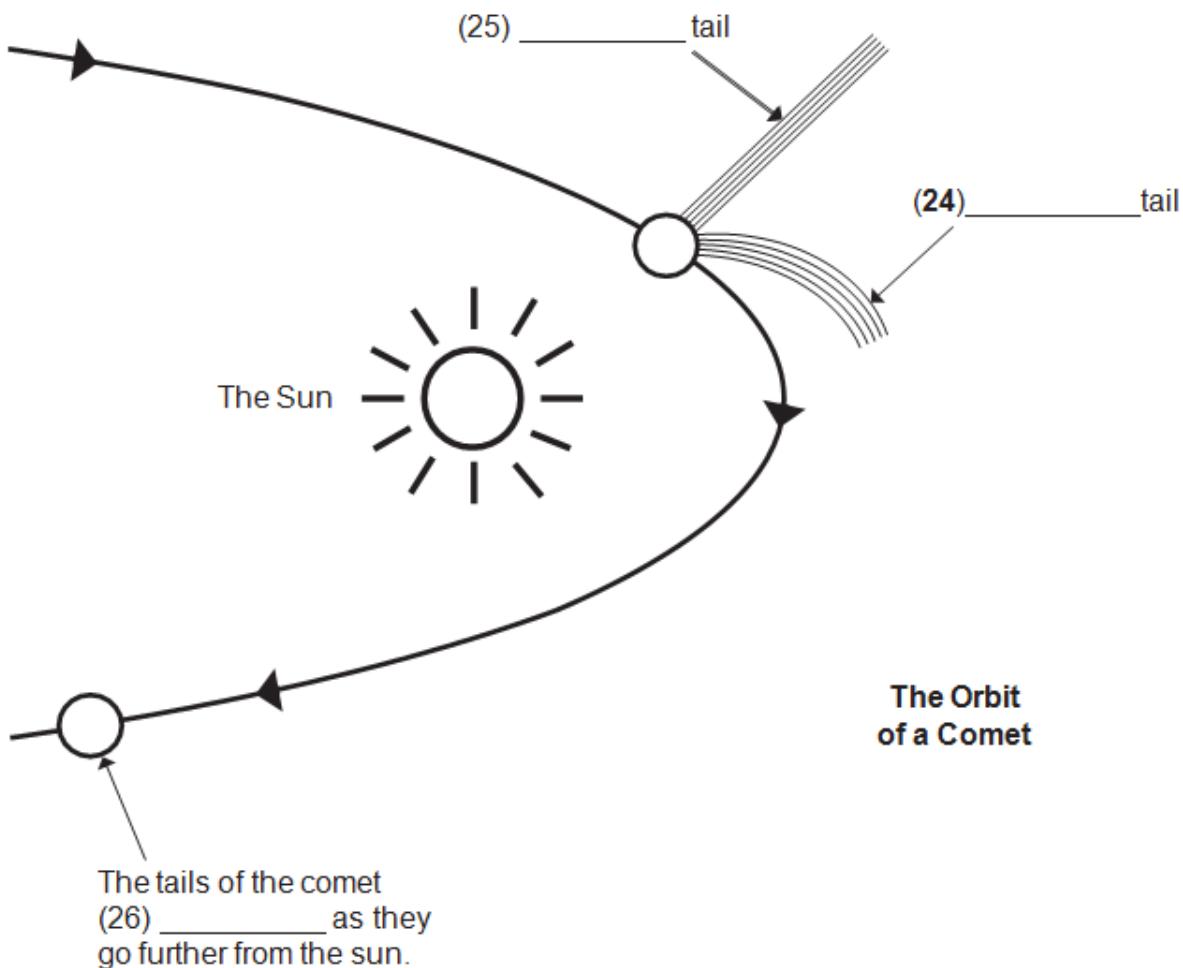
22. When far from the sun, a comet's nucleus is icy and _____ ..

23. Gas jets eject more frequently from the _____ side of a comet.

Questions 24 - 26

Label the diagram below.

Write **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in boxes **24 - 26** on your answersheet.



Reading Passage 3

US Shale Gas Fracking

Paragraph A

We have had widespread drilling for oil and gas deposits for more than 100 years in the United States. Until the 1990's, most of this recovery has occurred from conventional wells that were drilled down to rock formations, from which hydrocarbons could be pumped to the surface. The discovery of hydraulic fracking in the late 1940's has long allowed companies to extract gas and oil from shale, but the perfection of these two techniques over the past few decades has allowed the process to become cost effective. There are numerous shale plays in the United States from which shale gas can be extracted, and firms are busy drilling wells in many areas of the country.

Paragraph B

Shale gas is natural methane in rock formations deep underground that, before fracking, was not feasible to extract. Its removal today depends on hydraulic fracturing and horizontal drilling. Hydraulic fracturing is the use of pressure to force liquids containing proppants (often sand) into rock strata, so that hydrocarbons are available for extraction. Current technology uses water, sand, and miscellaneous fluids, all of which must be imported to the well site. A wellbore is drilled, and then the fracturing fluid is forced through holes in the casing into the plays. High pressures are used to create fissures where the proppants are deposited to hold fissures open, so that hydrocarbons can be released. Hydraulic fracturing occurs in a number of stages and the fracturing fluid is forced into a small portion of the wellbore at each stage. After the hydraulic fracturing is completed, some of the fracturing fluid comes back up the well. Because the flowback and wastewater from a well can be toxic, it must be disposed of in a manner that does not create any health, safety, or environmental problems. The underground areas from which the gas is extracted may be left with cavities, which in turn can sometimes cause ground subsidence.

Paragraph C

The development of American shale gas deposits has been accompanied by notable benefits and a significant impact on the American economy. Next year, it is estimated that the development of America's shale gas resources will employ 869,000 people. The shale gas industry will have capital expenditures of \$48 billion and pay more than \$28 billion in federal and state taxes this year. Due to shale gas, the US is using less coal and the country's electricity costs have been lowered by about ten per cent. Shale gas has also contributed to a decrease in imports of foreign natural gas.

Paragraph D

Yet not everything is positive. The development of shale gas resources is associated with its toxic pollutants and environmental problems. It needs to be mentioned that the American federal and state governments were not prepared for the problems that accompany shale gas development. A lack of sufficient regulatory oversight in the US when the industry began allowed some unfortunate situations and instances of damage that could have been prevented.

Paragraph E

Sites where wells are drilled for extracting shale gas often cover about two hectares and involve increased traffic, noise, light, dangerous equipment, and toxic chemicals. The activities and conditions at a site therefore create a potential for contamination and environmental degradation. The major risk involves damage from the toxic chemicals used in hydraulic fracturing. The fracking fluid is approximately 99.5 per cent water and sand and 0.5 per cent additives used to enhance hydrocarbon recovery. An average of 5000 gallons of chemical additives may be used to frack a well and some of them are toxic. Since different chemicals and different amounts are used at each well, the toxicities may vary.

Paragraph F

Under US federal law, the chemicals used at a well are exempted from full reporting requirements. Under most state laws, the supplier or the service company of a fracturing operation must disclose information, unless the chemicals are claimed as a trade secret. Recently, it was estimated that in approximately two-thirds of the cases the complete chemical compositions were not reported. Chemical secrecy is a problem, because persons working at wells and persons who come into contact with chemicals used at a well do not have sufficient information to know whether they need medical attention. Without timely information of the chemicals involved in a spill or release, first responders to emergencies, health professionals, and property owners may lack key information for deciding what actions they should take.

Paragraph G

Issues are also being raised about the need for better management practices to reduce the risks that accompany shale gas development. Hundreds of best management practices have been identified to employ during energy development and extraction, but most of these are currently voluntary. In the absence of mandatory management practices covering all of the stages of shale gas development, there are not sufficient assurances that people and the environment are adequately protected against health and safety problems. By adopting more mandatory management practices, the industry may be able to reduce the risks and shale gas development would be beneficial overall.

Paragraph H

The American experiences can be helpful in discerning whether other countries might proceed with shale gas development. The activities connected with developing shale gas can be assessed to learn about the risks, dangers, and problems that need to be addressed. Then, existing laws and regulations can be evaluated to determine their probable success in addressing the risks. Additional regulations can be developed if they are needed and firms can be required to adopt best management practices. Governments can require disclosure of dangerous materials and establish funding mechanisms to pay for regulatory oversight and for collecting monies to be used to remedy future damages caused by fracking.

Glossary

Shale play – An underground formation of a type of rock containing naturalgas.

Proppant – A solid material used in fracking to keep holes open during the fracking process.

Questions 27 – 34

The text above has 8 paragraphs A - H. Which paragraph contains the following information?

Write your answers in boxes 27 – 34 on your answer sheet.

27. Not all chemicals used for fracking are poisonous.

28. Shale gas is found deep under the ground.

29. At present, recommended management practices for fracking companies are not compulsory.

30. The US government did not initially enforce enough control on the fracking industry.

31. Fracking techniques have been available since the 1940's.

32. Finance should be set aside to pay for future problems that fracking might create.

33. Some companies do not publicise the chemicals that they use for fracking.

34. Using shale gas has reduced US expenditure on electricity generation.

Questions 35 - 39

Choose FIVE letters, A - I.

Which of the following sentences below accurately describe disadvantages to the US shale gas fracking industry?

Write the correct letter, A - I, in any order in boxes 35 - 39 on your answer sheet.

- D. Toxic liquid can flow up a drilling installation and potentially create pollution.
- E. Underground gas explosions can be a risk to local communities.
- F. The ground over the fracking areas can sometimes become unsafe.
- G. Oil deposits can sometimes be lost during gas fracking.
- H. Fracking installations generate additional traffic pollution.
- I. Excess light can be present at fracking installations.
- J. Sand used in fracking can pollute the water table.
- K. Workers contaminated during fracking operations can have correct treatment delayed.
- L. Tax dollars are taken out of the country by overseas extraction companies.

Question 40

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

Write the correct letter in box 40 on your answer sheet.

40. What is the writer's purpose in Reading Passage 3?

- A. To analyse the government's role in US fracking.
- B. To criticise US fracking techniques.
- C. To compare US and European fracking methods.
- D. To provide an overview of the benefits and risks of US fracking.

IELTS READING PRACTICE TEST 3

Reading Passage 1

Soap

One substance everyone uses every day is soap, whether it be for washing our hands using a bar of soap, doing the laundry or washing the floor with detergent. Technically, soaps are ionic compounds from fatty acids and they are used for a variety of cleaning purposes. Soaps allow particles that cannot usually be dissolved in water to be soluble and then be washed away. Although made in a different way, synthetic detergents operate in a similar fashion.

The human skin is under daily attack from various things, such as scorching sun, drying winds, biting cold weather, bacteria and dirt, and so our distant ancestors learned quickly that preserving the health of skin is a way for better and longer life. Popular in different civilisations, the benefits of soap finally managed to appeal to a wide European population in the 17th century, and, since then, the tradition of maintaining high personal hygiene has experienced only constant growth. With its ability to clean people's clothes and disinfect their surroundings from harmful bacteria and dirt, soaps remain one of the most useful and fundamental hygiene tools that mankind ever created.

The first concrete evidence we have of a soap-like substance is dated around 2800 BC. The first soap makers were Babylonians, Mesopotamians, Egyptians, as well as the ancient Greeks and Romans. All of them made soap by mixing fat, oils and salts. Soap was not made and used for bathing and personal hygiene, but was rather produced for cleaning cooking utensils or goods or was used for medicinal purposes. According to Roman legend, their natural soap was first discovered near a mount called 'Sapo', where animals were sacrificed. Rain used to wash the fat from sacrificed animals along with wood ashes into the River Tiber, where the women who were washing clothes in it found the mixture made their washing easier. It is a nice story, but unfortunately there is no such place on record and no evidence for the mythical story.

Soaps today come in three principal forms: bars, powders and liquids. Some liquid products are so viscous that they are gels. Raw materials are chosen according to many criteria, including their human and environmental safety, cost, compatibility with other ingredients, and the desired form and performance characteristics of the finished product. In ancient times, soap was made from animal fats and wood ashes. Today, it is still produced from vegetable or animal fats and alkali. The main sources of fats are beef and mutton tallow, while palm, coconut and palm kernel oils are the principal oils.

In the early beginnings of soap making, it was an exclusive technique used by small groups of soap makers. The demand for early soap was high, but it was very expensive and there was a monopoly on soap production in many areas. Over time, recipes for soap making became more widely known, but soap was still expensive.

Modern soap was made by the batch kettle boiling method until shortly after World War II, when continuous processes were developed. Continuous processes are preferred today, because of their flexibility, speed and economics. The first part of the manufacturing process is to heat the raw materials to remove impurities. This is followed by saponification, which involves adding a powerful alkali to the heated raw materials. This releases the fatty acids (known as ‘neat soap’) that are the basis of the soap and a valuable by-product, glycerine. The glycerine is recovered by chemical treatment, followed by evaporation and refining. Refined glycerine is an important industrial material used in foods, cosmetics, drugs and many other products. The next processing for the soap is vacuum spray drying to convert the neat soap into dry soap pellets. The moisture content of the pellets will be determined by the desired characteristics of the soap bar. In the final processing step, the dry soap pellets pass through a bar soap finishing line. The first unit in the line is a mixer, called an amalgamator, in which the soap pellets are blended together with fragrance, shades and all other ingredients. The mixture is then homogenised and refined through rolling mills and refining plodders to achieve thorough blending and a uniform texture. Finally, the mixture is cut into bar-size units and stamped into its final shape in a soap press.

The history of liquid soaps and gels started only recently, when the technological and chemical advancements of the modern age enabled countless inventors to start experimenting with more complicated recipes. The first appearance of liquid soap happened in the mid 1800’s with the exploits of several inventors. In 1865, William Shepphard patented liquid soap, however, popularity of this product would not arrive until the creation of Palmolive soap in 1898 by B.J. Johnson.

Advancements in modern chemistry enabled the creation of shower gel. The main difference between liquid soaps and shower gels is that gels do not contain saponified oil. They are based mostly on petroleum, have numerous chemical ingredients that help the easier cleaning of skin, lather better in hard water areas, do not leave a residue on the skin and bathtub, and are in a balanced PH state, so that they do not cause skin irritations. Because some shower gels can cause drying up of the skin after use, many manufacturers insert various moisturisers into their recipes. Some use menthol, an ingredient that gives skin a sensation of coldness and freshness.

Questions 1 – 4

Do the following statements agree with the information given in the text? In boxes 1 – 4 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

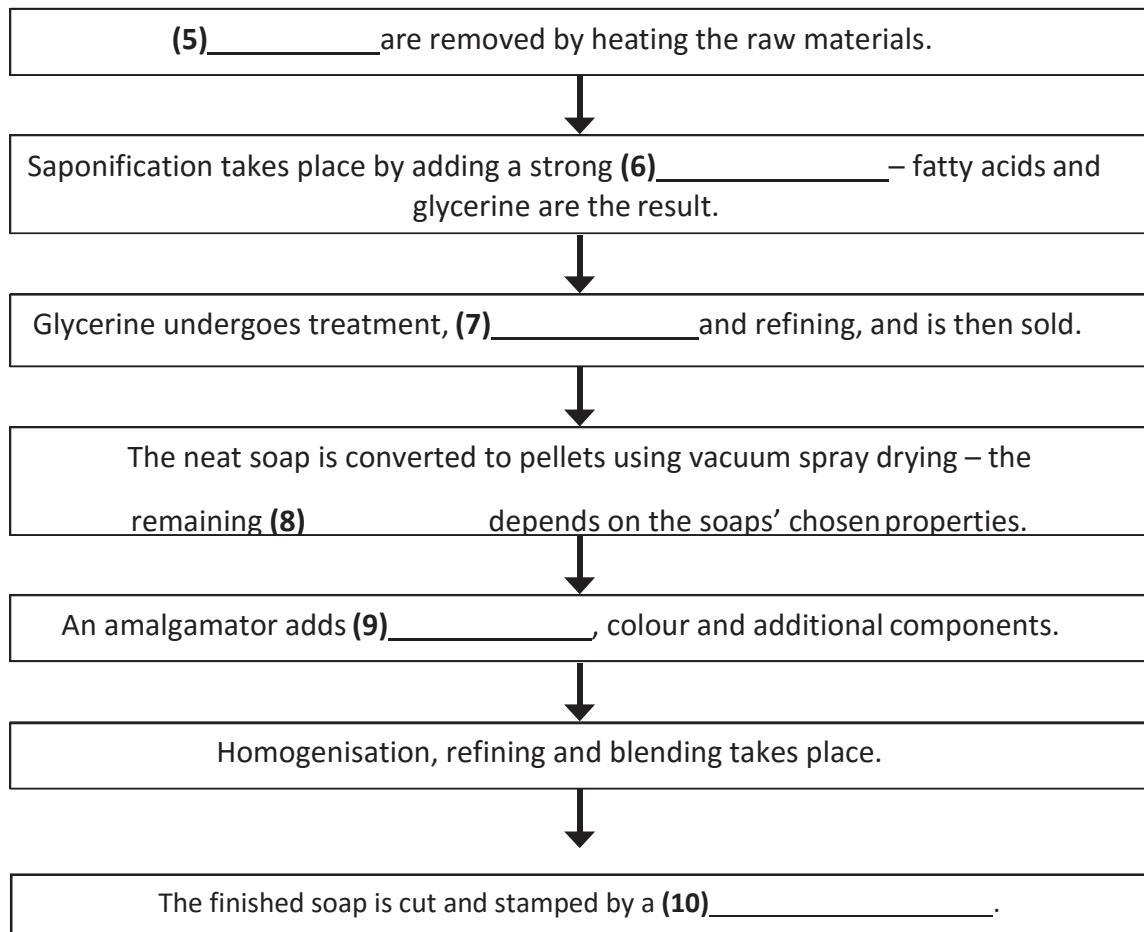
1. Current research is working on a way to make soap from discarded bio-rubbish.
2. Soap has enjoyed widespread popularity in Europe for over a thousand years.
3. One similarity of many ancient soaps is that they all used fat as an ingredient.
4. Early soap was an inexpensive product due to an easy availability of ingredients.

Questions 5 – 10

Complete the flow chart below.

Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in boxes 5 – 10 on your answer sheet.

Soap Production



Questions 11 – 13

Complete the sentences below. Write NO MORE THAN TWO WORDS from the text for each answer.

Write your answers in boxes 11 - 13 on your answer sheet.

11. More complex soap.....were developed as a result of improvements in technology and chemistry.

12. The absence of a.....on the skin after washing is one benefit of using a shower gel.

13. A poor PH balance in soap can cause.....for users.

Reading Passage 2

The Sun: Our Nearest Star

The Sun is our nearest star and it dominates our sky from a distance of ‘only’ 150 million kilometres. Even though it appears to be the same size as the full Moon, it is over 400,000 times brighter, and dictates when we have night and day here on Earth. The Sun is the largest body in the Solar System and it is also the most massive, containing 99.9 per cent of the total mass of all the planets, moons, dwarf planets, asteroids and comets combined. This concentration of mass, and the accompanying gravitational force, is why the Sun sits at the very centre of the Solar System, pulling all the other bodies in orbit around it. We are entirely dependent on the Sun for the habitability of our planet, as it provides us with the energy in the form of heat and light that we require to survive. But it also brings many potential hazards, from the continual flow of hazardous radiation that always lurks just beyond Earth’s atmosphere, to the sporadic and violent space weather that threatens much of our society’s infrastructure.

Given that the Sun has a volume that is over a million times that of the Earth, yet contains only 330,000 times the mass, we can immediately deduce that its average density is far lower than that of a terrestrial planet. Indeed, the average density is about the same as that of water, and less than a quarter of the density of the Earth. The Sun is made mainly of the lightest elements, hydrogen (the Sun’s fuel) and helium, in a gaseous form.

The source of the Sun’s energy remained a mystery until Einstein’s 1905 special theory of relativity highlighted the promise of efficient nuclear fusion. For nuclear fusion to occur, matter needs to be under conditions of tremendous pressure and of extreme heat, so that the electric repulsion can be overcome, and the nuclei get close enough to smash into each other. It was the English astronomer Sir Arthur Eddington who realised in the 1920’s that the physical conditions within the core of the Sun were extreme enough to permit the necessary nuclear reactions. The Sun converts 600,000 million kilograms of hydrogen to helium every second to sustain its phenomenal energy output.

The Sun’s core is approximately 15,000,000 degrees Celsius and is the site of the nuclear fusion. The energy from the core travels outwards through the radiation zone by the transfer of the energy from one molecule to another. Heated gases move the energy from the radiation zone through to the convection zone, where the gases start to cool and this causes them to sink back down to the radiation zone. Outside the convection zone is the photosphere, which is approximately 500

kilometres thick and is the surface layer of the sun. Beyond, there is a thin layer of gas that surrounds the photosphere called the chromosphere. Finally, the corona is another layer of gas that extends a long way outside of the Sun.

Observations of more evolved objects around us in the galaxy lead to our understanding of the eventual fate of the Sun. The Sun has sufficient hydrogen at the right temperature and density to continue creating helium for a further six billion years. Then, the supply of fuel, and all possibility of future nuclear reactions, will eventually be exhausted. By this point, the Sun will appear very different from how it does today. It will have become a red giant; a much cooler, redder and far more bloated version of itself, with an atmosphere puffed so large as to swallow up the planets Mercury and Venus and make conditions pretty uncomfortable on Earth. Eventually, the outer envelope of the red giant will be lost, expanding away to form a planetary nebula. The remaining hot core of the star will be left exposed as a white dwarf, which will slowly cool and fade over billions of years, until finally fading into a cold, dark and dense ball of compressed matter.

From time to time, there are eruptions of matter from the Sun. The magnetic energy in an exceptionally powerful sun flare can heat and speed up a huge cloud of charged particles to form a coronal mass ejection. The cloud produced by such an eruption escapes away out into interplanetary space, but can cause concern if directed towards Earth. When a coronal mass ejection reaches the Earth, it rattles the Earth's magnetic field to generate what is known as a 'geomagnetic storm'. The occurrence of the flare gives us advance notice of this event and that it will arrive between 15 hours and a couple of days later, depending on how fast it's moving, and how clear the passage between Sun and Earth is. The major effect for humans of a coronal mass ejection is on our satellites, which can be seriously damaged. Power cuts on Earth can also take place.

Although we may now understand the basics of the Sun, we remain unable to reliably predict everything about it. There is much still to understand and learn about it, and it seems the more intensely it is studied, the more questions there are to answer!

Questions 14 - 19

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer. Write your answers in boxes 14 - 19 on your answer sheet.

THE SUN

- * The Sun is the Earth's (14)_____.
- * The Sun contains 99.9% of the entire (15)_____ of our solar system.
- * The Sun gives us the energy we need to survive, but also danger in the form of dangerous (16)_____ and powerful space weather.
- * In spite of its size, the Sun has a low average (17)_____.
- * Nuclear fusion requires extreme (18)_____ and heat, which the Sun can provide.
- * The Sun's energy is created from nuclear fusion changing (19)_____ to helium.

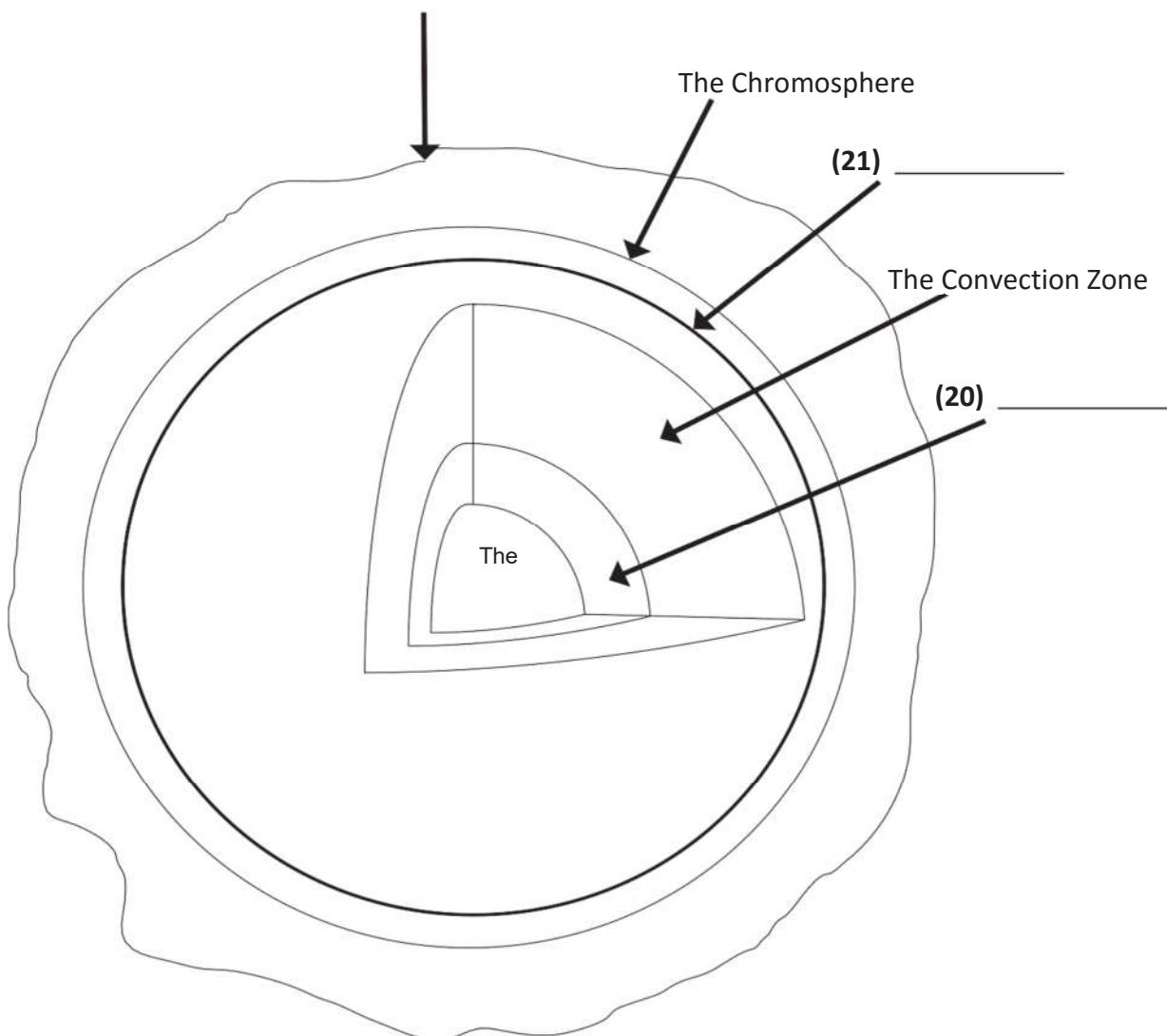
Questions 20 - 22

Label the diagram below.

Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in boxes 20 - 22 on your answer sheet.

The Different Sections of the Sun

(22) _____



Questions 23 - 26

Answer the questions below.

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

Write your answers in boxes 23 - 26 on your answer sheet.

23. For how much longer will the Sun continue to operate nuclear fusion?

24. What will the outer section of the Sun become following the red giant stage?

25. What part of a powerful Sun flare heats up and accelerates the particles that make up a coronal mass ejection?

26. What can the geomagnetic storms caused by coronal mass ejections cause on Earth?

Reading Passage 3

The Good-Enough Mother

Throughout history, new parents have experienced the pressures and responsibilities that come with rearing a child. The mother in particular, for biological and societal reasons, is under stress to fulfill the expectations that she and society puts on her. Donald Winnicott, a British paediatrician and psychoanalyst, broke ground and shocked those around him with his original views on the relationship between children and their mothers. Winnicott challenged the traditional and idealised view of parenting and provided theory and guidance that was more grounded in the reality of parenthood. Winnicott's notions of the 'good-enough' mother and the facilitating environment that he described remain important in the study of child development.

It would not be an exaggeration to say that most parents try to provide the best for their children, and many feel guilty when they are not able to do so, especially when many women and men in the modern world try to balance personal and professional lives with perfect parenthood. This key role for adults in today's world has led to this subject being intensively examined and various theories of parenting being created. While a variety of models have informed the development of parenting programmes, four core theories underpin the majority of them.

Social learning theory is based on the assumption that children's behaviour will improve when appropriately reinforced; good behaviour is rewarded and bad behaviour is either ignored or appropriately sanctioned. Social learning theory-based programmes teach parents strategies for punishing child misconduct and rewarding positive behaviour.

Attachment theory is based on the notion that an infant's ability to form a strong emotional bond with their primary caregiver is a natural part of its development. The security of this bond, also known as attachment security, is largely determined by the parents' ability to respond sensitively and appropriately to their infant's bids for attention. Programmes based on attachment theory therefore aim to improve parental sensitivity by increasing parents' understanding of their children's requirements and attachment related conduct.

Parenting styles theory is based on research that suggests children's behaviour is directly related to their parent's child-rearing practices. Parents who combine high levels of parental warmth with high levels of supervision are likely to have children who are more confident, more autonomous and more socially responsible. This parenting style is often referred to as an authoritative style of parenting, as it

recognises the child as an individual in his or her own right. For this reason, many parenting programmes include elements that encourage parents to allow their children to experience risk-taking amidst high levels of supervision. The model of human ecology assumes that a child's development is determined by his or her interaction within the environments of the individual, family, school, community and culture. Each of these environments contains elements that can either improve a child's life outcomes or place them at risk for adversity. Every family is unique in terms of these risk and protective factors influencing it. Programmes based on this model consider ways to strengthen protective factors in order to manage any on-going risks.

Winnicott's idea of a facilitating environment created for a child by a 'good-enough mother', who is supported by the adults around her, rests easily alongside the theory of attachment. Winnicott's facilitating environment is provided by an unconscious process within an ordinary mother who is fond of her baby. Winnicott suggests that during pregnancy, a mother develops a state of heightened sensitivity, which continues to be maintained for some weeks after the baby's birth. When this heightened state passes, the mother has what Winnicott calls a 'flight into sanity', and she begins to be aware of the world that exists outside of her state of primary maternal preoccupation with her infant.

The good-enough mother then continues to provide an environment that facilitates healthy maturational processes in her baby. She achieves this by being the person who wards off the unpredictable and who actively provides care in the holding, handling and in the general management of the child. The good-enough mother provides physical care and meets her baby's need for emotional warmth and love. She also protects her baby against those parts of her from which murderous feelings are brought forth when, for example, her baby screams, yells and cries continuously. By containing her own hateful feelings about her baby, and using them to intuit the baby's terror and hate, the good-enough mother facilitates her baby's thoughts and expressions of omnipotence by adapting to his needs until such time as he gradually begins to feel safe enough to relinquish these feelings. At this stage, the process of integration can start and the baby begins to develop a sense of 'me' and 'not me'. To achieve this shift in the baby, the good-enough mother must, by a gradual process, fail to adapt to her baby's needs in order that the baby can begin to learn to tolerate the frustrations of the world outside of himself and his mother.

Winnicott intended to take the pressure off women who became mothers, but critics have argued that Winnicott's idea of the good-enough mother has placed the undue expectations upon the 'real' mother that she must shoulder most of the responsibility for the care of her baby. Furthermore, she is held responsible for how well her baby flourishes.

Like many social theories of child development, it is clear to outsiders that real life practice exhibits characteristics of all theory and most parents show parts of each theory in order to adapt naturally to whatever situations arise. Nevertheless, Winnicott's ideas have been a source of comfort and hope to many mothers who have naturally struggled with the challenge of motherhood.

Questions 27 - 30

Do the following statements agree with the views of the writer of the text? In boxes 27 - 30 on your answer sheet write:

YES if the statement agrees with the writer's views

NO if the statement doesn't agree with the writer's views

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

27. Mothers are under pressure from themselves and society's expectations to be good mothers.

28. Today, the field of child development is not influenced much by Winnicott's theories.

29. A man's traditional role as the breadwinner means that he has less pressure to be an excellent parent.

30. Parenting has not been a subject that has been widely studied.

Questions 31 - 36

Complete the table below. Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in boxes 31 - 36 on your answer sheet.

Four Core Theories of Parenting	
Social Learning Theory	Based on how reactions to children's (31) are reinforced. Good conduct is rewarded and poor conduct ignored or
Attachment Theory	Based on the powerful (33) between an infant and its caregiver and how this is created by how parents deal with their children's needs. Parents can be taught a better sensitivity and (34) of children's needs and behaviour.
Parenting Styles Theory	Based on the relationship between a child's behaviour and the parents' parenting skills. Also known as an authoritative style. Parents are taught to encourage appropriate (35) .
Human Ecology	Based on a child's relationship with its environment and the risks within it.

Questions 37 – 40

Complete the summary below.

Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in boxes 37 - 40 on your answer sheet.

The Good-Enough Mother

Winnicott's theories are linked to the theory of attachment - an (37)_____ on the part of the mother builds the relationship between mother and child. A mother's heightened sensitivity before and after birth soon changes and allows her to realise how life carries on away from her child.

The good-enough mother manages her child to develop his/her healthy (38)_____. She provides care and love and deals with the natural negative feelings produced by the pressure of caring for a baby. By doing so, the baby slowly realises he/she is safe and must abandon its feelings of (39)_____. In order to succeed, a good-enough mother must fail to fulfil some of the baby's needs, so the baby learns the realities and independence of life.

Critics say Winnicott did not alleviate pressure from mothers, but increased (40)_____ that she must be solely responsible for rearing the child successfully.

IELTS READING PRACTICE TEST 4

Reading Passage 1

The Rosetta Stone

Paragraph A

The Rosetta Stone is 45 inches high at its tallest point, 28.5 inches wide, and 11 inches thick. The stone is inscribed with a decree setting up the cult of the pharaoh for Ptolemy V, who was the fifth ruler of the Hellenistic Ptolemaic Dynasty. Ptolemy V began his rule when he was five years old, and thus much of the ruling of Egypt during his reign was done by regents and royal priests. With the Rosetta Stone, these priests continued the precedent set by Ptolemy III of issuing decrees to the populace, instead of the pharaoh himself. They had the decrees inscribed on stone and erected throughout Egypt. The Rosetta Stone is a copy of a decree issued in the city of Memphis.

Paragraph B

After the downfall of Cleopatra, Egypt fell under Roman rule. Within one hundred years, the Romans lost all knowledge of Egyptian hieroglyphics, as most Romans did not value them or even consider them a language at all. When the Roman Empire fell, the Middle Ages began and Egypt experienced an era of relative chaos. Some knowledge of hieroglyphics continued, however, because of the idea that the bitumen used in the preparation of Egyptian mummies had healing properties. The trade in mummies allowed examples of hieroglyphs to reach Europe. In 1633, a Jesuit priest named Athanasius Kircher made some minor translations of the hieroglyphs by substituting ideas for images, one correct use of the hieroglyphs. However, any progress in translation was very slow.

Paragraph C

When Napoleon reached Egypt in 1798, he brought many scientists and archaeologists to the region. Napoleon originally expected to take Egypt quickly, but, due to British naval opposition, they were forced to stay for three years. This allowed the 167 scientists, technicians, mathematicians, and artists the army had brought with them much time for study of Egyptian culture and artifacts. French Army engineer, Pierre-François Bouchard, found the stone on July 15, 1799, while he was guiding construction works near the Egyptian port city of Rosetta (present-day Rashid). He recognised its importance and sent it to Cairo. After the French surrendered, a dispute arose over the fate of French archaeological and scientific discoveries in Egypt. Finally, the British took the stone as one of the spoils of war to the UK in February 1802. It was first presented to the Society of Antiquities and later it was taken to the British Museum, where it has almost permanently remained.

Paragraph D

The Rosetta Stone was inscribed with three scripts, so that it could be read not only by the local populace, but also by visiting priests and government officials. The first script was Egyptian hieroglyphs, the script used for religious documents and other important communications. The second was Demotic Egyptian, which was the common script of Egypt. The third was Greek, which was the language of the court. The stone displays the same Ptolemaic decree of 196 BCE in all three scripts. The linguistic value of the stone lies in the fact that someone who can understand ancient Greek would therefore have a guide to the other two unknown languages. In 1822, the Frenchman Jean-François Champollion, who understood ancient Greek, was able to decipher Egyptian hieroglyphs and Demotic Egyptian. Although it has not affected its financial and cultural worth, the Rosetta Stone is no longer unique, as other fragments of decrees in the same languages have since been discovered. Together, the stones have unlocked the previously indecipherable languages found at archaeological sites all over Egypt.

Paragraph E

Except when on temporary loans for other museum exhibits, the Rosetta Stone has been exhibited in the British Museum since 1802, with only one break, from 1917 to 1919. Toward the end of the First World War, in 1917, when the Museum was concerned about heavy bombing in London, the Rosetta Stone was moved to safety along with other portable, important objects. The Rosetta Stone spent the next two years in a station on the Postal Tube Railway 50 feet underground at Holborn.

Paragraph F

In July 2003, Dr. Zahi Hawass, secretary general of the Supreme Council of Antiquities in Cairo, demanded the return of the Rosetta Stone. After quite a long period of negotiations, Dr. Hawass proposed to drop his claim for the permanent return of the Rosetta Stone if the British Museum loaned the stone to Egypt for three months, for the opening of the Grand Egyptian Museum at Giza in 2013, and would provide a compromise life-size replica of the Rosetta Stone to put on display in the newly opened Rashid National Museum and this was agreed. Like many museums around the world that have treasures from other countries, the British Museum has been unwilling to relinquish its claim to the Rosetta Stone and one commentator was reported to have said that the Rosetta Stone will soon have spent longer in the British Museum than it ever did in Rosetta. The British Museum is also under pressure from Greece to return the Elgin Marbles, which were taken from the Parthenon in Athens in the early nineteenth century. The legal situation is slightly different, as the British Museum claims that the Elgin marbles were taken with permission of the then Greek government and that

anyway a statute of limitations would apply, the removal being so long ago. The disputes over both archaeological treasures continue.

Questions 1 - 6

The text on the previous pages has 6 paragraphs (A – F).

Choose the correct heading for each paragraph from the list of headings below. Write the correct number (i – viii) in boxes 1 – 6 on your answer sheet.

i	Unlocking the Code
ii	The Language is Lost
iii	Bought and Sold
iv	Re-discovery
v	Life at the Museum
vi	Tragedy Follows
vii	What is it?
viii	Controversy

1. Paragraph A

2. Paragraph B

3. Paragraph C

4. Paragraph D

5. Paragraph E

6. Paragraph F

Questions 7 - 10

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

Write the correct letter in boxes 7 - 10 on your answer sheet.

7. The Rosetta Stone was originally used as

- A. a translation tool.
- B. a method of propaganda.
- C. a system for informing citizens of new orders.
- D. to show duties for different goods being brought into port.

8. After the ancient Egyptians, people only continued to understand some hieroglyphics, because

- A. it was a key to understanding history.
- B. it was taught in some schools.
- C. they were so easy to understand.
- D. people wanted to learn some medical knowledge.

9. Napoleon's French archaeologists were able to study ancient Egypt for so long, because

- A. Napoleon gave them the funds to do so.
- B. British military opposition delayed Napoleon.
- C. the archaeologists were also in Napoleon's army.
- D. the main archaeological sites were near the coast.

10. The British were able to get possession of the Rosetta Stone, because

- A. they had defeated the French in battle.
- B. the French did not want it.
- C. the British Museum wanted it.
- D. the French exchanged it for something else.

Questions 11 - 13

Choose THREE letters, A - F.

Which THREE of the following happened to the Rosetta Stone whilst in British possession?

Write the correct letter, A - F, in any order in boxes 11 - 13 on your answer sheet.

- A. It became less valuable, as other similar stones were found.
- B. It has been lent to other museums on short-term loans.
- C. It was hidden underground at a time of conflict.
- D. It was painted white in order to hide what it was.
- E. A copy was made of it to help please the Egyptians who wanted it back.
- F. It shares a display room in the British Museum with the Elgin Marbles.

Reading Passage 2

The Giant Panda and Global Warming

Despite giant pandas being the feature attraction of zoos around the world - bringing joy to millions of visitors each year - and despite the birth of a giant panda cub in captivity always being headline news, the survival of giant pandas in the wild is highly uncertain.

This charismatic and universally loved species is one of the rarest and most endangered bears in the world. It was once spread throughout China, northern Vietnam and northern Burma, but now the giant panda is found in the wild in just six isolated mountain ranges in Gansu, Shaanxi and Sichuan Provinces in south-central China. This distinctive black and white creature typically leads a solitary life. It is a good swimmer and an excellent tree climber, but it spends most of its time feeding.

Three-quarters of all wild giant pandas now live in nature reserves, but, despite this, they are still endangered. Nearly half of all wild giant pandas were lost between the early 1970's and the late 1990's, mainly owing to habitat destruction and poaching. Habitat loss and fragmentation are still the main threats today and this happens in a variety of ways. For example, roads and railways are increasingly cutting through the forest, which isolates giant panda populations and prevents them from breeding.

It is well known that the giant panda almost exclusively feeds on bamboo, in spite of its taxonomic classification as a meat-eater. Because of this, various scientists from Michigan State University have recently provided comprehensive forecasts of how changing climate may affect the most common species of bamboo that carpet the forest floors of prime giant panda habitat in north-western China. Even the most optimistic scenarios show that bamboo die-offs would effectively cause this giant panda habitat to become inhospitable by the end of the 21st century.

The scientists studied possible scenarios of climate change in the Qinling Mountains in Shaanxi Province. At the northern boundary of China's giant panda distributional range, the Qinling Mountains are home to about 275 wild giant pandas, which account for 17 per cent of the remaining wild population. The Qinling giant pandas, which have been isolated because of thousands of years of human habitation around the mountain range, vary genetically from other giant pandas. The geographic isolation of these giant pandas makes them particularly valuable for conservation, but susceptible to climate change. The study is meant to help with understanding the impacts of climate change and will provide important information for science to assist in making good decisions, as looking at the climate impact on the bamboo can help conservationists prepare for the challenges that the giant panda will likely face in the future.

Bamboo is a vital part of forest ecosystems, being not only the preferred menu item for giant pandas, but also providing essential food and shelter for other wildlife, including other endangered species, like the ploughshare tortoise and purple-winged ground-dove. However, bamboo can be a risky crop to stake survival on because of its reproductive cycle. The studied species only flower and reproduce every 30 to 35 years, which limits the plant's ability to adapt to changing climate and can spell disaster for a food supply. Bamboo naturally dies off every 40 to 120 years, depending on the type. Before people dominated their landscape, giant pandas could move from areas where die-offs had occurred to areas with healthy bamboo. But as the human population has expanded and fragmented giant panda habitats, the animals are no longer able to 'follow' the bamboo, and so can get stuck in areas without enough food.

The Michigan scientists constructed unique models, using field data on bamboo locality, multiple climate projections and historic data of precipitation, temperature ranges and greenhouse gas emission scenarios to evaluate how the three dominant bamboo species would fare in the Qinling Mountains of China. Not many scientists to date have studied bamboo, but there is limited historical proof found in fossil records that does indicate that bamboo development has followed the benefits and devastation of climate change over time.

The fate of giant pandas will not only be determined by nature, but by humans as well. If, as the study's models predict, large swathes of bamboo become unavailable because of human-caused land use changes, giant pandas will be deprived of clear, accessible paths between meal sources. The models can point the way for authorities to develop proactive planning to protect areas where the climate increases their potential for providing adequate food sources or to begin making natural bridges to allow giant pandas to escape from bamboo famine.

The results of the Michigan study have shown that giant panda habitat and the effectiveness of protecting this habitat will be severely affected by climate change and their models predict climate change could reduce giant panda habitat by nearly 60 per cent over the next 70 years. The research provides compelling evidence of the need to increase protected area development in many of the ranges of the current giant panda distribution. Independent conservationists have also advised that China needs to ensure increased connectivity between currently existing and potential future suitable territories. However, although the Michigan study does not refer to it, it is clear that more time is needed to decide about maintaining these links between areas of good giant panda habitats and conserving habitats for other species. The key element is haste, before numbers become too low and gene diversity becomes too limited.

Questions 14 - 18

Complete the summary using the words in the box below. Write your answers in boxes 14 - 18 on your answer sheet.

Despite its (14) _____, the giant panda is critically endangered and is only found in six wild habitats. Preferring usually to be alone, this easily (15) _____ animal likes to swim, climb trees and, for most of its time, feed on bamboo. The giant panda is low on numbers, because of (16) _____ and loss of habitat from the 1970's to the 1980's. Although officially a (17) _____, bamboo is its preferred food. A recent study has shown that global warming will have (18) _____ effects on bamboo in giant panda habitat over the next hundred years.

forager	hunting
negative	found
size	carnivore
pollution	popularity
identifiable	encouraging

Questions 19 - 23

Answer the questions below.

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

Write your answers in boxes 19 - 23 on your answer sheet.

19. What proportion of wild giant pandas live in the Qinling Mountains?

20. What is the reason that makes the giant panda so vulnerable to changes in the climate?

21. What aspect of bamboo makes it a dangerous sole food source?

22. Where did scientists find evidence that bamboo growth and decline mirrors negative and positive climate change?

23. What can authorities create to let giant pandas move to different habitats in order to avoid starvation?

Questions 24 - 26

Complete each sentence with the correct ending (A - E) below. Write the correct letter (A - E) in answer boxes 24 - 26 on your answer sheet.

24. The Michigan study has revealed climate change will lead to

25. The Michigan study has advised those responsible to

26. More time is needed in order to agree on how to

A. heavier rainfall in giant panda habitats.

B. allow giant pandas to move between different population habitats.

C. major changes in giant panda habitats.

D. increase the number of breeding programs in zoos.

E. increase the amount of areas where the giant panda can have protected status.

Reading Passage 3

Antibiotic Resistance

An antibiotic is a drug that kills or prevents the growth of bacteria. The term ‘antibiotic’, coined by Selman Waksman, originally described only those antibiotics derived from living bodies, in contrast to ‘chemotherapeutic agents’, which are purely synthetic. Currently, the term antibiotic is also applied to synthetic antimicrobials.

Overuse or misuse of antibiotics may result in the development of antibiotic resistance in the infecting organisms, similar to the development of pesticide resistance in insects. Doctor Iain Nicholson explains. “The concept of genetic selection requires that as close as possible to 100 per cent of the infecting organisms be killed off to avoid selection of resistance. If a small subset of the population survives the treatment and is allowed to multiply, the average susceptibility of this new population to the compound will be much less than that of the original population, since they have descended from those few organisms that survived the original treatment.”

Antibiotic resistance has become a serious problem in both developed and underdeveloped nations. In certain settings, such as hospitals, the rate of antibiotic resistance is so high today that the normal, low-cost antibiotics are virtually useless for the treatment of frequently seen infections. This leads to more common use of newer and more expensive compounds, which in turn leads to the rise of resistance to those drugs. Drug company spokesperson, Emma Thompson, explains the challenge facing the drug industry. “A continuous race to discover new and different antibiotics results in an attempt to keep humanity from losing ground in the battle against infection. The fear is that we will eventually fail to keep up in this race, and that people may again face life-threatening bacterial infections.”

An example of antibiotic resistance is *Staphylococcus aureus*, which used to be treated successfully with penicillin in the 1940’s and 1950’s. At present, nearly all strains are resistant to penicillin, and many are resistant to other antibiotics, leaving only a narrow selection of drugs useful for treatment. The situation is worsened by the fact that gene coding for antibiotic resistance can be transferred between bacteria, making it possible for bacteria never exposed to an antibiotic to acquire resistance from those which have.

Microbial resistance to antibiotics is a natural consequence of selective pressures placed on bacteria. However, humans have greatly accelerated the evolution of resistant bacteria by the overuse and misuse of antibiotics in the community. Government health official, Georgina Haynes, explains. “One of the major problems is when antibiotics are used to treat disorders for which they have no efficacy,

such as the common cold or other viral complaints, and when they are used widely as prophylaxis rather than treatment, because this exposes more bacteria to selection for resistance.” Similarly, in order to kill all the bacteria of an infection, antibiotics must be used for a whole course and not stopped just when symptoms improve. The discoverer of penicillin himself, Alexander Fleming, warned the scientific community: “The administration of too small doses leads to the production of resistant strains of bacteria.” This can happen due to patient ignorance and to improper pharmacy actions, usually in the developing world. In developing countries, antibiotic prescriptions are often broken up. For example, in some Asian countries, it is common for pharmacies to sell as many tablets as the patient can afford, which may only be two or three. This is an insufficient dose to cure infection and will only further contribute to the evolution of resistant strains of bacteria. Recent reports have also shown that containers of medicine from some African countries sometimes contain only half the drug content that was indicated on the label. This may be due to ‘counterfeit’ medicines or improper storage, but also tropical conditions, such as those often found in Africa, readily cause degradation of medical compounds. Chenbo Okonkwa, a pharmaceutical wholesaler, describes the problem. “Although local regulations may require pharmacies to store drugs in air-conditioned premises, most undergo frequent power outages and warehouses are rarely kept cool. Furthermore, unauthorised dealers rarely bother to follow official storage guidelines.”

Another problem contributing to antibiotic resistance is that antibiotics are widely used in food-producing animals, which contributes to the emergence of antibiotic-resistant bacteria in them. These resistant bacteria can contaminate the foods that come from these animals, and persons who consume these foods can develop antibiotic-resistant infections. This can be seen, for instance, in the fish farm industry. It is common to put upwards of 100,000 fish into each pen, which creates cramped and stressful conditions. This increases the susceptibility of fish to certain bacterial diseases, such as furunculosis. Furunculosis, an infection of the kidneys, is easily transmitted through water and so is devastating to fish farms. To combat the disease, antibiotics were added to fish food pellets, but these were unpalatable to the fish. They were already suffering from loss of appetite due to their infections and so most of the antibiotics ended up at the bottom of the pens, allowing residual drugs to spread throughout the marine environment. Fish farmer, Jo Hardwick, explains that this is different now. “Today, vaccines are replacing the antibiotic pellets as a treatment for the disease, but unfortunately, most of the damage has already been done.”

In conclusion, antibiotics must be used judiciously in humans and animals, because both uses contribute to the emergence, persistence, and spread of resistant bacteria. Resistant bacteria in food-producing animals are of particular concern. Food animals serve as a reservoir of resistant pathogens and resistance mechanisms that can directly or indirectly result in antibiotic resistant infections in

humans. If people do not wish to be faced with an attack of all the diseases they thought they had conquered in the twentieth century, society has to change its approach to antibiotic use.

Questions 27 - 33

Look at the following statements (questions 27 - 33) and the list of people below.

Match each statement with the correct person's initials.

Write the correct initials in boxes 27 - 33 on your answer sheet.

27. Resistant bacteria can develop if doctors do not prescribe enough antibiotic.

28. Society may again have to face infectious diseases that were previously thought treatable.

29. Using antibiotics as a preventative measure is a key factor in the development of antibiotic resistance.

30. Better practice in fish farms when dealing with disease is too late when it comes to the spread of antibiotics in the environments around fish farms.

31. Drug companies may not be able to keep finding new antibiotics to fight lethal resistant infections.

32. All a patient's infection must be destroyed by prescribed antibiotics in order to stop resistance growing.

33. Illicit antibiotic salesmen hardly ever follow the instructions for keeping antibiotics in the right way.

IN	Iain Nicholson
ET	Emma Thompson
GH	Georgina Haynes
AF	Alexander Fleming
CO	Chenbo Okonkwa
JH	Jo Hardwick

Questions 34 - 38

Do the following statements agree with the information given in the text? In boxes 34 – 38 on your answer sheet write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

34. The current definition of an antibiotic only includes drugs originating from live organisms.

35. Antibiotic resistance is a significant issue in both first and second world countries.

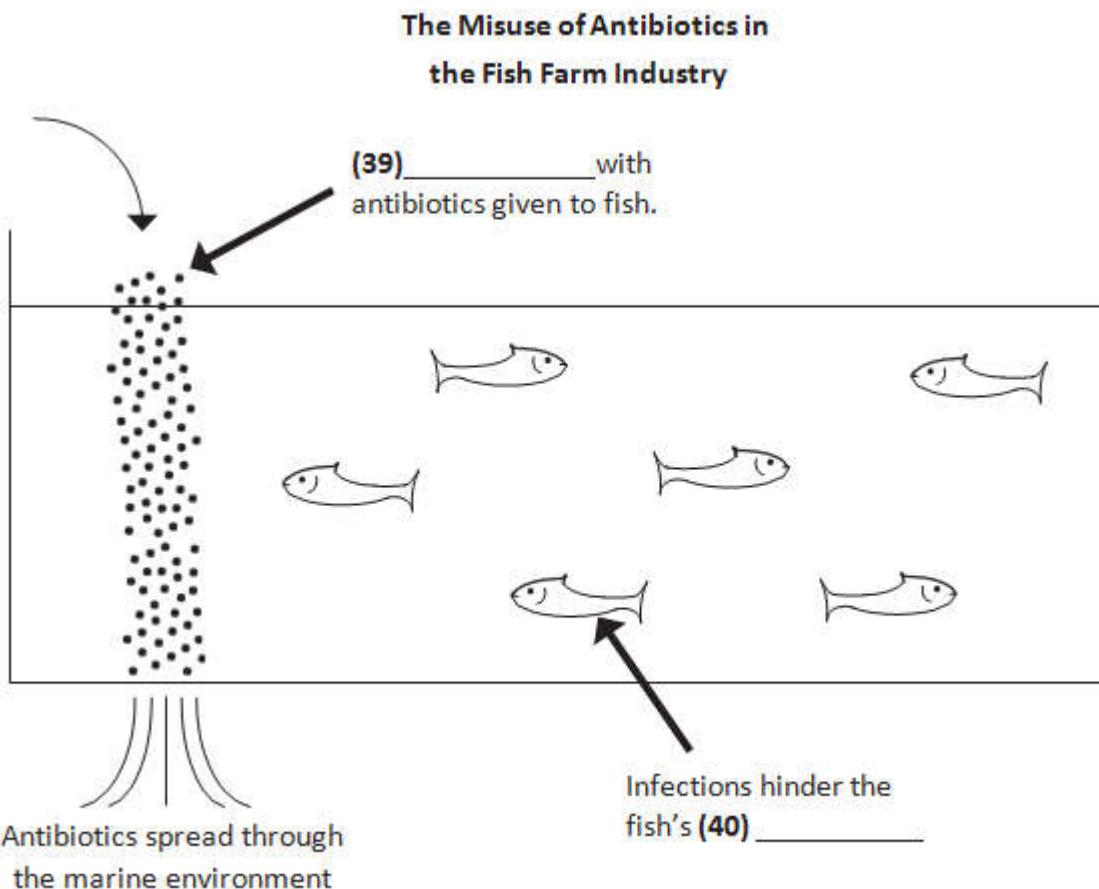
36. Some hospitals nowadays have to fund new antibiotic research themselves.

37. Climate conditions in some parts of Africa can damage antibiotics in their containers.

38. Resistant bacteria in food cannot be passed on to humans who eat it.

Questions 39 and 40

Label the diagram below. Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in boxes 39 and 40 on your answer sheet.



IELTS READING PRACTICE TEST 5

Reading Passage 1

The Invention of Television

The question “Who invented television?” is simple enough, but the answer is surprisingly controversial. No one person was responsible for producing what we think of as television today and the credit is due to various inventors.

The Scotsman, John Logie Baird, is considered by many to be the inventor of television. He showed early signs of his inventing ingenuity by setting up a telephone exchange to connect his house to those of his friends near by. His first interest in television came in 1903, after he read a German book on the photoelectric properties of selenium. In 1873, this element was discovered to have the capacity to generate a current based on the amount of light applied to it. Working initially in Hastings, England, Baird famously created an apparatus using an old hatbox he bought in a used goods store, a pair of scissors, some needles, some bicycle light lenses and an old tea chest. Baird also used a Nipkow disk, created by German inventor, Paul Nipkow, and a lot of his work was based on the previous work by German, Arthur Korn. In February 1924, Baird demonstrated moving silhouette images on a ‘television’. Later that year, after nearly destroying the house and nearly killing himself with an electric shock, Baird moved to London, where he gave the first public display of his invention. On 2 October 1925, Baird used an office assistant, William Taynton, to move for his transmitted pictures, and Taynton became the first person to be televised moving and in full tonal range. Baird is also later credited with demonstrating the first images on colour television, on 3rd July 1928, although the credit for being the inventor of colour television is again disputed. Another first for Baird was transmitting the first television pictures across the Atlantic in 1928. Although Baird was well known for his invention, he also became famous for refusing an offer of £100,000 for the shares in his company, which was an enormous sum at that time. Baird famously said that he would not be able to sleep at night, knowing he had that much money.

Philo Farnsworth successfully demonstrated electronic television in San Francisco, in 1927, using a different system. Farnsworth realised that a picture could be dissected by a simple television camera into a series of lines of electricity. The lines would be transmitted so quickly that the eyes would merge the lines. Then, an image dissector, which Farnsworth created, would change those lines back into a picture. The Russian inventor, Vladimir Zworykin, built on this work and it was Zworykin’s designs that were eventually used by the BBC in the UK to replace Baird’s system.

Baird's initial work would not have been successful without the previous work of Paul Nipkow. Nipkow came up with the idea of 'scanning' a television image by using a spinning disk with a spiral of small pinholes. When spun at a high rate of speed, each hole would allow light to fall on a selenium cell on the other side of the disk. The amount of voltage the cell generated would depend on the amount of light reflected from the object being photographed. One rotation of the disk equalled one frame of "video". At the place where the signal was received, the process would be reversed. A similar disk spun in sync and a neon lamp reacted to the changes in voltage with the speed required to keep up with the spinning disk and projected the images onto a screen. Although Nipkow created the disk and acquired a patent for his invention, he did not create the apparatus to project images. The patent expired after 15 years, as no one was interested then in the work. Baird's first practical television systems used an electro-mechanical picture scanning method, the method that Nipkow had helped create with his disk. Nipkow became a celebrated scientist in Germany for his work, but the mechanical nature of the Nipkow Disk caused the invention to fade to obscurity with the use of the cathode ray tube.

Arthur Korn was another German scientist working in the same field as Baird and Nipkow and it was his work that allowed the development of Nipkow's work that in turn led to Baird's breakthroughs. Korn's early work was focused on the transmission of visual telegraphic transmission, using his developments in amplification tube technology. He sent a picture of the German Crown Prince 1800 kilometres in 1906 and sent a picture of the Pope across the Atlantic in 1923. Korn's work was celebrated and, from 1928, the German police used his technology to send photographs and fingerprints.

Finally, another American, Charles Francis Jenkins, has a claim to be the inventor of television. Jenkins, who at the time was very well known for inventing the motion picture projector, first transmitted a silhouette picture from one room to another in 1922. Jenkins founded a broadcasting company in 1928, but the crash of 1929 forced him out of business. Most people agree that Baird gave his first public demonstration of television a couple years earlier than Jenkins, but this is disputed in some places.

It is plain to see why any claim to be the inventor of television is said to be controversial. In many cases, the answer to the question, "Who invented television?", often just depends on from which country the person answering the question is.

Questions 1 - 7

Look at the different significant people in the process of the invention of the television (questions 1 - 7) and match them to their roles in this process (A - G).

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

The Significant Person	Roles
1. John Logie Baird	A. His work was adopted by the BBC for their broadcasting business.
2. William Taynton	B. His work was used to help fight crime.
3. Philo Farnsworth	C. He was the first person to move on television.
4. Vladimir Zworykin	D. He used second hand parts in his invention.
5. Paul Nipkow	E. His business was destroyed by a financial crisis.
6. Arthur Korn	F. He invented the image dissector.
7. Charles Francis Jenkins	G. His work was initially of no interest to anyone.

Questions 8 - 10

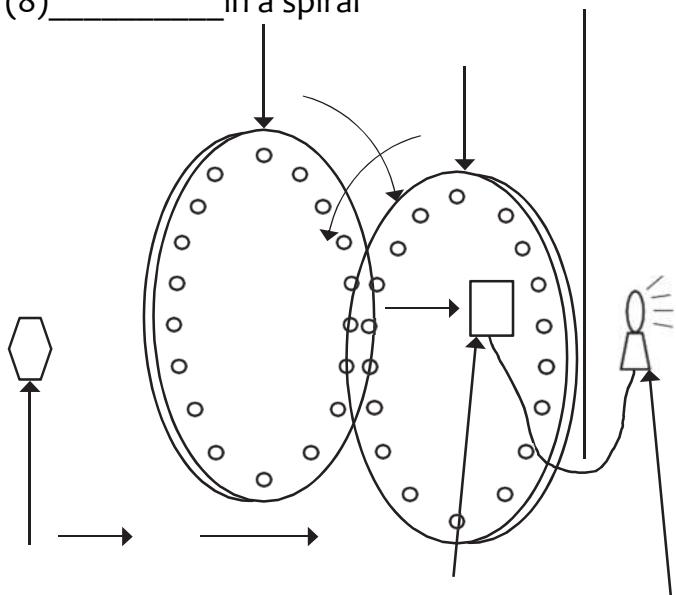
Label the diagram below. Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in boxes 8 - 10 on your answer sheet.

Transmitting an Image using a Nipkow Disk

A spinning disk with

A second spinning Disk

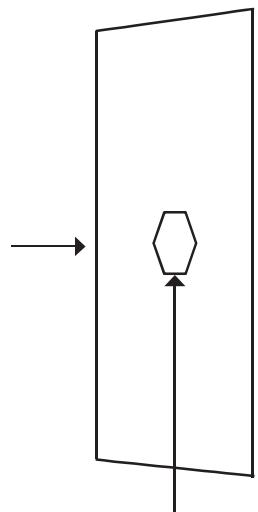
(8) _____ in a spiral



Object to
be scanned

(9)

(10)



Televised
image of
the
scanned
object.

Questions 11 - 13

Do the following statements agree with the information given in the text? In boxes 11 – 13 on your answer sheet write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

11. Nipkow died without any of his work being widely recognized.

12. Korn and Nipkow often met to discuss their work.

13. Charles Francis Jenkins was already famous when he experimented with television.

Reading Passage 2

Bluefin Tuna

Three species of bluefin tuna are found around the world – Northern or Atlantic bluefin tuna, Southern bluefin tuna and Pacific bluefin tuna. Atlantic bluefin tuna is divided into two stocks. The western stock is harvested off the coast of North America by Canada, Japan, and the United States, and the eastern stock is harvested off the coast of Europe and Africa and in the Mediterranean Sea.

Fisheries for bluefin tuna date back thousands of years in the Mediterranean, but did not emerge in the western Atlantic until the 1950's. Although today they are widely known as the most prized species of tuna, there was no commercial market for western Atlantic bluefin tuna until then. In fact, fishermen regarded giant bluefin tuna as a nuisance because of the damage they caused to fishing gear. However, as sushi and sashimi markets in Japan developed in the 1970's and 1980's, the demand and prices for bluefin tuna increased and so did fishing pressure around the world.

Since bluefin tuna are late to mature, slow growing, and long-lived, they are especially susceptible to fishing pressure, compared to faster growing, more productive species. Bluefin tuna grow more slowly than other tunas and have a long life span, up to 20 years or more, and generally do not spawn until they are about eight years old. Because many nations harvest bluefin tuna, effective conservation and management of this resource depend on strong international cooperation. The United States has taken many steps to conserve and manage US fisheries for Atlantic bluefin tuna since the early 1980's. It is due in part to these measures and US efforts internationally that Atlantic bluefin tuna are no longer subject to overfishing.

Today, international fisheries for western Atlantic bluefin tuna are highly regulated. The most recent annual catch level set is expected to support continued growth and recovery of the stock. Strict controls are in place to ensure compliance, on the water, in port, and at the marketplace, through the implementation of the catch documentation scheme, which allows trade tracking for individual shipments of fish.

Finally, because the western and eastern stocks mix, western Atlantic bluefin tuna are also affected by the fishing pressure in the eastern Atlantic that took place in the eastern Atlantic/ Mediterranean during the 1990's and early 2000's. However, in recent years, catches in the eastern Atlantic have been reduced to levels consistent with scientific advice, and new monitoring and control measures have been adopted to address illegal, unreported and unregulated fishing on that stock. Scientists advise that improved stock conservation in the eastern Atlantic would likely benefit the western stock as well.

The news is not so good for bluefin tuna in other parts of the world. Data recently released shows that there is almost no more bluefin tuna to be fished in some of the oldest fishing grounds, especially in the West Mediterranean. Around Spain's Balearic Islands, catches of bluefin tuna are down to only 15 per cent of what they were just a decade ago. In Australia, there is a similar story and the southern bluefin tuna stock is at historically low levels, with less than 10 per cent of the virgin stock left, and little significant progress in preventing the overharvesting that is driving the species further towards extinction.

Because of the value of bluefin tuna, scientists are trying to work out ways of farming the species. The vision is to have huge tanks, land-based, having bluefin tuna that are spawning year-round on demand, producing millions of eggs. These eggs would hatch and grow into a plentiful supply of tuna. There are, however, problems associated with rearing bluefin tuna. First of all, the larvae that hatch from the eggs are extremely fragile. Because of their heavy heads, the larvae tend to go downwards. If they hit the bottom of a tank, the shock is too much and they do not survive. After this, a significant problem is the appetite of the bluefin tuna. A bluefin tuna's natural diet consists of lots of other fish. Just supplying the amount of fish needed for bluefin tuna to grow would be difficult and expensive, without even considering the harm to the environment of taking that many wild feed fish from the sea. Right now, there are tuna ranches that capture young tuna in the ocean and then fatten them up in big net-pens. These ranches feed their tuna about 15 pounds of fish, such as sardines or mackerel for each additional pound of tuna that can be sold to consumers. This kind of tuna production is environmentally costly.

Some scientists have theorised that it will be possible to reduce this ratio or even create tuna feed that does not rely so heavily on other fish as an ingredient. The effect on the taste of the bluefin tuna's flesh though may make the product less valuable and destroy the whole point of producing bluefin tuna cheaply.

Other experts say that these problems show that bluefin tuna farming is not the path to follow, as farming bluefin tuna just increases the population of a predator species that demands lots of food itself. It might do more good to eat a little lower on the marine food chain. People could eat more mussels or sardines and let more tuna roam free to be sustainably caught within quota systems and premium-priced.

Questions 14 - 16

Complete each sentence with the correct ending (A - E) below. Write the correct letter (A - E) in answer boxes 14 - 16 on your answer sheet.

14. Bluefin tuna were not widely fished for outside the Mediterranean in the 1940's, because

15. Fishermen in the past did not want to catch bluefin tuna, because

16. Bluefin tuna are extremely vulnerable to over-fishing, because

A. they take a long time to grow to adulthood.

B. the fish damaged their equipment.

C. the fish are not found in freshwater.

D. the fish were suspected to cause various types of cancer.

E. there was no significant market for them.

Questions 17 – 21

Complete the sentences below.

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

Write your answers in boxes 17 - 21 on your answer sheet.

17. _____ between the relevant countries will be needed if bluefin tuna resources are to be managed in a sustainable fashion.

18. Any caught bluefin tuna can be tracked in North America due to the use of the _____.

19. _____ in the eastern stocks has affected the numbers of the western Atlantic bluefin tuna.

20. Bluefin tuna catches are down to _____ of what they were previously near the Balearic Islands.

21. _____ is a real danger due to the overharvesting of the southern bluefin tuna.

Questions 22 - 26

Complete the summary using the words in the box below.

Write your answers in boxes 22 - 26 on your answer sheet.

FARMING BLUEFIN TUNA

Scientists are working on how to develop large-scale bluefin tuna farms to rear them from egg to adult, with fish (22) _____ all year. Obstacles are the (23) _____ of bluefin larvae, which means they die easily, and the amount of fish needed to feed them until they reach harvest size. Some operating farms capture (24) _____ to feed up, but this too is environmentally damaging.

One solution is that a non-fish based feed can be used, but this may affect the product's taste. It could be that bluefin tuna are not meant to be farmed and that people should eat fewer (25) _____ fish and allow the bluefin tuna to become a (26) _____ meal.

eggs	fragilit
protecting	strength
sea	reproducing
luxury	juveniles
simple	predatory

Reading Passage 3

Children and Playing

Paragraph A

Childhood is in every sense a preparation for adulthood, both in terms of physical and mental maturation. It is an essential stepping stone that allows all young people to adjust optimally to the requirements that collective expectations and rules set for any adult individual, to both integrate, exploit and enjoy living within society. By definition, individuals who fail to meet these criteria are classified as anti-social or in some way incapable of coping with societal expectations and therefore unlikely to experience a positive quality of life. Aspects of human brain maturation continue from birth until into the late teens. During this long developmental period, a child will learn from interactions with parents, siblings, relations, peers and teachers, and will have both positive and negative emotional experiences due to these and other life events. Not only is this a phase of intense adaptation and information gathering, but the process of maturation is organised so as to structure it progressively in the most effective way. Of course, a child is strongly influenced by being taught by other individuals, but each child also has at their disposal a highly effective, self-help tuition kit that is present for all children. This is play.

Paragraph B

Play is a fundamental behaviour of juveniles in all species of birds and mammals. While adults can also show it, although at a much-reduced frequency, they often give the impression that it is an attractive, but wasteful expression of leisure that only the young with minimal responsibilities can indulge in. In truth, it is this play of youth that prepares an individual in an important variety of ways for adulthood. While the building blocks for brain development are created before birth, the brain is only about 25 per cent complete at birth. The brain maturation process continues during the first two decades of life, although of course, brain networks can continue to adapt in the light of experience throughout the whole of an individual's life. The types of play that humans exhibit change during the various maturational stages of the brain.

Paragraph C

Between birth and year one, play during this period involves practice of the movement and sensory systems with interest in patterns, colours and sounds, exploring textures, grasping objects and performing simple actions with them. Play is highly repetitive, like a form of practice. Over the next two years or so, examples of pretend play are seen, indicating that individuals are capable of symbolic

thought. The brain's specialised language production and comprehension regions develop, as language communication expands rapidly. Language is also played with in rhymes and songs and 'silly' sounds, and pretend characters can talk, express emotions and perform actions. Between ages three and eight, play becomes more elaborate and extensive. Children engage in complex theme play involving roles, scripts and costumes. By the age of six, games with rules become a pervasive play activity, as well as rule negotiations and discussion of "fairness". Both co-operation and competition occur in these games, as well as in spontaneously invented ones. Through this kind of play, children demonstrate extensive symbolic thought capacities and the ability to self-regulate and explain their own behaviour. From ages eight to fourteen, play becomes increasingly sophisticated and symbolic, with pretend themes often carrying on for months. Symbolic board and computer games are also popular. At this stage, many children will have been introduced to adult-controlled more organised games, such as sport, which require greater control of motor, social and cognitive processes.

Paragraph D

While young animals of most species show mainly relatively simple forms of play up to the age of puberty, it is notable that the species that tend to have the most complex life styles engage in play the most and with the most sophisticated repertoire. This naturally includes non-human primates and particularly the great apes, where quite complex forms of social and object play are seen. Dolphins are also notable in the range and complexity of the games they play. It has been claimed that captive bottle nosed dolphins can show 317 distinct forms of play behaviour. One of these is blowing bubbles and catching them in the mouth before they reach the surface. To add interest and competition, they can apparently make the task more and more difficult by releasing the bubbles closer and closer to the surface or modifying swimming style while the bubbles are released.

Paragraph E

Amongst mammals other than humans, it is the species that rely on their group hunting skills that show the greatest amount of play behaviour as juveniles. Hunting species also seem happy to play with objects, presumably because they represent practice for catching and manipulating prey. Apart from developing sensorimotor dexterity, these play interactions also help to sort out dominance relationships and promote social alliances and cohesion in the group, though not with outsiders to the group. Play for all species is a key adaptive tool for survival and therefore, like all-important behaviour, its expression is linked to brain dopamine reward systems.

Paragraph F

Play deprivation can have a significant effect in humans. Children who have been deprived of play are likely to have been neglected in many other ways. The effects can include an inability to make friends and socialise, leading to an isolated childhood and adolescence, which in turn can lead to a lonely and isolated adulthood, with individuals unable to understand their own or other's emotions. A childhood without adequate play experiences can lead to a lack of physical skills and abilities, which often leads to obesity and poor health, and a lack of confidence in one's own abilities.

Questions 27 – 34

The text on the previous pages has 6 paragraphs A - F. Which paragraph contains the following information? Write your answers in boxes 27 – 34 on your answer sheet.

- 27.** The earliest forms of human play are often very repetitive.
- 28.** Some animals consciously like making their play games more challenging.
- 29.** A newborn baby's brain is only about a quarter developed.
- 30.** Children will often start to engage in role-playing after the age of three.
- 31.** Children who miss out on adequate play can experience emotional problems.
- 32.** People who fail to adapt to social expectations of behavior can be seen as being anti-social.
- 33.** The animals that have the most complex lives also have the more complex play routines.
- 34.** Animals that hunt like to play with objects.

Questions 35 - 39

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

Write the correct letter in boxes 35 - 39 on your answer sheet.

35. Children's interaction with parents is

- A. initially better experienced with both parents present.
- B. not always a positive experience.
- C. never to be avoided.
- D. always a positive experience.

36. Adults often display that

- A. play is a waste of time for them.
- B. play is still an everyday part of their lives.
- C. play is something to do with their children.
- D. play is something that should be done with increased frequency.

37. When children first start to play games with rules,

- A. they develop the ability to cheat.
- B. they develop the ability to plan ahead.
- C. they develop the ability to justify their actions.
- D. they develop the ability to choose teams.

38. Play routines for hunting animals do not help them

- A. develop the ability to chase prey.
- B. develop social relationships with animals outside their group.
- C. develop social relationships within their group.
- D. develop coordination.

39. Children deprived of play are liable to

- A. be entrepreneurs.
- B. have older siblings.
- C. be smaller.
- D. have often suffered some form of neglect.

Question 40

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

Write the correct letter in box 40 on your answer sheet.

40. What is the writer's purpose in Reading Passage 3?

- A. To explain the problems faced by children who do not experience enough play.
- B. To analyse the different types of play games experienced by humans and animals.
- C. To assess the role and importance of play in humans and animals.
- D. To discuss the role of the child psychiatrist in recommending different play games for children.

IELTS READING PRACTICE TEST 6

Reading Passage 1

Anxiety

Anxiety is a common experience that can be a useful motivator or even lifesaver in situations that are objectively dangerous. However, when the anxiety is out of proportion to the danger inherent in a given situation, is persistent and is markedly disabling, an anxiety disorder can be developed.

Anxiety is an emotion that all people experience from time to time, and we do that for very good reasons. It has been built into us; we have inherited it from our evolutionary past, because, in general, anxiety has a survival function. If there is a real danger for a primitive man, then anxiety kicks in in an adaptive way. We freeze, we stop doing whatever we were doing, we devote all of your attention to the danger, and our bodies react with a big release of adrenalin, an increase in blood flow to the muscles, getting us ready to run as fast as we can or fight as fiercely as we can.

So some anxiety is adaptive, not only for primitive man, but in modern society as well. It helps us to focus on things when we have deadlines and, if someone is driving too fast when we cross the road, it helps us to jump out of the way quickly. So, there is nothing wrong with anxiety in general, and in fact, we would have difficulties if we did not experience it to some extent, but of course it can get problematic if the danger is one that is imagined rather than real, or the danger is something that is exaggerated. In those cases, particularly if the perceived danger is out of proportion to the real danger, and it is persistent and disabling, then there is a danger of an anxiety disorder. About 17 per cent of the population will have an anxiety disorder at some stage in their life.

Anxiety can be caused in a variety of different ways, but any mental disorder is always difficult to diagnose. Scientists are looking at what role genes play in the development of these disorders and are also investigating the effects of environmental factors, such as pollution, physical and psychological stress, and diet. Several parts of the brain are key actors in the production of fear and anxiety. Using brain imaging technology and neurochemical techniques, scientists have discovered that the amygdala plays a significant role in most anxiety disorders. By learning more about how the brain creates fear and anxiety, scientists may be able to devise better treatments for these disorders.

Anxiety disorders are a very costly problem in terms of society. Some published figures show that, in the US, it cost \$60 billion in one year in terms of lost productivity and in terms of excessive medical investigations that many people with anxiety seek, often thinking they have a physical problem.

Given all of this, it is rather worrying that anxiety also has a rather low treatment-seeking rate. Only 10 per cent of people with an anxiety disorder will seek treatment. That seems to be largely because people do not realise there are effective treatments available. Most people tend to think they have had it for most of their lives, so it is just their personality and they cannot change their personality, and so they feel rather hopeless about it.

The first psychotherapy treatment that was shown to be effective was exposure therapy, which essentially encourages people in a graded way to go into their feared situations and stay in them as long as they can and build up their confidence that way. Often, the therapist will accompany the person to a feared situation to provide support and guidance. Group cognitive behaviour therapy has also been shown to be effective. This is a talking therapy that helps people to understand the link between negative thoughts and mood and how altering their behaviour can enable them to manage anxiety and feel in control.

There are, of course, drugs that can help people with anxiety. Medication will not cure an anxiety disorder, but it can keep it under control while the person receives psychotherapy. The principal medications used for anxiety disorders are antidepressants, anti-anxiety drugs, and beta-blockers to control some of the physical symptoms. With proper treatment, many people with anxiety disorders can lead normal, fulfilling lives.

There is plenty of evidence that exercise can help with anxiety problems. When stress affects the brain, with its many nerve connections, the rest of the body feels the impact as well. Exercise and other physical activity produce endorphins, which are chemicals in the brain that act as natural painkillers. In addition to this, getting physically tired can help people fall asleep faster and have deeper and more relaxing sleep. As many people suffering from anxiety often have problems with insomnia, just the ability to get a good night's rest can change people's whole perspectives.

Anxiety is a normal, but highly subjective, human emotion. While normal anxiety serves a beneficial and adaptive purpose, anxiety can also become the cause of tremendous suffering for millions of people. It is important that people recognise excessive anxiety in themselves as soon as possible, as treatment can be very successful and living untreated can be a misery.

Questions 1 - 3

Complete each sentence with the correct ending (A - E) below. Write the correct letter (A - E) in answer boxes 1 - 3 on your answer sheet.

1. Experiencing small doses of anxiety can
 2. Imagining or exaggerating problems can
 3. Nearly one in five people can
-
- A. be very beneficial.
 - B. never have to deal with anxiety
 - C. lead to unhelpful levels of anxiety.
 - D. experience anxiety at some point.
 - E. increase the possibility of physical disease.

Questions 4 - 6

Answer the questions below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer. Write your answers in boxes 4 - 6 on your answer sheet.

4. Which area of the brain have scientists identified as being significant in anxiety problems?
5. What proportion of people look for treatment for their anxiety?
6. What part of themselves do most people blame for their anxiety?

Questions 7 - 13

Complete the table below.

Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in boxes 7 - 13 on your answer sheet.

Treatment for Anxiety	
Exposure Therapy	Patients face their fears in a (7) _____ fashion, often with their (8)_____
Group Therapy	A talking therapy. It explores the links between (9)_____ and feelings. It explores how changing people's (10)_____ can help them regain control.
Drugs	These cannot cure people, but they can help in conjunction with (11)_____.
Exercise	By creating (12)_____, the body can help dull the pain of anxiety.

Reading Passage 2

The Grand Banks

Paragraph A

The Grand Banks is a large area of submerged highlands southeast of Newfoundland and east of the Laurentian Channel on the North American continental shelf. Covering 93,200 square kilometres, the Grand Banks are relatively shallow, ranging from 25 to 100 meters in depth. It is in this area that the cold Labrador Current mixes with the warm waters of the Gulf Stream. The mixing of these waters and the shape of the ocean bottom lifts nutrients to the surface and these conditions created one of the richest fishing grounds in the world. Extensive marine life flourishes in the Grand Banks, whose range extends beyond the Canadian 200-mile exclusive economic zone (EEZ) and into international waters. This has made it an important part of both the Canadian and the high seas fisheries, with fishermen risking their lives in the extremely inhospitable environment consisting of rogue waves, fog, icebergs, sea ice, hurricanes, winter storms and earthquakes.

Paragraph B

While the area's 'official' discovery is credited to John Cabot in 1497, English and Portuguese vessels are known to have first sought out these waters prior to that, based upon reports they received from earlier Viking voyages to Newfoundland. Several navigators, including Basque fishermen, are known to have fished these waters in the fifteenth century. Some texts from that era refer to a land called Bacalao, 'the land of the codfish', which is possibly Newfoundland. However, it was not until John Cabot noted the waters' abundance of sea life that the existence of these fishing grounds became widely known in Europe. Soon, fishermen and merchants from France, Spain, Portugal and England developed seasonal inshore fisheries producing for European markets. Known as 'dry' fishery, cod were split, salted, and dried on shore over the summer before crews returned to Europe. The French pioneered 'wet' or 'green' fishery on the Grand Banks proper around 1550, heavily salting the cod on board and immediately returning home.

Paragraph C

The Grand Banks were possibly the world's most important international fishing area in the nineteenth and twentieth centuries. Technological advances in fishing, such as sonar and large factory ships, including the massive factory freezer trawlers introduced in the 1950's, led to overfishing and a serious decline in the fish stocks. Based upon the many foreign policy agreements Newfoundland had entered

into prior to its admittance into the Canadian Confederation, foreign fleets, some from as far away as Russia, came to the Grand Banks in force, catching unprecedented quantities of fish.

Paragraph D

Between 1973 and 1982, the United Nations and its member states negotiated the Third Convention of the Law of the Sea, one component of which was the concept of nations being allowed to declare an EEZ. Many nations worldwide-declared 200-nautical mile EEZ's, including Canada and the United States. On the whole, the EEZ was very well received by fishermen in eastern Canada, because it meant they could fish unhindered out to the limit without fear of competing with the foreign fleets. During the late 1970's and early 1980s, Canada's domestic offshore fleet grew as fishermen and fish processing companies rushed to take advantage. It was during this time that it was noticed that the foreign fleets now pushed out to areas of the Grand Banks off Newfoundland outside the Canadian EEZ. By the late 1980's, dwindling catches of Atlantic cod were being reported throughout Newfoundland and eastern Canada, and the federal government and citizens of coastal regions in the area began to face the reality that the domestic and foreign overfishing had taken its toll.

The Canadian government was finally forced to take drastic action in 1992, when a total moratorium was declared indefinitely for the northern cod.

Paragraph E

Over the last ten years, it has been noted that cod appear to be returning to the Grand Banks in small numbers. The reasons for this fragile recovery are still unknown. Perhaps, the damage done by trawlers is not permanent and the marine fauna and ecosystems can rebuild themselves if given a prolonged period of time without any commercial activity. Either way, the early stage recovery of the Grand Banks is encouraging news, but caution is needed, as, after nearly twenty years of severe limitations, cod stocks are still only at approximately ten per cent of 1960's levels. It is hoped that in another ten to twenty years, stocks may be close to a full recovery, although this would require political pressure to maintain strict limitations on commercial fishing. If cod do come back to the Grand Banks in meaningful numbers, it is to be hoped that the Canadians will not make the same mistakes again.

Paragraph F

Further riches have now been found in the Grand Banks. Petroleum reserves have been discovered and a number of oil fields are under development in the region. The vast Hibernia oil field was discovered in 1979, and, following several years of aborted start-up attempts, the Hibernia megaproject began construction of the production platform and gravity base structures in the early

1990's. Production commenced on November 17, 1997, with initial production rates in excess of 50,000 barrels of crude oil per day from a single well. Hibernia has proven to be the most prolific oil well in Canada. However, earthquake and iceberg activity in the Grand Banks pose a potential ecological disaster that could devastate the fishing grounds that are only now starting to recover.

Questions 14 - 20

The text on the previous pages has 6 paragraphs A - F.

Which paragraph contains the following information? Write your answers in boxes 14 – 20 on your answer sheet.

14. Many countries could legally fish Newfoundland waters because of treaties Newfoundland had made before becoming part of Canada.
15. The establishment of the EEZ did not stop over-fishing in the Grand Banks.
16. Natural disasters could cause oil to destroy what is left of the Grand Banks ecosystem.
17. The original amount of fish in the Grand Banks was due to different temperature waters mixing.
18. East Canadian fishermen were generally happy with the establishment of the Canadian EEZ.
19. Grand Banks' cod stocks are still 90 per cent lower than what they were in the 1960's.

20. The French were the first to prepare the cod on board their ships before going back to France.

Questions 21 - 23

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

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

21. The first English fishermen to come to the Grand Banks to fish

- A. were told about the fishery by Basque fishermen.
- B. were sent word about the fishery from the first American colonists.
- C. acted on information from previous Viking expeditions.
- D. discovered the fishery themselves while exploring.

22. John Cabot's reports of the Grand Banks

- A. led to the establishment of the Canadian EEZ.
- B. meant the fishery was well known in Europe.
- C. led to fighting between rival fishing fleets.
- D. were not immediately publicised, so that English fishermen could benefit.

23. The establishment of the Canadian EEZ

- A. did not stop foreign fishermen from fishing the Grand Banks.
- B. was not ratified by the United Nations.
- C. temporarily stopped the over-fishing of cod in the Grand Banks.
- D. meant Canadian fishermen were excluded from fishing the Grand Banks.

Questions 24 - 26

Do the following statements agree with the information given in the text? In boxes 24 - 26 on your answer sheet write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

24. Even now, cod stocks have shown no signs of recovery in the Grand Banks.

25. Initial efforts to extract oil from the Grand Banks' Hibernia oil field were unsuccessful.

26. Oil exploration companies have to follow strict safety controls imposed by the Canadian government.

Reading Passage 3

An Aging Population

People are living longer and, in some parts of the world, healthier lives. This represents one of the crowning achievements of the last century, but also a significant challenge. Longer lives must be planned for. Societal aging may affect economic growth and lead to many other issues, including the sustainability of families, the ability of states and communities to provide resources for older citizens, and international relations. The Global Burden of Disease, a study conducted by the World Health Organization, predicts a very large increase in age-related chronic disease in all regions of the world. Dealing with this will be a significant challenge for all countries' health services.

Population aging is driven by declines in fertility and improvements in health and longevity. In more developed countries, falling fertility beginning in the early 1900's has resulted in current levels being below the population replacement rate of two live births per woman. Perhaps the most surprising demographic development of the past 20 years has been the pace of fertility decline in many less developed countries. In 2006, for example, the total fertility rate was at or below the replacement rate in 44 less developed countries.

One central issue for policymakers in regard to pension funds is the relationship between the official retirement age and actual retirement age. Over several decades in the latter part of the 20th century, many of the more developed nations lowered the official age at which people become fully entitled to public pension benefits. This was propelled by general economic conditions, changes in welfare philosophy, and private pension trends. Despite the recent trend toward increased workforce participation at older ages, a significant gap between official and actual ages of retirement persists. This trend is emerging in rapidly aging developing countries as well. Many countries already have taken steps towards much-needed reform of their old-age social insurance programs. One common reform has been to raise the age at which workers are eligible for full public pension benefits. Another strategy for bolstering economic security for older people has been to increase the contributions by workers. Other measures to enhance income for older people include new financial instruments for private savings, tax incentives for individual retirement savings, and supplemental occupational pension plans.

As life expectancy increases in most nations, so do the odds of different generations within a family coexisting. In more developed countries, this has manifested itself as the 'beanpole family,' a vertical extension of family structure characterised by an increase in the number of living generations within a lineage and a decrease in the number of people within each generation. As mortality rates continue to

improve, more people in their 50's and 60's will have surviving parents, aunts, and uncles. Consequently, more children will know their grandparents and even their great-grandparents, especially their great-grandmothers. There is no historical precedent for a majority of middle-aged and older adults having living parents.

As the World Health Organisation study, The Global Burden of Disease, predicts that in a few decades the loss of health and life worldwide will be greater from non-communicable or chronic diseases than from infectious diseases, childhood diseases, and accidents. The study estimates that today, non-communicable diseases account for 85 per cent of the burden of disease in high-income countries and a surprising 44 per cent of the burden of disease in low- and middle-income countries. Non-communicable diseases already account for as much of the burden of disease in low- and middle-income countries as all communicable diseases, maternal and perinatal conditions, and nutritional conditions. By 2030, according to projections, the share of the burden attributed to non-communicable diseases in low- and middle-income countries will reach 54 per cent, while the share attributed to communicable diseases will fall to 32 per cent. If we restrict attention to older ages, non-communicable diseases already account for more than 87 per cent of the burden for the over-60 population in low-, middle-, and high-income countries. The critical issue for low- and middle-income countries is how to mobilise and allocate resources to address non-communicable diseases, as they continue to struggle with the continued high prevalence of communicable diseases.

Of course, a significant jump in disability numbers has accompanied the increase in longevity.

Because countries age at different paces, it is possible for the elements of production - labour and capital - to flow across national boundaries and mitigate the impact of population aging. Studies predict that, in the near term, surplus capital will flow from Europe and North America to emerging markets in Asia and Latin America, where the population is younger and cheaper and supplies of capital relatively low. In another 20 years, when the baby boom generation in the West has mostly retired, capital will most likely flow in the opposite direction. However, these studies rest on the uncertain assumption that capital will flow easily across national boundaries.

Despite the weight of scientific evidence, the significance of population aging and its global implications have yet to be wholly appreciated. There is a need to raise awareness about not only global aging issues, but also the importance of rigorous cross-national scientific research and policy dialogue that will help us address the challenges and opportunities of an aging world. Preparing financially for longer lives and finding ways to reduce aging-related disability should become national and global priorities. Experience shows that for nations, as for individuals, it is critical to address

problems sooner rather than later. Waiting significantly increases the costs and difficulties of addressing these challenges.

Questions 27 - 33

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer. Write your answers in boxes 27 - 33 on your answer sheet.

An Aging Population

The longer lives of people of today must be prepared for.

The longer lives will affect economics, family life, old age care and health services.

The aging population has been caused by a drop in fertility, improvements in health and

(27) _____; the former is surprisingly seen in many (28) _____.

One key area to consider is the age for retirement benefits to be paid - this has changed a lot recently in (29) _____, due to various conditions and trends.

A lot of (30) _____ is required in many countries and some have already done this - usually by raising the official pension age or raising the (31) _____ of people still working.

Other new financial instruments have also been launched.

Longer life expectancy will also lead to different family (32) _____ living with each other more.

There has been no previous (33) _____ of such a change in family demographics.

Questions 34 - 39

Do the following statements agree with the views of the writer of the text?

In boxes 34 - 39 on your answer sheet write:

YES if the statement agrees with the writer's views

NO if the statement doesn't agree with the writer's views

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

- 34.** It is no shock that low- and middle-income countries have experienced a significant rise in non-communicable diseases.
- 35.** While the numbers of people with chronic diseases have increased around the world, the numbers of people with disability problems have reduced.
- 36.** It is theorised that money invested short-term in Asia will later be reinvested back in the West.
- 37.** It is predicted that problems in the international flow of capital will lead to armed conflict between some countries.
- 38.** All the effects of population aging around the world have still not been fully realised.
- 39.** It would be better to wait a while to see how the situation develops, as fast decisions could create problems in the future.

Question 40

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

Write the correct letter in box 40 on your answer sheet.

40. What is the writer's purpose in Reading Passage 3?

- A To provide suggestions on how developed countries can deal with their aging populations.
- B. To provide an overview of the causes and effects of the world's aging population.
- C. To provide potential suggestions on how to prevent the world's aging population from increasing.
- D. To provide a historical analysis of the causes of today's aging population.

IELTS READING PRACTICE TEST 7

Reading Passage 1

The Igloo

The igloo is the traditional shelter of Inuit living in the far northern regions. They are built of blocks of snow in a circular shape, in which the walls curve inward towards the top to form a snow vault with a self-supporting arched ceiling. An outstanding example of human ingenuity and adaptability to the environment, the igloo retains heat and protects against the cold, since snow and ice act as excellent insulation. The design includes a tunnel entrance that forms a cold trap to preserve heat inside. The sleeping and sitting areas are raised above this and so maintain a higher temperature.

A similar construction is the ‘quinzhee’, which is a shelter made by hollowing out a pile of settled snow, and is only for temporary use. In contemporary times, this type of snow shelter has become popular among those who enjoy winter camping, as well as in survival situations. Some contemporary Inuit though continue to use igloos, especially as temporary shelters while hunting. However, the warming climate of the early twenty-first century has reduced the availability of appropriate snow for igloo construction. Although the traditional art of igloo construction by Inuit natives may have declined, the igloo and variations upon it, such as ice hotels, have gained in popularity among those who enjoy the winter experience.

An igloo in the Inuit language simply means house and the Inuit do not restrict the use of this term exclusively to snow houses, but include traditional tents, sod houses, homes constructed of driftwood, and modern buildings. Although the origin of the igloo may have been lost in antiquity, it is known that Inuit have constructed snow igloos for hundreds of years. Living in an area where snow and ice predominate, particularly in the long dark winter above the Arctic Circle, the igloo is the perfect shelter. Snow is used because the air pockets trapped in it make it an excellent insulator. Outside, temperatures may be as low as minus 45 degrees Celsius, but inside an igloo, the temperature may range from minus 7 degrees Celsius to 16 degrees Celsius when warmed by body heat alone. A highly functional shelter, the igloo is also aesthetically pleasing, with its shape being both strong and beautiful.

In order to build an igloo, there is a fairly standard procedure. The first thing to do is to find a good spot. It is vital to choose a safe location away from avalanche prone slopes. Next, mark a circle in the snow. For two people, a circle of around two metres diameter is needed, and for four people, around four metres. The igloo body is the next step. Shovel a pile of snow into a large, reasonably steep

mound and try and keep the sloping sides at an angle of around 35 degrees or higher, which is best for stability. Wide, short snow shelters are more prone to collapse. If possible, mix snow of different temperatures to help it to harden. The entrance is done by digging a trench downwards into the snow towards the mound. This should be on the downhill side and out of the wind. The snow that is being removed from the trench should be placed on top of the mound. In these conditions, make the trench as deep as a standing man. Then, leave everything for about 90 minutes if possible. Next, finish the tunnel entrance. Make the tunnel slightly wider than a body's width and dig at a slightly upward angle. Ideally, the floor of the snow shelter should be at least 30 centimetres above the entrance, which will help prevent warm air from escaping the shelter. After the initial entrance is made, it is easier to hollow the inside from the top down. The walls should be thirty to sixty centimetres thick, and if the inside walls are smoothed, this will help prevent dripping. Leave an elevated platform for sleeping on. As heat rises, the occupants will be in the warmest part of the igloo for sleeping. A very important point is to make an air vent in the wall of the shelter, which will prevent the occupants from suffocating in the night. Finally, block the entrance with a block of snow or a rucksack.

Igloo hotels are a new variation on the traditional igloo. In several winter destinations, villages of igloos are built for tourists, where the guests use sleeping bags that sit on top of reindeer hides in overnight stays. Ice hotels are found in many places in Norway, Finland, and Sweden, and are constructed each winter and melt in the spring. The Ice Hotel in the village of Jukkasjarvi, located next to the town of Kiruna in Sweden, is a famous attraction. Originally, the creators started out building a simple igloo, which later turned into the elaborate and now famous 'hotel'. It is made from the waters of the adjacent river Torne, the pure waters of which produce beautiful clear ice used to create interior decorations, which are made entirely of snow and ice.

The igloo is a subject that has fascinated people from all over the world. Although the traditional art of igloo construction by Inuit natives may have declined, the igloo and variations on it have gained in popularity among those who enjoy the novelty and winter experience.

Questions 1 - 3

Do the following statements agree with the information given in the text? In boxes 1 - 3 on your answer sheet write:

TRUE if the statement agrees with the information

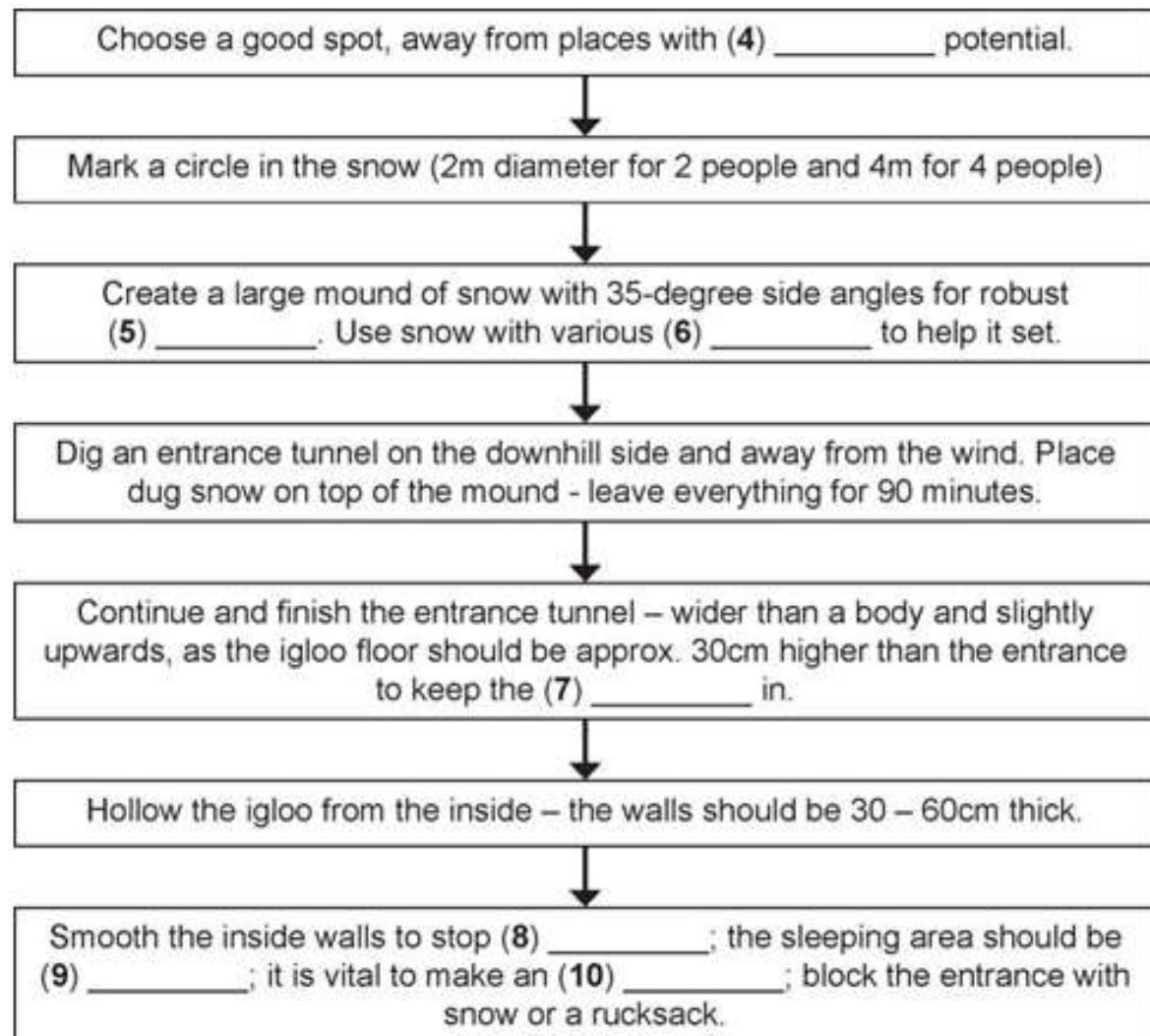
FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The quinzhee is constructed for living in long-term.
2. The Canadian government has allocated grants to keep the art of building igloos alive.
3. Although relatively warm, the temperature inside an igloo in winter Arctic conditions will never rise above freezing.

Questions 4 - 10

Complete the flow chart below. Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in boxes 4 - 10 on your answer sheet.

Building An Igloo

Questions 11 - 13

Complete the summary below. Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in boxes 11 - 13 on your answer sheet.

The Jukkasjarvi Ice Hotel

Igloo hotels are popular novelties, where guests can sleep in sleeping bags (11) These hotels (in northern countries) are built every year and (12) when it warms. The famous Jukkasjarvi Ice Hotel is completely made from nearby river water - even the (13)

Reading Passage 2

Computer Viruses

Computers can do anything: from running spread sheets, word processors and power stations to music synthesisers and missile control systems. And because computers can do anything, they can in particular run viruses and any other nasty software.

Viruses are unique in their abilities, as they can stop many computers at once. This would be much more serious for a small company than normal faults that affect only one PC at a time. Thus, viruses rank with hazards like power cuts and fire in their effect and speed of action. Worse than fire though, people may find that they cannot take their work elsewhere, for if they did, they might simply take the virus infection with them and bring more systems down. Secondly, viruses can distribute disinformation and bring shame to individuals or organisations: viruses may send malicious email apparently on behalf of the person whose computer has been infected.

A computer virus is a piece of program code that attaches copies of itself to other programs, incorporating itself into them, so that the modified programs, while still possibly performing their intended function, surreptitiously do other things. Programs so corrupted seek others to which to attach the virus, and so the infection circulates. Successful viruses lie low until they have thoroughly infiltrated the system, and only reveal their presence when they cause damage. The effect of a virus is rarely linked back to its originator, so viruses make attractive weapons for vandals. Computer viruses generally work by altering files that contain otherwise harmless programs. This is infection. When an infected program is invoked, it seeks other programs stored in files to which it has write permission, and infects them by modifying the files to include a copy of itself and inserting an instruction to branch to that code at the old program's starting point. Then the virus starts up the original program, so that the user is unaware of its intervention. Viruses are classified as being one of two types: 'research' or 'in the wild'. A research virus is one that has been written for research or study purposes and has received almost no distribution to the public. On the other hand, viruses that have been seen with any regularity are termed 'in the wild'.

Before the spread of the Internet, most computer viruses were spread by removable media, predominantly floppy disks. Some viruses spread by infecting programs stored on these disks, while others installed themselves into the disk boot sector. Until floppy disks were replaced by other removable media, this was the most successful infection strategy and boot sector viruses were the most common in the wild for many years.

The term ‘computer virus’ is a popular catchall for all kinds of malicious software. A logic bomb is a destructive program activated by a certain combination of circumstances, or on a certain date, to delete information. A Trojan horse is any bug inserted into a computer program that takes advantage of the trusted status of its host by surreptitiously performing unintended functions. A worm is a distributed program that invades computers on a network. It consists of several processes or segments that keep in touch through the network; when one is lost, the others conspire to replace it on another server.

Viruses today have no distinct identity, but typically undergo mutation each time they copy themselves to other files. This, combined with various cryptographic techniques, makes modern viruses difficult to detect. False alarms have become an increasing problem, particularly with users sending chain email warning about supposed virus problems; ironically, the panics may cause more problems than the viruses they warn about. Email though has become the most popular way to disperse viruses today, because powerful commercial email packages are themselves programmable and users often configure email systems to helpfully run programs automatically.

Viruses are not difficult to develop. The majority of viruses are simple variants of others and many virus construction kits are readily available on the Internet. Viruses have been created since the 1960’s, although the term ‘computer virus’ was only formally defined by Fred Cohen in 1983. One of the first virus attacks occurred in late 1987 when, over a two-month period, a virus quietly insinuated itself into programs at a Middle East university. It was noticed because it caused programs to grow longer. Once discovered, it was analysed and an antidote devised. It was designed to slow processors down on certain Fridays, and to erase all files on Friday, 13 May.

It is common that certain viruses have been given names. Once discovered and named, programmers can create ‘antidotes’ that delete the viruses from the system. The obvious, but generally impractical defence against viruses is never to use anyone else’s software and never to connect with anyone else’s computer. A more practical approach to protect computers is to regularly or continuously run programs that recognise viruses and try to eliminate virus infections before they do too much damage. Because new viruses are being devised every day, it is important and sensible to keep detection programs up to date, by, for example, a regular subscription from a reputable firm, and to minimise risky procedures, such as sharing information as infrequently as possible.

All protection approaches are trade-offs. Eternal vigilance on the part of users is important, and, above all, education of users to the possible results of their actions.

Questions 14 - 18

Complete the summary using the words in the box below. Write your answers in boxes 14 - 18 on your answer sheet.

COMPUTER VIRUSES

Computers today can perform all tasks, including running computer viruses. Viruses are worse than other computer problems, due to their ability to (14) to other systems. Viruses can also circulate misrepresentations and the (15) of people and groups can be harmed.

Computer viruses are pieces of program code that become part of programs and then spread to other programs and computers. They usually (16) themselves within systems before creating harm and their (17) are difficult to trace.

Viruses also distribute themselves around files and computers without being noticed. Viruses can be ‘research’ or ‘in the wild’, the former usually creating no (18)

recipes	kill	spread	origins	die
cures	reputations	hide	jobs	risks

Questions 19 - 23

Answer the questions below. Write NO MORE THAN THREE WORDS from the text for each answer.

Write your answers in boxes 19 - 23 on your answer sheet.

- 19.** What type of removable media was first responsible for the distribution of computer viruses?
- 20.** What type of computer virus can be set to delete information at a particular time?
- 21.** What type of computer virus attacks networked computers?
- 22.** What combines with various cryptographic techniques to make a modern computer virus difficult to discover?
- 23.** What is the most common way to distribute a computer virus nowadays?

Questions 24 - 26

Complete the sentences below. Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in boxes 24 - 26 on your answer sheet.

24. Most viruses are just simple of pre-existing viruses.
25. to a trustworthy company that deals in virus protection is a practical precaution against computer viruses.
26. The key action to avoid computer viruses is the , so that they appreciate the potential consequences of what they do.

Reading Passage 3

Homeschooling

Paragraph A

Homeschooling is a method of education where children do not attend a traditional school. Instead, usually parents take over the responsibility for the education of their children, either doing it all themselves or by using a company that specialises in providing homeschooling curricula and materials. Homeschooled children can excel in standardised testing and universities and colleges have no qualms about accepting them. Supporters also claim that because they have been trained early on to be independent learners, homeschooled individuals grow up to become reliable, resourceful individuals.

Paragraph B

Homeschooling offers various benefits. Almost all homeschooling families say that homeschooling has played an essential role in bringing their family closer, as the time that parents spend teaching their children, and the time the children spend learning together, can foster a loving relationship in the family. Homeschooled children do not have to worry about bullying, peer pressure and spiteful competition, so their self-esteem does not have to suffer needlessly, and many parents with children who have been the target of bullying have resorted to homeschooling to protect their children from the harmful effects of harassment. Another key advantage of homeschooling is that parents and children no longer have to work their lives around homework and school hours. They usually accomplish in a few hours each day what typically takes a week or more to complete in a classroom setting. Because they spend more time in hands-on learning, homeschooled children can do away with homework, which is what usually keeps public schooled children up late at night. Additionally, families can schedule offseason vacations, go on field trips or visit museums, zoos and parks during the week as part of their learning experience. A more controversial benefit of homeschooling is that parents have frequently much more say in what is taught to their children, so that they can avoid subjects which they disapprove of.

Paragraph C

Homeschooling is, however, sharply criticised in some quarters. A common criticism is that homeschooled children may not have as many opportunities to interact with other children in comparison to children who attend regular schools. Forming bonds and socialising with children his or her own age is important for a child's developmental health and development of social skills. If

homeschooled, children may be deprived of the chance to form friendships and may suffer socially. The lack of socialisation may affect them in later stages of life.

Paragraph D

Parents choosing to homeschool their children may also be faced with the common problem of time. Parents need to set aside time to make it work. The task of homeschooling a child is certainly not easy, whether for working parents, single parents or stay-at-home parents. They have to take time to organise and prepare lessons, teach, give tests, and plan field trips. Also, in comparison to public schools, where education is free, homeschooling can also be costly, as purchasing the newest curriculum and teaching tools can be very expensive. Parents may choose to use a pre-prepared paid homeschooling program, but, in spite of the possible added benefits of such programs, they may increase the cost of the child's education. There are also other costs to keep in mind, like project materials, stationery, books, computer software, and field trips.

Paragraph E

There is also the issue of the different relationships between parents and their children and teachers and their students. Public and private schools provide for many children a safe haven, in which they are both regarded and respected independently and individually. Family love is intense, and children need it to survive and thrive. It is also deeply contingent on the existence and nature of the family ties. The unconditional love children receive at home is actually anything but unconditional: it is conditioned on the fact that they are their parents' children. School, either public or private, ideally provides a welcome respite. Children are regarded and respected at school not because they are their parents' children, but because they are students. They are valued for traits and for status that are independent of their status as the parents' genetic or adoptive offspring. The ideal teacher cares about a child as an individual, a learner and an actively curious person. The teacher does not care about the child because the child is his or hers, and the child is regarded with respect equal to all the children in the class. In these ways, the school classroom, ideally, and the relations within it, is a model of some core aspects of citizenship.

Paragraph F

A final criticism of homeschooling is that there is a public health risk. Children who attend public schools are required to have immunisations in order to begin classes. It is hard in many countries to ensure that mandatory immunisation is verified. Thus, deregulated homeschooling means that homeschooled children are basically exempted from immunisation requirements. The children are

more susceptible to the diseases against which immunisation gives some protection, and others around them, particularly the elderly, are also consequently in danger.

Paragraph G

Even given these potential harms, there remain good reasons to permit homeschooling in plenty of circumstances. Parents often justifiably wish to shield their children from public schools that too often ill serve children who are at risk of bullying, or who are hurt by the culture of middle and high schools. Some children also have special abilities or needs, or simply idiosyncratic learning styles or habits, and many of these children can best or even only be educated by those who know them best.

Questions 27 - 33

The text on the previous pages has 7 paragraphs A - G. Which paragraph contains the following information? Write your answers in boxes 27 – 33 on your answer sheet.

27. The traditional school environment can sometimes be a good model for living in today's society.
28. Homeschooling has been accused of hindering children's social development.
29. Homeschooling can sometimes better adapt to a child's special learning needs.
30. There are companies that focus on providing homeschooling materials, guidance and curricula.
31. Homeschooling can be a financial burden for some families.
32. Homeschooling has been accused of spreading disease.
33. Homeschooling families can benefit from cheaper holidays outside the peak seasons of regular school holiday times.

Questions 34 - 37

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

Write the correct letter in boxes 34 - 37 on your answer sheet.

34. Homeschooled children will often

- A. have no problem entering university.
- B. have difficulties with universities accepting them.
- C. have to attend universities that offer similar teaching styles to the children's childhood education experiences.
- D. not need to attend university.

35. Homeschooled children can

- A. often become bullies when they meet other children.
- B. be bullied more often.
- C. be bullied less often.
- D. be often subject to a special type of parental bullying.

36. Homeschooling classes

- A. generally take up more time than those at traditional schools.
- B. take up more or less the same time as those at traditional schools.
- C. generally take up a lot less time than those at traditional schools.
- D. generally take place in the mornings.

37. Homeschooling parents can often choose not to

- A. make their children sit exams.
- B. study certain subjects they do not favour.
- C. have any holidays away from education.
- D. share their children's results with universities.

Questions 38 - 40

Do the following statements agree with the views of the writer of the text? In boxes 38 - 40 on your answer sheet write:

YES if the statement agrees with the writer's views

NO if the statement doesn't agree with the writer's views

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

38. Many parents are challenged by the parental time required of them to homeschool their children.

39. Parents' love for their children is unconditional.

40. US law should require that parents who choose homeschooling are inspected at least once a year.

IELTS READING PRACTICE TEST 8

Reading Passage 1

The Great Fire of London

Paragraph A

The Great Fire of London swept through London in September 1666, devastating many buildings, including 13,200 houses and 87 parish churches. The Royal Exchange, the Guildhall and St. Paul's Cathedral, all built during the Middle Ages, were also all totally destroyed. Although the verified death toll was only six people, it is unknown how many people died in the Great Fire of London, because many more died through indirect causes. The financial losses caused by the fire were estimated to be £10 million, at a time when London's annual income was only £12,000. Many people were financially ruined and debtors' prisons became over-crowded.

Paragraph B

The Great Fire of London started on Sunday, 2 September 1666 in a baker's shop in Pudding Lane, belonging to Thomas Farynor. Although he claimed to have extinguished the fire, three hours later, at 1 a.m., his house was a blazing inferno. It is not certain how the fire actually began, but it is likely that it may have been caused by a spark from Farynor's oven falling onto a pile of fuel nearby. In 1979, archaeologists excavated the remains of a burnt out shop on Pudding Lane that was very close to the bakery where the fire started. In the cellar, they found the charred remnants of 20 barrels of pitch. Pitch burns very easily and would have helped to spread the fire.

Paragraph C

The fire spread quickly down Pudding Lane and carried on down Fish Hill and towards the Thames. The fire continued to spread rapidly, helped by a strong wind from the east. When it reached the Thames, it hit warehouses that were stocked with combustible products, such as oil and rope. Fortunately, the fire could not spread south of the river, because a previous blaze in 1633 had already wrecked a section of London Bridge. As the fire was spreading so quickly, most Londoners concentrated on escaping rather than fighting the fire.

Paragraph D

In the 17th century, people were not as aware of the dangers of fire as they are today. Buildings were made of timber covered in pitch and tightly packed together. The design of buildings meant flames

could easily spread from building to building. Following a long, dry summer, the city was suffering a drought; water was scarce and the wooden houses had dried out, making them easier to burn.

Paragraph E

Samuel Pepys, a diarist of the period and Clerk to the Royal Navy, observed the fire and recommended to the King that buildings should be pulled down, as it could be the only way to stop the fire. The Mayor made the order to pull down burning houses using fire hooks, but the fire continued to spread. Pepys then spoke to the Admiral of the Navy and they agreed that they should blow up houses in the path of the fire. The hope was that by doing this, they would create a space to stop the fire spreading from house to house. The Navy carried out the request and by the next morning, the fire has been successfully stopped.

Paragraph F

London had to be almost totally reconstructed and many people went to the fields outside London. They stayed there for many days, sheltering in tents and shacks and some people were forced to live in this way for months and even years. Throughout 1667, people cleared rubble and surveyed the burnt area. Much time was spent planning new street layouts and drawing up new building regulations. Public buildings were paid for with money from a new coal tax, but by the end of the year only 150 new houses had been built. The new regulations were designed to prevent such a disaster happening again. Houses now had to be faced in brick instead of wood. Some streets were widened and two new streets were created. Pavements and new sewers were laid, and London's quaysides were improved. Initially, however, only temporary buildings were erected that were ill-equipped, and this enabled the plague, which was common in London at that time, to spread easily. Many people died from this and the harsh winter that followed the fire.

Paragraph G

In 1666, there was no organised fire brigade. Fire fighting was very basic with little skill or knowledge involved. Leather buckets, axes and water squirts were used to fight the fire, but they had little effect. As a result of the Great Fire of London, early fire brigades were formed by insurance companies. Building insurance was very profitable and many more insurance companies were set up, establishing their own fire brigades. These brigades were sent to insured properties if a fire occurred to minimise damage and cost. Firemarks were used to identify - and advertise - different insurance companies. They were placed on the outside of an insured building and brigades would use them to determine whether a building was insured by them. If a building was on fire, several brigades would attend. If they did not see their specific firemark attached to the building, they would leave the property to

burn. Some old firemarks can still be seen on London buildings today. Also, fire fighters wore brightly coloured uniforms to distinguish themselves from rival insurance brigades. Although this was a step in the right direction, fire fighters received little training and the equipment used remained very basic.

Questions 1 - 7

The text on the previous pages has 7 paragraphs (A - G).

Choose the correct heading for each paragraph from the list of headings below. Write the correct number (i - x) in boxes 1 - 7 on your answer sheet.

- i. Vulnerable Buildings
- ii. The Effect on Trade
- iii. How it Started
- iv. A Positive from the Ashes
- v. Food Shortages
- vi. The Movement of the Fire
- vii. The Effects of the Smoke
- viii. Extinguishing the Fire
- ix. The Costs
- x. A New London

Questions 8 - 11

Choose FOUR letters, A - G.

What FOUR of the following were effects of the Great Fire of London?

Write the correct letter, A - G, in any order in boxes 8 - 11 on your answer sheet.

- A. Officially, only six people died.
- B. The French economy benefitted from the destruction of businesses in London.
- C. Some people had to live rough in fields for years following the fire.
- D. The English royal family were forced to live outside London for 18 months.
- E. Disease spread more easily.
- F. An enquiry was completed by the government into why the damage was so bad.
- G. Fire fighting services were launched.

Questions 12 and 13

Complete the sentences below.

Write NO MORE THAN THREE WORDS from the text for each answer.

Write your answers in boxes 12 and 13 on your answer sheet.

12. One measure to prevent further fires was to ensure that London houses would havefacades in the future.
13. People could differentiate the fire brigades from different insurance companies by their.....

Reading Passage 2

A New Threat in Yellowstone

It has long been known that Yellowstone National Park lies over an enormous supervolcano. The term 'supervolcano' implies a volcanic centre that has had an eruption of magnitude 8 on the Volcano Explosivity Index (VEI), meaning the measured deposits for that eruption are greater than 1,000 cubic kilometres. This sounds worrying and Professor George Peters details the possible results if something were to happen. "A major eruption would obliterate the surroundings within a radius of hundreds of kilometres, and cover the rest of the United States and Canada with multiple inches of ash. This would shut down agriculture and cause global climate cooling for as long as a decade." To calm everyone down, geologist, Tony Masters, explains there is little to fear today. "All VEI 8 eruptions, including the last at Yellowstone, occurred tens of thousands to millions of years ago. Another eruption could occur, but it is very unlikely to happen in the next million years or so."

Yellowstone is no stranger to controversy. There was a previous media accusation that US Geological Survey (USGS) geologists had not done their work properly and that the identification of Yellowstone as a supervolcano was not done until scientists looked at photographs of Yellowstone from space. The Yellowstone scientists denied this. Spokesman Alice Wheeler clarifies their position. "The scientist who first identified the three Yellowstone calderas was from the USGS and he told the world about the great eruptions that formed them. He traced out the caldera boundaries through old fashioned field work, walking around with a hammer and hand lens and looking carefully at the rocks and their distributions." The National Aeronautics and Space Administration (NASA) also agreed. Stan Forsyth, their spokesman, explains. "Several authors have written that these large calderas in Yellowstone were discovered from space, but we suspect that the rumour probably got started because initial field work that identified them was partly funded by NASA."

A new problem in Yellowstone is that the supervolcano has now been discovered to be larger than originally thought and this has made people feel more nervous. Seismologists at the University of Utah have worked with several other institutions to create an image of the Yellowstone magma reservoir using a technique called seismic tomography. Masters student, Julia Grey, explains the results. "By looking closely at data from thousands of earthquakes, we have discovered that there are two magma reservoirs, one shallow and one deep, and that they are much larger than originally believed. The shallow one was previously known about to us, but the deeper one is a new finding."

To create an image of this second magma reservoir beneath Yellowstone, the research teams reviewed data from thousands of earthquakes. Seismic waves travel slower through hot, partially

molten rock and faster in cold, solid rock. The researchers made a map of the locations where seismic waves travel more slowly, which provided a sub-surface image of the hot or partially molten bodies in the crust beneath Yellowstone. The deeper magma storage region extends from 20 to 50 kilometres depth, contains about 2 per cent melt, and is about 4.5 times larger than the shallow magma body. The shallower magma storage region is about 90 kilometres long, extends from 5 to 17 kilometres depth, and is 2.5 times larger than a prior, less accurate, study indicated. This magma reservoir contains between about 5 to 15 per cent molten rock. Although this is the crustal magma storage region that has fuelled Yellowstone's past volcanic activity, magma typically does not erupt unless it has greater than 50 per cent melt.

The US and world media were quick to dramatise the finding and exaggerate the threat that these findings represent. Yellowstone park scientist, Amy Brent, has calming words. "These findings do not increase the assessment of volcanic hazard for Yellowstone. The inferred magma storage region is no larger than we already knew. The research simply makes a better image of the magmatic system. Simply, we have more key information about how the Yellowstone volcano works."

Many independent reports back up Brent's comments and have shown that the Yellowstone area has been on a long cycle of periodic eruptions. Eruptions are extremely infrequent in supervolcanos, and eventually the cycle ends in their deaths. US government geologist, Andrea Haller, explains the state of the Yellowstone supervolcano. "By investigating the patterns of behaviour in two previously completed caldera cycles, we can suggest that the current activity of Yellowstone is on the dying cycle." This is based on comparisons with other supervolcanos. Scientists know the behaviour of the past and they know at what comparative stage Yellowstone is right now. It is believed that Yellowstone is currently on a third and dying cycle. This can be concluded by the fact that dying volcanos produce less fresh molten material from the Earth's crust. Haller continues. "We've observed a lot of material in the magma chambers that represent recycled volcanic rocks, which were once buried inside of calderas and are now getting reused. Yellowstone has erupted enough of this material already to suggest that the future melting potential of the crust is getting exhausted."

Whatever the truth about Yellowstone, it seems that during the lives of most people, the geological status of Yellowstone can still prove hazardous. The park has often been closed due to volcanic activity in the past and this is likely to happen again before the volcano becomes harmless.

Questions 14 - 20

Look at the following statements (questions 14 - 20) and the list of people below. Match each statement with the correct person's initials.

Write the correct initials in boxes 14 - 20 on your answer sheet.

14. The Yellowstone volcano is on its dying supervolcano cycle.
15. The Yellowstone supervolcano was first identified by traditional geology work.
16. A major Yellowstone eruption would cause Canadian farming to cease.
17. The Yellowstone magma chambers are larger than previously thought.
18. A major Yellowstone eruption last occurred thousands of years ago.
19. Scientists now know better about the functioning of the Yellowstone volcano.
20. NASA has provided money in the past to help research on the Yellowstone supervolcano.

GP	George Peters
TM	Tony Masters
AW	Alice Wheeler
SF	Stan Forsyth
JG	Julia Grey
AB	Amy Brent
AH	Andrea Haller

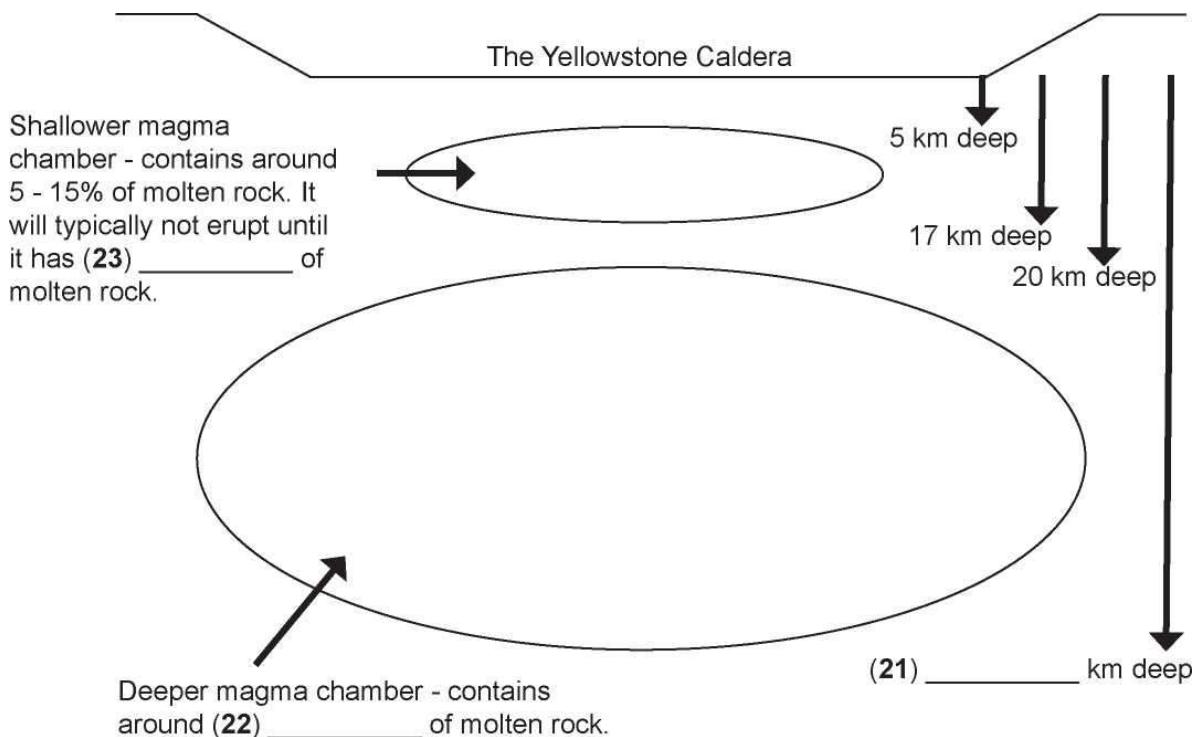
Questions 21 - 23

Label the diagram below.

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

Write your answers in boxes 21 - 23 on your answer sheet.

The Yellowstone Supervolcano



Questions 24 - 26

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

Write the correct letter in boxes 24 - 26 on your answer sheet.

24. Images of the magma chambers can be made, because

- A. of the different speeds that seismic waves travel through different states of rock.
- B. seismic waves cannot penetrate any sections of magma.
- C. seismic waves only detect colder rock.
- D. seismic waves travel very fast.

25. The death of the Yellowstone supervolcano

- A. will occur in the next few years.
- B. cannot ever be predicted.
- C. can be probably predicted due to the lack of fresh molten rock.
- D. will follow the next major eruption.

26. The Yellowstone National Park

- A. will probably have to be closed at certain times of danger.
- B. will probably never open again due to the dangers.
- C. will never need to be closed in the lifetimes of people today.
- D. will stop wild animals entering it if possible.

Reading Passage 3

The Psychology of Wealth

What stops people from succeeding financially and having on-going prosperity in their life? The answer is generally focused around the belief that financial success is not a possibility. There are many people who have unconscious barriers that prevent them from having the wealth and abundance that they deserve.

At a conscious level, most people think they are doing everything possible to achieve their goals. However, there still might be some unwitting part of them that does not believe they can obtain success. The more that unconscious part is avoided, the more a person will be blocked in their everyday life. Another problem is that, instead of focusing on all the possible ways to get rich, many people have an obsession about what they do not have. An interesting pattern develops in which they can become angry or resentful over their situation and this in turn can limit these people in their lives more and more. Individuals would find it so much easier to get ahead in life with a peaceful state of mind, rather than an angry or resentful one.

A first step in understanding the unconscious patterning of a person's financial situation is to explore the deeper nature of how they represent money. For example, a person with money issues may have had parents who lived in poverty, and they subsequently formed a 'Depression Era' mentality. An unconscious belief can develop that he or she will always have to struggle financially, because that is what their parents did. Alternatively, the person might have had a parent tell them over and over again that they will never be successful, and eventually they begin to believe it.

It is very common for children to unconsciously form limiting beliefs around money at an early age. In the field of Neuro Linguistic Programming (NLP), these types of limiting beliefs are referred to as 'imprints.' An imprint is basically a memory that is formed at an early age, and can serve as a root for both the limiting and empowering beliefs that people form as children. Some of the beliefs that people may develop at early ages are not always healthy, and are created as a result of a traumatic or confusing experience that they have forgotten. How we unconsciously and consciously view the world in terms of money is often based on such beliefs.

A primary and fundamental psychological difference between those who do well financially and those who do not revolves around beliefs. For example, many people do not even view financial success as an option. They do not have the capability to open themselves up to all of the possibilities that are available for achieving prosperity and they will nearly always get stuck in a monthly routine, so that

they are unwilling to take risks or try something different, because they are afraid that they will end up being even worse off than before.

Another issue can be that people become over-absorbed with the idea of making money and this can be extremely unhealthy. Money does not determine who you are; it's simply a resource. There is a term called 'affluenza,' which has been defined as "a painful, contagious, socially transmitted condition of overload, debt, anxiety and waste resulting from the dogged pursuit of more." Affluenza is an unsustainable and seriously unhealthy addiction to personal and societal economic growth. It is most acute in those who inherit wealth and seem to have no purpose or direction. For those with wealth or for those who desire it more than anything, abandoning the urge for more can often be the key to being more successful, and certainly happier. Once people stop equating their self-worth with money, then the doors of possibility can swing open for them, because they are willing to try more things. Once they start feeling better about themselves, they become less fearful and can be open to trying something completely different.

So, can money make people happy? Research shows that it does up to a point, after which there are diminishing returns, so that the extremely wealthy are no happier than the comfortably well off. Rich nations are generally happier than poor ones, but the relationship is far from consistent; other factors like political stability, freedom and security also play a part. Research likewise shows that the money-happiness connection seems to be stronger for people paid hourly than those on a salary. This is presumably because salaried people can more easily compensate with career satisfaction. Money can also impair the ability to enjoy the simple things in life, which rather offsets the happiness that wealth brings.

Money can also impair people's satisfaction in their play and humanitarian works. When someone has done something out of the goodness of their heart, they can be insulted by offers of payment. Cognitive dissonance experiments show that paying people derisory amounts of money for their work results in them enjoying it less and doing it less well than if they had no pay at all. The capacity for monetary reward to undermine a person's intrinsic pleasure in work performance has been demonstrated neurologically.

In conclusion, people need to realise that their own attitudes to wealth can affect their chances of acquiring both money and happiness. As a person begins to embrace self worth and open himself or herself up to the idea of what is possible, he or she will attract wealth and prosperity into their life. The outer world is truly a reflection of people's inner worlds. If someone feels good inside, generally it will show on the outside and they will draw positive experiences into their life.

Questions 27 - 29

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Write your answers in boxes 27 - 29 on your answer sheet.

Some people unwittingly reject the prospect of becoming rich; these (27) _____ stop them from financial success.

Most people believe they do the best they can, but sometimes they don't really believe in their potential.

If people do not face up to this lack of self-belief, they'll encounter more and more obstacles.

People can also have an (28) _____ about their lack of possessions.

Anger is a result, which hinders their progress as well.

People whose parents were poor may feel they will also be poor.

A (29) _____ who is always negative about a child's prospects may also be eventually believed.

Questions 30 - 34

Do the following statements agree with the views of the writer of the text?

In boxes 30 - 34 on your answer sheet write:

YES if the statement agrees with the writer's views

NO if the statement doesn't agree with the writer's views

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

30. A person can develop unhelpful imprints about money when a child.

31. Although important, belief is not a key part of whether someone can become financially successful.

32. Those people stuck in a monthly routine are the most likely to try something different.

33. The problem of 'affluenza' has been in the media a lot recently.

34. 'Affluenza' is more common in people who have not had to work for their money.

Questions 35 - 40

Complete the summary below.

Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in boxes 35 - 40 on your answer sheet.

Money and Happiness

(35) _____ mean people are not happier with wealth beyond a certain amount. Rich countries are happier than poor ones, but this is simplistic, due to other relevant (36) _____. Salaried workers have been shown to be happier than wage-paid workers, maybe due to (37) _____. Rich people also sometimes do not enjoy life's (38) _____.

Money can also relate to how people approach doing things and (39) _____ have proved this. The complex relationship between a (40) _____ and enjoyment of work has also been proved.

Changing their attitudes to wealth can make some people happier and allow them to acquire money more easily.

IELTS READING PRACTICE TEST 9

Reading Passage 1

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

The Lake Erie Canal

Beginned in 1817 and opened in its entirety in 1825, the Erie Canal is considered by some to be the engineering marvel of the nineteenth century. When the federal government concluded that the project was too ambitious to undertake, the State of New York took on the task of carving 363 miles of canal through the wilderness, with nothing but the muscle power of men and horses.

Once derided as ‘Clinton’s Folly’ for the Governor who lent his vision and political muscle to the project, the Erie Canal experienced unparalleled success almost overnight. The iconic waterway established settlement patterns for most of the United States during the nineteenth century, made New York the financial capital of the world, provided a critical supply line that helped the North win the Civil War, and precipitated a series of social and economic changes throughout a young America.

Explorers had long searched for a water route to the west. Throughout the eighteenth and nineteenth centuries, the lack of an efficient and safe transportation network kept populations and trade largely confined to coastal areas. At the beginning of the nineteenth century, the Allegheny Mountains were the Western Frontier. The Northwest Territories that would later become Illinois, Indiana, Michigan and Ohio were rich in timber, minerals, and fertile land for farming, but it took weeks to reach these things. Travellers were faced with rutted turnpike roads that baked to hardness in the summer sun. In the winter, the roads dissolved into mud.

An imprisoned flour merchant named Jesse Hawley envisioned a better way: a canal from Buffalo on the eastern shore of Lake Erie to Albany on the upper Hudson River, a distance of almost 400 miles. Long a proponent of efficient water transportation, Hawley had gone bankrupt trying to move his products to market. Hawley’s ideas caught the interest of Assemblyman Joshua Forman, who submitted the first state legislation related to the Erie Canal in 1808, calling for a series of surveys to be made examining the practicality of a water route between Lake Erie and the Hudson River. In 1810, Thomas Eddy, and State Senator Jonas Platt, hoping to get plans for the canal moving forward, approached influential Senator De Witt Clinton, former mayor of New York City, to enlist his support. Though Clinton had been recruited to the canal effort by Eddy and Platt, he quickly became one of the canal’s most active supporters and went on to successfully tie his very political fate to its success.

On April 15th, 1817, the New York State Legislature finally approved construction of the Erie Canal. The Legislature authorised \$7 million for construction of the 363-mile long waterway, which was to be 40 feet wide and eighteen feet deep. Construction began on July 4th 1817 and took eight years.

Like most canals, the Erie Canal depended on a lock system in order to compensate for changes in water levels over distance. A lock is a section of canal or river that is closed off to control the water level, so that boats can be raised or lowered as they pass through it. Locks have two sets of sluice gates (top and bottom), which seal off and then open the entrances to the chamber, which is where a boat waits while the movement up or down takes place. In addition, locks also have valves at the bottom of the sluice gates and it is by opening these valves that water is allowed into and out of the chamber to raise or lower the water level, and hence the boat.

The effect of the Erie Canal was both immediate and dramatic, and settlers poured west. The explosion of trade prophesied by Governor Clinton began, spurred by freight rates from Buffalo to New York of \$10 per ton by canal, compared with \$100 per ton by road. In 1829, there were 3,640 bushels of wheat transported down the canal from Buffalo. By 1837, this figure had increased to 500,000 bushels and, four years later, it reached one million. In nine years, canal tolls more than recouped the entire cost of construction. Within 15 years of the canal's opening, New York was the busiest port in America, moving tonnages greater than Boston, Baltimore and New Orleans combined. Today, it can still be seen that every major city in New York State falls along the trade route established by the Erie Canal and nearly 80 per cent of upstate New York's inhabitants live within 25 miles of the Erie Canal.

The completion of the Erie Canal spurred the first great westward movement of American settlers, gave access to the resources west of the Appalachians and made New York the preeminent commercial city in the United States. At one time, more than 50,000 people depended on the Erie Canal for their livelihood. From its inception, the Erie Canal helped form a whole new culture revolving around canal life. For those who travelled along the canal in packet boats or passenger vessels, the canal was an exciting place. Gambling and entertainment were frequent pastimes, and often families would meet each year at the same locations to share stories and adventures. Today, the canal has returned to its former glory and is filled with pleasure boats, fishermen, holidaymakers and cyclists riding the former towpaths where mules once trod. The excitement of the past is alive and well.

Questions 1 - 6

Choose **SIX** letters, A - K.

What **SIX** of the following were effects of the Lake Erie Canal?

Write the correct letter, **A - K**, in any order in boxes **1 - 6** on your answer sheet.

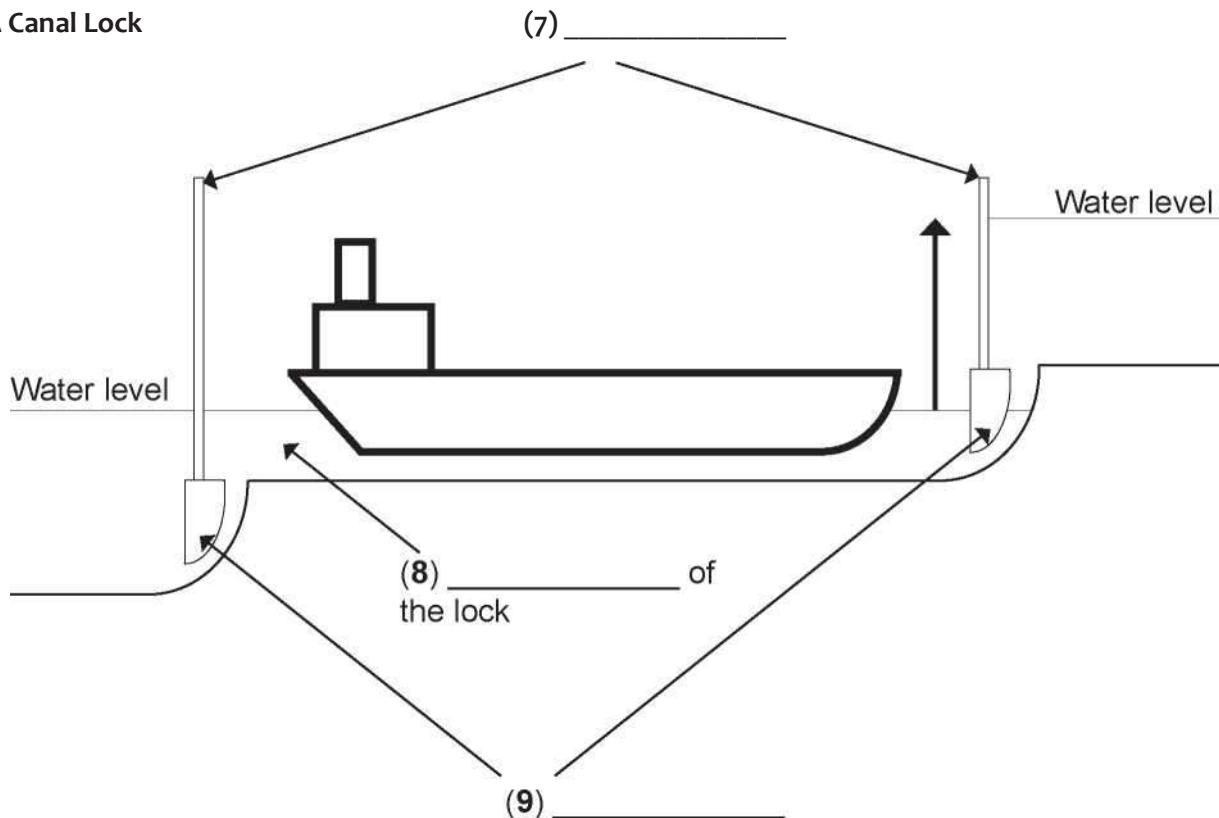
- A.** It brought building materials to expand the city of Chicago.
- B.** It established the financial dominance of New York City.
- C.** It generated taxes that stimulated the whole region.
- D.** It helped the north win the US Civil War.
- E.** It was used for training troops in World War One.
- F.** It helped boost a politician's career.
- G.** It stimulated the shipbuilding industry.
- H.** It led to cheaper distribution for goods.
- I.** It influenced New York State's population distribution.
- J.** It allowed damaging species of fish to travel to different ecosystems.
- K.** It became a boost for tourism.

Questions 7 - 9

Label the diagram below.

Write **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in boxes **7 - 9** on your answer sheet.

A Canal Lock



Questions 10 - 13

Answer the questions below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes **10 - 13** on your answer sheet.

10. What was the beneficial factor for productive agriculture in the Northwest Territories at the beginning of the nineteenth century?

11. In what commodity did the person who first came up with the idea of the Erie Canal trade?

12. How long did it take to build the Erie Canal?

13. How were the Erie Canal's building costs recovered?

Reading Passage 2

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

The Story of Opium

Paragraph A

Opium is a substance that is derived by collecting and later drying the milky juice that comes from the seed pods of the poppy plant. The substance can vary in colour and may be yellow or could range all the way to a very dark brown colour. Opium has a very bitter taste that is comparable to other plants from similar families and a distinct odour that is clearly identifiable. The primary component of opium is twelve per cent morphine, which is an alkaloid that is often processed chemically to produce illegal drugs, such as heroin. Codeine and other nonnarcotic alkaloids are also found in the latex that is derived from the opium poppy plant.

Paragraph B

The history of opium dates back as far as the Neolithic and ancient times, when the drug was widely used in anaesthesia, as well as for ritualistic purposes. In ancient Egypt, opium was used as an analgesic and the Indians as well as the Romans both used opium during surgical procedures. Throughout the American Civil War, opium and various derivatives of opium were used. Morphine, opiols and synthetic opiates are all derived or come directly from the opium poppy, even in today's medical use. While the medical world has evolved greatly and has manipulated opium to meet the needs of patients, the most raw form of opium, morphine, continues to be one of the most widely used analgesic drugs, even today.

Paragraph C

Opium use has many long- and short-term consequences that can be harmful to the body. Initially, the euphoric state that is caused by the drug can be relaxing and comforting, but long-term use of opium can lead to addiction and physical dependence. Many of the harmful consequences of using opium are related to the damage caused to the lungs from smoking the drug or to the consequences that are caused by derivatives of the drug. For many, the harmful consequences of opium will not present themselves until many years of use. However, for some, the effects of opium use are dangerous almost immediately and an overdose can lead to a risk of death.

Paragraph D

Today, heroin's long journey to final use begins with the planting of opium poppy seeds. Opium is grown mainly by impoverished farmers on small plots in remote regions of the world. It flourishes in dry, warm climates and the vast majority of opium poppies are grown in a narrow, 4,500-mile stretch of mountains extending across central Asia from Turkey through Pakistan and Burma. Recently, opium has been grown in Latin America, notably Colombia and Mexico. The farmer takes his crop of opium to the nearest village, where he will sell it to the dealer who offers him the best price.

Paragraph E

Legal growing of opium for medicinal use currently takes place in India, Turkey, and Australia. Two thousand tons of opium are produced annually and this supplies the world with the raw material needed to make medicinal products. Traditionally, opium was obtained from the latex of the poppy

plant by scoring the seed pods by hand and allowing the latex to leak out and dry up. The sticky yellowish/brown residue is then scraped off and harvested for use. Today, modern methods of opium harvest include processing the mature poppy plant by machine in order to get the latex out of the flowering plant. Overall, opium production has changed very little over the years, however, selective breeding of the plant has led to an increase in the content of the phenanthrene alkaloids morphine, codeine and thebaine. Currently, there are three main sources for illegal opium: Burma, Afghanistan, and Colombia. Opium and heroin are ideal trade products: they are in great demand, are very profitable to produce, and the products take up little space. With modern transportation, opium and heroin can be moved from one country to another within days or a few weeks. Both drugs have a long and stable shelf life, allowing the products to be stored for long periods of time.

Paragraph F

Opium was used for recreational purposes in China during the fifteenth century and on through the seventeenth century. It was nearly 300 years before the Chinese first realised that smoking opium was actually dangerous and could lead to physical dependence. In 1909, the International Opium Commission was formed to help regulate the shipping, sale and use of opium due to the dangers that were now widely known pertaining to the regular use of the drug. At this time, opium was first being purified into morphine and heroin, which are both highly potent drugs that have proved to be very much more dangerous than the raw opium itself. Recreational use of these drugs is now illegal in most countries around the world.

Paragraph G

In the early days, people did not worry too much about the physical dependence that opium and its derivatives created. Today, the dangers are well recognised and there are a variety of ways to help people who have fallen victim to it. Most of the time, inpatient or residential treatment will be the basis for recovery. These programs will utilise counselling in both individual and group sessions to provide a foundation for success in recovery. Following the counselling in an inpatient treatment facility, those in recovery will continue treatment in an outpatient facility that provides similar counselling and therapy in a less supervised environment.

Questions 14 - 20

The text on the previous pages has 7 paragraphs (**A - G**).

Choose the correct heading for each paragraph from the list of headings below. Write the correct number (**i - xi**) in boxes **14 - 20** on your answer sheet.

- i. From Seed to Sale
- ii. Government Agencies Chase Criminals
- iii. Illegal Use
- iv. Origins
- v. Modern Production
- vi. Effects
- vii. High Profits Cause Conflicts
- viii. Treating Addiction
- ix. What is it?
- xi. Famous Users

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

20. Paragraph G

Questions 21 - 23

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

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

21. Opium can be easily recognised by

- A.** its smell.
- B.** its colour.
- C.** its taste.
- D.** its packaging.

22. Opium has been used throughout history as

- A.** a drug to induce childbirth.
- B.** a poison.
- C.** a pain reliever.
- D.** a currency.

23. The dangerous properties of opium are

- A.** always apparent quite a long time after the first use.
- B.** not often experienced by users.
- C.** never experienced if opium is used in moderation.
- D.** sometimes experienced straight away in some users.

Questions 24 - 26

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes **24 - 26** on your answer sheet.

24. The medicinal content of opium has been increased by the _____ of the opium poppy.

25. It was the _____ who first found that using opium was harmful.

26. _____ for groups and individuals is often used to treat people addicted to opium.

Reading Passage 3

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

Video Games and Violence

For quite some time now, video games that involve significant amounts of violence have been blamed for growing numbers of violence by young people, the demographic most likely to play these games. Debate about this has even reached the courts, with both sides of the argument claiming that the scientific literature supports their opinions. Some experts involved have proclaimed that the debate is scientifically settled and that only people holding personal concerns and biases oppose these established truths. Scientifically, two competing social theories have been formulated about the potential effects of video game violence. The first is that video games increase violence because they teach players how to be violent and reinforce violent tendencies. The second theory is that video games have a possibly beneficial effect, because they provide a socially acceptable outlet for the release of aggression and thereby promote better mental health.

Articles reviewing the effects of video games on general populations have found links between playing violent video games and changes in behaviour, and/or thought process, with some finding that people who played realistic violent games for 45 minutes had a greater increase in violent and aggressive feelings than persons who played unrealistic violent video games or non-violent video games for the same period. What seems clear though is that certain populations are more at risk and/or are more likely to play violent video games than others. Studies suggest that at-risk individuals are usually male, have pre-existing personality disorders or traits, for example a conduct disorder, have pre-existing mental health conditions, have had difficult or traumatic upbringings, and are insecure with poor self-esteem. Children with attention deficit disorder were also seen to be at a higher risk of showing addictive behaviour to violent video games and that violent video games might be a significant risk variable for aggressive behaviour in persons who already have aggressive personality traits. There are, of course, plenty of other groups of people (probably the majority of users) who play and enjoy video games, with or without violence, that have no character disorders at all. Another recent key report which relied on parents' self-report of their children's video game-playing behaviours suggests that spending a large amount of time playing violent video games was correlated with troublesome behaviour and poor academic achievement. The same study also indicated that children who played more educational games had more positive outcomes.

What is interesting is that the comic book debate of the 1950's is eerily similar when compared to the current debate about the effects of video games on children. In 1954, the US Senate Subcommittee on Juvenile Delinquency held hearings on the effects of comic books on America's youth. The primary focus of the Senate hearings was 'crime and horror' comic books, some of which graphically showed horrific images, such as dismembered bodies. Concerns were voiced that these comics would lead to a decline in public morals, an increase in violence and aggression, an increase in general lawlessness, and societal disrespect and deterioration. Medical and social science experts became involved in the debate, writing articles in reputable journals. Many of the concerns that dominate the current video game debate were also expressed and it could show the frequently experienced perception that violent behaviour is always more prevalent in the present than in the past and that people just search for a scapegoat on which to blame it.

Although many articles have suggested a connection between violent video games and aggression, several studies have found no such relationship. One study in fact showed that non-gamers and excessive gamers both had lower self-reported mental wellness scores than low to moderate gamers. This finding suggests that excessive playing may be detrimental, but that there are some protective and non-harmful consequences to playing in moderation. This finding is in line with social theory, which suggests that video games, like sports, may provide an outlet for individuals to work through aggression and, therefore, have better mental functioning and overall lower levels of aggression. The same study pointed to the positive attributes of violent video game playing, such as improved visual-spatial coordination, increased peripheral attention, and increased decision-making capabilities. People who play a lot of video games also generally have better overall computer skills than people who do not.

Another study examining the multivariate risk issues for youth violence showed that the most common positive predictors of youth violence were delinquent peer influences, antisocial personality traits, depression, and parents or guardians who use psychological abuse in family relationships. The factors that were not found to be predictive of youth violence included neighbourhood quality, parental use of domestic physical violence in intimate relationships, and exposure to violent television or video games.

A recent neurological study provided further evidence that video games do not increase violent behaviour by users. The study examined whether there was a change in brain imaging that suggested a loss of distinction between virtual and actual violence in players of violent video games compared with controls. What was found was that the ability to differentiate automatically between real and virtual violence was not diminished by a long-term history of violent video game play, and nor were gamers' neural responses to real violence subject to desensitisation processes. This would indicate that video games do not cause people to lose their grip on what is real in comparison with what is fantasy.

Many questions are raised by the split nature of the scientific literature regarding violence and video games and it should also be remembered that a correlation does not prove a causation. Stakeholders need to examine the current video game debate in order to decide how to sensibly influence social policy.

Questions 27 - 33

Do the following statements agree with the information given in the text?

In boxes 27 - 33 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

27. Violent video games are most likely to be played by people in their youth and middle age.

28. It has been claimed that people who still feel the effects of violent video games are not decided and clear have vested interests in the debate.

29. It is claimed that men and women are more or less equally threatened by the effects of violent video games.

30. One study has found a link between usage of violent video games and poor school performance.

31. Various violent video games are based on stories previously published in comic books.

32. Some of the comic books of the 1950's had shocking images of mutilated people.

33. It has been claimed that violence has always been present in society and video games are just the latest thing to blame it on.

Questions 34 - 39

Complete the table below.

Write **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in boxes **34 - 39** on your answer sheet.

Studies Defending the Use of Violent Video Games	
Study 1	<ul style="list-style-type: none"> Non-gamers and excessive gamers had similar grading in terms of (34) _____. It shows excessive gaming can have protective effects. Similar ideas in social theory - users can rid themselves of (35) _____ and therefore have a better mental condition. Gaming can improve visual-spatial coordination, peripheral attention, (36) _____ and computer skills.
Study 2	<ul style="list-style-type: none"> It examined the various risk factors for youth violence - peers, personality, depression and psychological abuse. Non-factors were (37) _____, violence at home and violent TV and video games.
Study 3	<ul style="list-style-type: none"> A neurological study examining variations in (38) _____ when users interacted with virtual or real violence. Results showed that users' differentiation between virtual or real violence was not affected by the use of violent video games. The (39) _____ with regards to real violence in users' neural reactions were also not affected. It shows video games do not affect people's perceptions of what is real or what is fantasy.

Question 40

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

40. What is the writer's purpose in Reading Passage 3?

- A.** To defend the use of violent video game usage.
- B.** To discourage people from using violent video games.
- C.** To examine examples of violence by users of violent video games.
- D.** To review what has been discovered about the effects of violent video games.

IELTS READING PRACTICE TEST 10

SECTION1

Questions 1-13

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

LEISURE TIME IN AMERICA

A. As most Americans will tell you if you can stop them long enough to ask, working people in the United States are as busy as ever. Sure, technology and competition are boosting the economy; but nearly everyone thinks they have increased the demands on people at home and in the workplace. But is the overworked American a creature of myth?

B. A pair of economists have looked closely at how Americans actually spend their time. Mark Aguiar, at the Federal Reserve Bank of Boston and Erik Hurst, at the University of Chicago's Graduate School of Business constructed four different measures of leisure. The narrowest includes only activities that nearly everyone considers relaxing or fun; the broadest counts anything that is not related to a paying job, housework or errands as "leisure". No matter how the two economists slice the data, Americans seem to have much more free time than before.

C. Over the past four decades, depending on which of their measures one uses, the amount of time that working-age Americans are devoting to leisure activities has risen by 4-8 hours a week. For somebody working 40 hours a week, that is equivalent to 5-10 weeks of extra holiday a year. Nearly every category of American has more spare time: single or married, with or without children, both men and women. Americans may put in longer hours at the office than other countries, but that is because average hours in the workplace in other rich countries have dropped sharply.

D. How then have Messrs Aguiar and Hurst uncovered a more relaxed America, where leisure has actually increased? It is partly to do with the definition of work, and partly to do with the data they base their research upon. Most American labour studies rely on well-known official surveys, such as those collected by the Bureau of Labour Statistics (BLS) and the Census Bureau, that concentrate on paid work. These are good at gleaning trends in factories and offices, but they give only a murky impression of how Americans use the rest of their time. Messrs Aguiar and Hurst think that the hours spent at your employer's are too narrow a definition of work. Americans also spend lots of time shopping, cooking, running errands and keeping house. These chores are among the main reasons why people say they are so overstretched, especially working women with children.

E. However, Messrs Aguiar and Hurst show that Americans actually spend much less time doing them than they did 40 years ago. There has been a revolution in the household economy. Appliances, home delivery, the internet, 24-hour shopping, and more varied and affordable domestic services have increased flexibility and freed up people's time.

F. The data for Messrs Aguiar and Hurst's study comes from time-use diaries that American social scientists have been collecting methodically, once a decade, since 1965. These diaries ask

people to give detailed information on everything they did the day before, and for how long they did it. The beauty of such surveys, which are also collected in Australia and many European countries, is that they cover the whole day, not just the time at work, and they also have a built-in accuracy check, since they must always account for every hour of the day.

G. Do the numbers add up? One thing missing in Messrs Aguiar's and Hurst's work is that they have deliberately ignored the biggest leisure-gainers in the population, the growing number of retired folk. The two economists excluded anyone who has reached 65 years old, as well as anyone under that age who retired early. So America's true leisure boom is even bigger than their estimate.

H. The biggest theoretical problem with time diaries is "multi-tasking". Do you measure the time you spend cleaning your house while listening to portable music as "leisure" or "work"? This problem may be exaggerated: usually people seem to combine two work activities, using a laptop computer on a plane, or two leisure ones, watching television and doing something else. The two economists counted many combinations of work and leisure, such as reading a novel while commuting or goofing off on the internet at the office, as time spent working.

I. Is all this leisure a good thing? Some part-time workers might well wish they had less leisure and more income. For most Americans, however, the leisure dividend appears to be a bonus. Using average hourly wages after tax, Steven Davis, a colleague of Mr Hurst's, reckons that the national value of five extra hours of leisure per week is \$570 billion, or \$3,300 per worker, every year.

Questions 1 - 9

Match each heading to the most suitable paragraph.

- i. One possible source of inaccuracies
- ii. Less time doing chores
- iii. A difference between perception and reality
- iv. The value of extra leisure time
- v. Americans are working harder
- vi. Significantly more free time
- vii. The effect of including retirees
- viii. The need for a wider description of work
- ix. An effective system for measuring time spent
- x. How Americans think about their time

1. Paragraph A

2. Paragraph B

3. Paragraph C

4. Paragraph D

5. Paragraph E

6. Paragraph F

7. Paragraph G

8. Paragraph H

9. Paragraph I

Questions 10 - 13

Choose A, B or C.

10. Americans seem to spend more time in the office than people in other rich countries

- A.** Because of the increase in Americans leisure time
- B.** Because of a decrease in leisure time in the other rich countries
- C.** Because of a decrease in office time in the other rich countries

11. One problem with data from the BLS is that

- A.** it is unclear about out of work time
- B.** it is limited to factories and offices
- C.** it does not include leisure time

12. Time-use diaries

- A.** are only available in America and Australia
- B.** are the most accurate time use measurement tool
- C.** provide data for 24 hours of each day

13. Aguiar and Hurst counted multi-tasking activities of leisure and work

- A.** as freetime
- B.** as work time
- C.** as neither free time or work time

SECTION 2 Questions 14 – 26

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

RECLAIMING THE NIGHT

- A.** On a summer's day, apart from the intermittent drizzle and lowering sky, South Street in Romford looks as close to an Englishman's dream of a continental-style piazza as it is possible to get. Leafy trees line the extended pavements crowded with seats and tables as young families, pensioners, teenagers and businessmen tuck into a variety of faux-European dishes for lunch. Local cafes serve the full range of meaningless variations on the theme of coffee, from cappuccino through mochaccino to doppos, all at top prices. Round the corner, in the Market Place, it is French week. There are several stalls, complete with real Frenchmen, selling claret and cheeses.
- B.** The cafes are open during the day, and the clubs stay open until two or three in the morning most nights. In this respect, Romford is typical of contemporary Britain. In the late 1980s, the centres of many towns and cities went into decline as retailers, and particularly supermarkets, moved to new big, out-of-town shopping centres. So in the early 1990s, many local councils, in league with local businesses, re-developed their increasingly desolate town centres into "leisure zones". They looked to continental Europe for the inspiration to create modern 24-hour environments, mixing cafes, bars and clubs to keep people in the centres spending money for as long as possible.
- C.** By night however, South Street turns into a very different place. The street becomes a mass of 18-26-year-olds, drinking as much as they can. For anyone else, the place becomes almost a no-go area. Gillian Balfe, the council's town-centre manager and a strong supporter of the "leisuring" of South Street, concedes that the crowds become uncontrollable, and the atmosphere quickly turns "hostile and threatening". Buses are now barred from going down South Street after 9.30pm: there are too many drunken people milling about.
- D.** In a survey for the local council done last year, 49% of the residents of the surrounding areas of South Street confessed that they did not want to come to the city centre any more for fear of crime. The local police concede that they are virtually overwhelmed. Violence is commonplace. There has only been one consequent fatality in the area in the past couple of years, but the police say that this is mainly thanks to the merciful proximity of the local hospital. Romford's dilemma is typical of what has happened in the other "leisure zones" in towns and cities throughout the country. What were meant to be civilised places for entertainment and shopping have too often turned into alcoholic ghettos for the young.
- E.** For all the problems, however, Romford's local authority thinks that the idea of a 24-hour-city is already too profitable to be stopped. Local authorities think that new repressive legislation, or even a decision not to reform the licensing laws, would be unworkable. So instead of trying to pack everyone back off to bed, Romford is trying to reclaim the town centre for a broader mix of people, and so to fulfil the original ambitions of the 24-hour-city dreamers.

F. The first part of the strategy involves security. The police accept that, with their current resources, they will never be able to make South Street safe on their own. So they now work closely with the 528 "door-staff ", previously known as bouncers, to target drug-dealers in the bars and clubs. In the year since that scheme came into effect, there have been more than 300 arrests for drugs. In the six months before that, there had been only one. All the premises now have a radio link to the police station for an instant response to trouble.

G. The second part of the strategy involves trying to encourage more, and different kinds of people to use the town centre at night. New attractions are opening next year to rival the pubs. On the site of the old Romford brewery there will be a 16-screen cinema and a 24-hour supermarket. A new health and leisure centre, open on some nights until 9pm, starts up soon. The hope is that these facilities will draw in a different, more sober and ethnically diverse crowd. The police have bravely encouraged one club to start a gay night on Wednesdays.

H. Together with other measures such as better street lighting, Romford hopes that it can show that the phrase "24-hour city" can be more than a euphemism for an all-night drinkathon. As the new licensing laws delegate the job of granting alcohol licences to local councils, cities across England will be trying to reclaim the night.

Questions 14 - 18

Which paragraph contains the following information?

Write the correct letter, **A-F**, in boxes **14-18** on your answer sheet. You may use any letter more than once.

- 14.** why some local people stay out of the centre at night
- 15.** how communication with the police has been made faster
- 16.** reasons behind the growth in inner-city leisure venues
- 17.** examples of Romford's similarity to mainland Europe
- 18.** how illegal substances are being controlled

Questions 19 - 26

Complete the summary below.

Choose **ONE WORD ONLY** from the passage.

In an attempt to get a wider variety of **19**..... into the **20**..... at night time, the local government and private organisations are going to provide different kinds of **21**..... . Some examples include a **22**..... and a 24-hour supermarket. They hope this will encourage people who are different **23**....., and not drunk, to use the city-centre **24**..... The local government of Romford thinks that with these **25**..... in place it will be able to **26**..... the city centre in the evenings.

SECTION 3 Questions 27–40

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

THE DRINKING OF WINE

THE birth of the cult of fine wine can be dated precisely. On April 10th 1663, Samuel Pepys, diarist and man-about-London, noted that he had enjoyed “a sort of French wine called Ho Bryan that hath a good and most particular taste that I never met with”.

The owners of Ho Bryan were the Pontacs. They were the top winemaking family of their day, and founded a fashionable restaurant, called Pontack’s Head, in London, in 1663. John Locke, the philosopher whose theory of the social contract inspired America’s revolutionaries, but who had worldlier interests too, spotted the reasons for the superiority of Ho Bryan on a visit to the vineyard in 1667. He found “a little rise of ground...white sand mixed with a little gravel; scarce fit to bear anything.” He added that “they say the wine in the next vineyard to it, tho’ seeming equal to me, is not so good.” Today that vineyard is still rated just below its neighbour.

Locke had seized on the essential concept of *terroir*, the combination of soil, subsoil, drainage and microclimate which provide the conditions for the production of fine wine. Another connoisseur, the 18th-century economist Adam Smith, noted that “the vine is more affected by the difference of soils than any other fruit tree. From some it derives a flavour which no culture or management can equal.”

By the early 18th century claret was getting more popular partly because it was getting better. The craft of claret-making had developed. The wine was designed to be kept for years not months, notably by being carefully stored in oak casks. Better corks allowed wine to be stored longer and more safely. Bottles were produced that could be “binned”—laid down on their sides to mature.

In the latter part of the 18th century drinking claret helped the rich to distinguish themselves from England’s port-sodden squirearchy. Port was not only the more traditional drink, but also—because it attracted much lower duties—far cheaper. John Hervey, the first Earl of Bristol, spent four times as much on claret as on port, whereas the lusty trenchermen who gathered in the Barbers Hall in the City of London spent a mere £2 on claret as against £850 on port.

When Britain made peace with France in 1713, claret became more accessible and the wine trade flourished. Claret was pricey but rich Londoners, who were also by then big spenders on theatres, spas and music produced by fashionable immigrants, such as Handel, consumed conspicuous quantities. Sir Robert Walpole, Britain’s first prime minister, used navy ships to smuggle his favourite wines from France. The most expensive one he bought was old burgundy, but that—as now—was available only in tiny quantities. So he relied largely on claret, buying four hogsheads of 24 dozen bottles of Margaux and one hogshead of Lafite every three months. In a single year his wine bill amounted to over £1,200 (£100,000 today). British consumers bought the best stuff and paid top prices. By the time of the French revolution, the British were paying five times as much for their claret as the wine’s other main customers, the notoriously parsimonious Dutch, who preferred the cheaper, lower-grade stuff.

By the late 19th century claret was beginning to flow down the social hierarchy. A free-trade treaty between Britain and France in 1860 drastically reduced the duty on French wines, thus encouraging the British middle classes to ape their social superiors; and in that year the chancellor of the exchequer, William Gladstone, keen to stiffen the nation's moral spine, cut the duty on table wines to 40% of that on more intoxicating fortified wines such as port and sherry.

The following year came the Single Bottle Act, allowing grocers to sell wine by the bottle. A much-despised, enormously popular drink called "grocers' claret" was born, with the result that, between 1859 and 1878, sales of French wines, largely from Bordeaux, rose sixfold to 36m bottles. The Gilbey family, one of the most remarkable commercial dynasties of Victorian England, franchised 2,000 grocers licensed to sell wine, largely claret. Their business grew so fast that by 1875 they were able to buy Château Loudenne in the Médoc to hold their gigantic stocks of claret. As the middle classes turned to claret, so the upper classes abandoned this increasingly common tipple in favour of hock and champagne.

Then the fortunes of the claret business turned. In the late 1870s and 1880s an attack of mildew tainted the wines: the reputation of Lafite, for instance, was ruined when the 1884 vintage turned mouldy after only a couple of years in bottle. At the same time, the phylloxera bug began to devastate Bordeaux's vineyards.

Claret came back into its own in 1960 when the splendid 1959 vintage coincided with the arrival of big American buyers. Its popularity has risen steadily since. London remains at the centre of the fine-wine business—home of organisations such as the Institute of Masters of Wine, of Decanter and World of Fine Wine magazines, and of most of the world's biggest wine auctions. Liv-Ex, the world's first stockmarket for fine wine, is based in London; and its figures show that nine-tenths of the wine trade is still in "classed growth" (leading) clarets. Newcomers from vineyards in a dozen countries trying to launch their finest wines on the world market come to London first for validation. Yet though London may still have much of the knowledge and the market, as consumers the British may be past their best. This year, 57% of the fine wine that Sotheby's sold globally, by value, was bought by Asians; four-fifths of those buyers were from China and Hong Kong.

Questions 27 - 32

Match each name to the sentences below.

- A. John Hervey
- B. Adam Smith
- C. John Locke
- D. William Gladstone
- E. Robert Walpole

- 27. was perhaps the first person to notice why Ho Bryant tasted so good
- 28. imported wine illegally
- 29. wanted to discourage people from drinking strong wines
- 30. drank more claret than port
- 31. was a specialist in wine and economics
- 32. bought more claret than any other kind of wine

Questions 33 - 39

Complete the summary below.

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

Sales of claret fell considerably in the late 19th century due in part to two factors. One of these was when 33..... destroyed the good name of Lafite and the other was when Bordeaux's vineyards were hit by a 34..... It took many years for the wine to recover. In 1960, this recovery was helped by the production of an excellent claret in 1959 and the 35..... of buyers from America. Today, London is the centre of the 36..... trade. People trying to enter the 37..... with new wines need to get 38..... for them in London. The growing markets for the fine wines however now seems to be coming from outside the UK. This year, the majority of Sotheby's wine sales 39..... were to Asia.

Questions 40

Choose A, B or C.

The main purpose of the article is to

- A.** Present the main reasons why claret has always been popular.
- B.** Give a brief history of claret.
- C.** Describe some of the problems claret has faced.

ĐÁP ÁN

Đề số 1:

Passage 1	Passage 2	Passage 3
1 FALSE	14 C	27 E
2 TRUE	15 A	28 C
3 NOT GIVEN	16 C	29 F
4 TRUE	17 B	30 B
5 TRUE	18 D	31 G
6 clay	19 C	32 A
7 tempering wheel	20 spending	33 D
8 moulds	21 (disposable) incomes	34 formalin
9 sand	22 Governments	35 mutation
10 strength	23 landscapes	36 trials
11 kiln	24 (Regional) (agricultural) products	37 variant
12 leaves	25 rural economics	38 Children
13 20 kilometers	26 (fresh) (farm) goods	39 70%
		40 Refugees

Đề số 2:

Passage 1	Passage 2	Passage 3
1 memory	14 visible	27 E
2 concentration	15 unpredictable	28 B
3 infants	16 properties	29 G
4 proportion	17 disaster	30 D
5 epilepsy	18 observations	31 A
6 immune system	19 solid	32 H
7 energy	20 blackened	33 F
8 TRUE	21 (low) density	34 C
9 NOT GIVEN	22 dormant	35 A*
10 FALSE	23 sunward	36 C*
11 FALSE	24 dust	37 E*
12 TRUE	25 gas (ion)/ion	38 F*
13 NOT GIVEN	26 dissipate	39 H*
		40 D

Answers for questions 35-39 can be in any order.

Đề số 3:

Passage 1	Passage 2	Passage 3
1 NOT GIVEN	14 nearest star	27 YES
2 FALSE	15 mass	28 NO
3 TRUE	16 radiation	29 NOTGIVEN
4 FALSE	17 density	30 NO
5 Impurities	18 pressure	31 behavior
6 alkali	19 hydrogen	32 strategies
7 evaporation	20 The Radiation Zone	33 (emotional) bond
8 moisture (content)	21 The Photosphere	34 understanding
9 fragrance	22 The Corona	35 risk-taking
10 (soap) press	23 6 Billion years	36 protective factors
11 recipes	24 (A) planetary nebula	37 unconscious process
12 residue	25 (The) magnetic energy	38 maturational processes
13 (skin) irritations	26 Power cuts	39 omnipotence
		40 (undue) expectations

Đề số 4:

Passage 1	Passage 2	Passage 3
1 vii	14 popularity	27 AF
2 ii	15 identifiable	28 ET
3 iv	16 hunting	29 GH
4 i	17 carnivore	30 JH
5 v	18 negative	31 ET
6 viii	19 17%	32 IN
7 C	20 (The) (geographic) isolation	33 CO
8 D	21 (Its) reproductive cycle	34 FALSE
9 B	22 (In) fossil records	35 TRUE
10 A	23 (Natural) bridges	36 NOT GIVEN
11 B*	24 C	37 TRUE
12 C*	25 E	38 FALSE
13 E*	26 B	39 (Fish) (food) pellets/ (fish) food
		40 appetite

Answers for questions 11-13 can be in any order.

Đề số 5:

Passage 1	Passage 2	Passage 3
1 D	14 E	27 C
2 C	15 B	28 D
3 F	16 A	29 B
4 A	17 (strong) (intenational) co-operation	30 C
5 G	18 (catch) documentation scheme	31 F
6 B	19 (Fishing) pressure	32 A
7 E	20 15%	33 D
8 (small) pinholes	21 Extinction	34 E
9 (A) selenium cell	22 reproducing	35 B
10 (a) neon lamp	23 fragility	36 A
11 FALSE	24 juveniles	37 C
12 NOT GIVEN	25 predatory	38 B
13 TRUE	26 luxury	39 D
		40 C

Đề số 6:

Passage 1	Passage 2	Passage 3
1 A	14 C	27 longevity
2 C	15 D	28 less developed countries
3 D	16 F	29 more developed nations
4 (The) amygdala	17 A	30 reform
5 10%	18 D	31 contributions
6 (their) personality	19 E	32 generation
7 graded	20 B	33 (historical) precedent
8 therapist	21 C	34 NO
9 (negative) thoughts	22 B	35 NO
10 behaviour	23 A	36 YES
11 psychotherapy	24 FALSE	37 NOT GIVEN
12 endorphins	25 TRUE	38 YES
13 insomnia	26 NOT GIVEN	39 NO
		40 B

Đề số 7:

Passage 1	Passage 2	Passage 3
1 FALSE	14 spread	27 E
2 NOT GIVEN	15 reputations	28 C
3 FALSE	16 hide	29 G
4 avalanche	17 origins	30 A
5 stability	18 risks	31 D
6 temperatures	19 (Floppy) disks	32 F
7 warm	20 (A) logic bomb	33 B
8 dripping	21 (A) worm	34 A
9 elevated	22 Mutation	35 C
10 (air) vent	23 Email	36 C
11 (reindeer) hides	24 variants	37 B
12 melt	25 (A) (regular) subscription	38 YES
13 (interior) decorations	26 education of users	39 NO
		40 NOT GIVEN

Đề số 8:

Passage 1	Passage 2	Passage 3
1 ix	14 AH	27 (unconscious) barriers
2 iii	15 AW	28 obsession
3 vi	16 GP	29 parent
4 i	17 JP	30 YES
5 viii	18 TM	31 NO
6 x	19 AB	32 NO
7 iv	20 SF	33 NOT GIVEN
8 A*	21 50	34 YES
9 C*	22 2%	35 Diminising returns
10 E*	23 50%	36 factors
11 G*	24 A	37 career satisfaction
12 brick	25 C	38 simple things
13 (brightly) (coloured) uniforms	26 A	39 (cognitive) (dissonance) experiments
		40 (monetary) reward

Đề số 9:

Passage 1	Passage 2	Passage 3
1 B*	14 ix	27 FALSE
2 D*	15 iv	28 TRUE
3 F*	16 vi	29 FALSE
4 H*	17 i	30 TRUE
5 I*	18 v	31 NOT GIVEN
6 K*	19 iii	32 TRUE
7 (Sluice) gates	20 viii	33 TRUE
8 (the) chamber	21 A	34 (mental) wellness scores
9 Valves	22 C	35 aggression
10 Fertile land	23 D	36 decision-making (capabilities)
11 Flour	24 selective breeding	37 neighborhood (quality)
12 8 years	25 Chinese	38 brain imaging
13 (Canal) tolls	26 Counselling	39 desensitisation (processes)
		40 D

Answers for questions 1-6 can be in any order.

Đề số 10:

Passage 1	Passage 2	Passage 3
1 x	14 D	27 C
2 iii	15 F	28 E
3 vi	16 B	29 D
4 viii	17 A	30 A
5 ii	18 F	31 B
6 ix	19 people	32 E
7 vii	20 center	33 Mildew
8 i	21 attractions	34 bug
9 iv	22 cinema	35 arrival
10 C	23 ethnically	36 fine-wine
11 A	24 facilities	37 market
12 C	25 measures	38 validation
13 B	26 reclaim	39 globally
		40 B

END

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