

# كتيب التدريب

على الأقسام الأربع للاختبار



## القصة وراء هذا الكتيب!

لأنه الاختبارات التجريبية عمود أساسى من أعمدة الايلتس الثلاثة (تطوير اللغة- التكنولوجيات- الاختبارات التجريبية)، وأفضل المصادر اللي انصح بيها دايما هي كتب كامبريدج، لكن مشكلته انه سعره غالى (٣٠٠ ريال تقريبا) وكمان ما اقدر ارسل لك النسخة الالكترونية منه بسبب حقوق النشر، عشان كدا جهزت لك هذا الكتيب من افضل مصدر بعد كامبريدج [ieltonlinetests.com](http://ieltonlinetests.com).

## ايش في الكتيب؟

- ٥ نماذج لقسم الاستماع مع الإجابات.
- ٥ نماذج لقسم القراءة مع الإجابات.
- ٥ نماذج لقسم الكتابة (تاسك١ وtasك٢) مع إجابات نموذجية بدرجات مختلفة.
- ٥ نماذج لأسئلة بارت٢ مع إجابات نموذجية من مختبر رسمي سابق.

(الكتيب قابل للطباعة وكمان pdf قابل للنقر)

أتمنى تكون حاجة قوية تساعدك في رحلتك مع الايلتس 



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تدريبات

# قسم الاستماع



# Listening Test 1

## SECTION 1 Questions 1-3

Complete the notes below write ONE WORD only for each answer.

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### NOTES OF CUSTOMER INFORMATION

information source : found in the brochure

Included services 1..... and accommodation

Sydney arrival date: 15<sup>th</sup> of 2.....

Accommodation criteria: 3 .....

## Questions 4-6

Complete the form below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

BOOKING INFORMATION	
Room type:	4..... .....
Credit card holder:	5..... .....
Total cost for one night:	6..... .....

## Questions 7-10

Complete the sentence below.

Write no more than **TWO words** for answer.

The 7..... is within walking distance of the accommodation

The customer books 8 .....

Aboriginals stone carvings are in the 9 .....

The Dreamtime can be experienced beneath the 10.....



# Listening Test 1

## SECTION 2 Questions 11-15

Complete the Notes Below

Write NO MORE THAN 2 WORDS OR A NUMBER for each answer

### Public Service broadcast

Volunteer workers must be at least **11**..... years old.

Job applicants should not have **12** .....

Job applicants are asked to submit **13** and **14**.....

The employer will pay the expenses of **15**..... and phone calls.

## Questions 16-20

Complete the table below

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer

People need help	Duties	Requirement for volunteers	Service Time
Wheelchair users	Drive clients to scenic locations	- Excellent health - must own a First Aid certificate from the <b>16</b> .....	<b>17</b> .....
The blind	Read books to blind people	- Read English clearly - No <b>18</b> ..... is an advantage	Monday mornings
<b>19</b> .....	Take care of them on holiday	- have knowledge of basic first aid - good health - can elevate to a maximum of <b>20</b> .....	1 week in August



# Listening Test 1

## SECTION 3

### Questions 21-30

Complete the notes below

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer

#### Environmental change Discussion

- Agricultural work is having an 21..... effect on the environment.
- Too much farming operation has caused a serious problem, which is called 22.....
- Many places now seem to look like desert rather than 23.....
- One proof the article had pointed out to show that things can hardly grow in some areas is the 24.....
- The relation between the number of farmers and the acreage of woodland is 25.....
- One reason for plants cannot grow is that the earth contains too much 26.....
- Researchers have carried out a test to show the 27..... of the solution.
- The possible range of salinity to grow plants is 28.....
- The 29..... in Dr.Horst's books are useful and worth studying.
- The student needs a 30..... to do his presentation



# Listening Test 1

## SECTION 4

Questions 31-35

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

Bees that help with pollination benefit flowers and **31**.....

Bees produce wax that can be made into candles and **32**

.....

Dragonflies primarily eat **33** .....

Insects in summer can be harmful because they can carry such deadly diseases as malaria, **34** ..... and sleeping sickness

Harmful insects may destroy crops, clothes, furniture, and even the  
**35** .....

Questions 36-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

### How to kill bad Insects

#### Chemical Method

These solutions to insect problems are often not worthwhile because:

- a) They are effective on a **36**.....
- b) They Can bring harm to **37**.....
- c) Insects become **38**..... to the chemicals quickly.

#### Biological methods

These Methods are **39**..... than chemical methods of eliminating harmful insects.

#### Breeding control method

In order to control the breeding of insects, one needs to understand the insects' **40**.....



## Listening Test 1

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. flights                         | 21. adverse                  |
| 2. April                           | 22. deforestation            |
| 3. cheapest/budget                 | 23. jungle                   |
| 4. non-smoking                     | 24. soil samples             |
| 5. John A. Smyth/John A Smyth      | 25. inverse                  |
| 6. 110 dollars/\$110               | 26. saline                   |
| 7. Cultural Centre/Cultural Center | 27. ionisation/ionization    |
| 8. camel ride                      | 28. narrow                   |
| 9. desert                          | 29. photographs              |
| 10. stars                          | 30. map                      |
| 11. 18                             | 31. fruit trees              |
| 12. police records                 | 32. polish/ furniture polish |
| 13. references                     | 33. mosquitoes/mosquitos     |
| 14. (recent) CV                    | 34. yellow fever             |
| 15. transportation                 | 35. (whole) building         |
| 16. Red Cross                      | 36. small scale              |
| 17. Tuesday afternoons             | 37. humans                   |
| 18. foreign accent                 | 38. resistant                |
| 19. Disabled Children              | 39. cheaper                  |
| 20. 75/seventy-five pounds/75 lb   | 40. life cycle               |



## Listening Test 2

### SECTION 1

Questions 1-4

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

#### Product Incident Report

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Example	Answer
Product:	rice cooker
Model Number:	1.....
Price of the Product:	£2.....
Name of the Branch:	3.....
Problem:	4.....

Questions 5-10

Complete the form below.

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

#### CUSTOMER'S INFORMATION DETAILS

Name:	Herbert Hewitt
Address:	5.....
Postcode:	6.....
Method of payment:	7.....
Card's Expiry Date:	8.....
Method of Compensation:	9.....
Shopping Frequency:	10.....



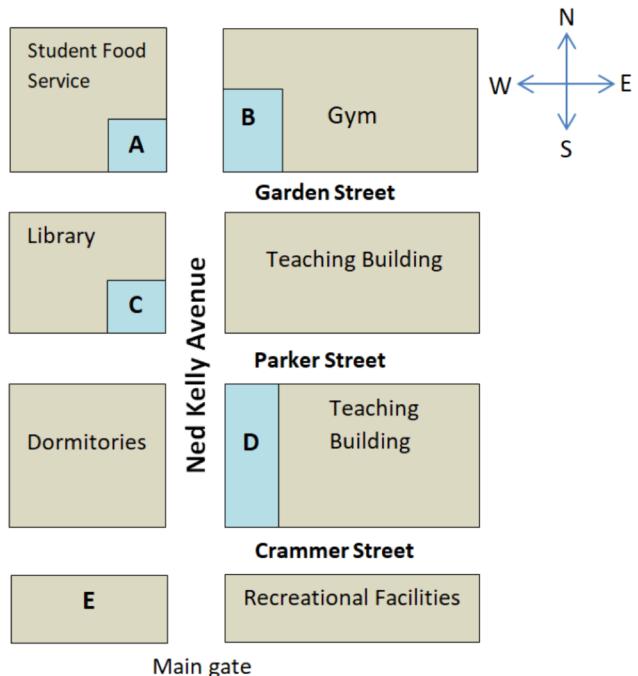
## Listening Test 2

### SECTION 2

#### Questions 11-15

Listen to the directions and match the places in questions **11-15** to the appropriate place among **A-E** on the map.

- 11..... Student Centre
- 12..... Health Centre
- 13..... Internet Unit1
- 14..... Complaint Office
- 15..... Cafe



#### Questions 16-20

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Students in a room don't need to share a 16..... with ones in other rooms.

Everyone has to write down his name on the 17.....

All the students use a 18..... to enter the dorm's front door.

If you want to wash your clothes, go to the laundry room which is located in the 19.....

The dormitory closes at 20..... every night.



## Listening Test 2

### SECTION 3

#### Questions 21-22

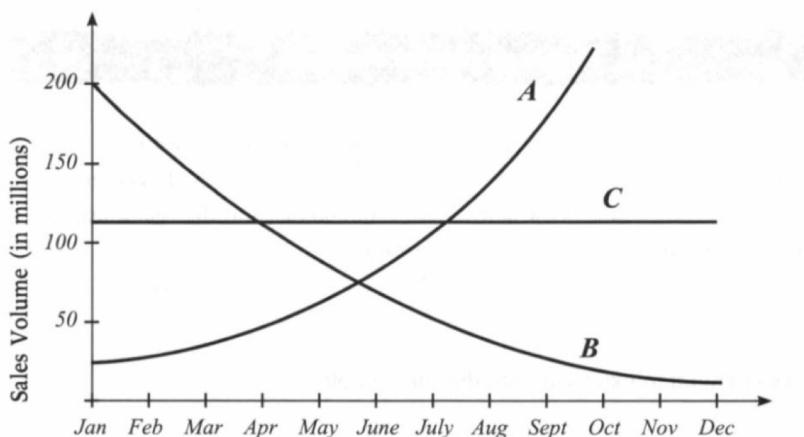
Choose the correct letters, A-C, and write each next to questions 21 and 22.

According to Betty, which lines describe the sales of both **cheese and oil** in New Zealand and Colombia?

21.....

.....

22.....



#### Questions 23-24

Write the correct letters, A-E, next to questions 23-24.

Which TWO of the following are sales strategies for chocolate in Italy and Germany?

- A. Locate near a children's school
- B. Change the location of the product on shelves
- C. Give a free gift
- D. Make it the cheapest brand
- E. Make Schmutzig the second cheapest brand

#### Questions 25-30

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

Research plan

Betty is interested in how 25..... affects the sales of cosmetics and 26 .....

Bruce is going to be concerned with how 27 ..... may impact on sales of cookies and the relationships among 28 ..... , 29 ..... , and sales.

The professor advised the students to bear in mind the extensions of

30 .....



## Listening Test 2

### SECTION 4

Questions 31-37

Complete the table below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Talking about the history of bikes

Years/Time	Feature	Advantage	Disadvantage
1830s	wooden wheels covered with metal	need 31..... than walking	quite 32.....
33.....	Chain and sprocket are 34 .....	easier and 35..... ride	harder to balance
1880s	use 36.....	more comfortable	The faster you go, the more you feel every bump.
1890s	equal-sized wheels	37.....	dangerous before brakes appeared

Questions 38-40

Choose THREE letters, A-F, and write them next to questions 38-40.

The invention of different gears on a bicycle affected which THREE of the following?

- A. Wheel size
- B. Balance
- C. Rate of speed
- D. The back wheel
- E. Safety
- F. Downhill travel



## Listening Test 2

### SECTION 4

- 1.** R242
- 2.** 89.99
- 3.** City Center
- 4.** steam escaping/escaping steam
- 5.** 84 Park Rd/Road
- 6.** B0241DJ
- 7.** credit card
- 8.** April 2008
- 9.** refund
- 10.** once a month
- 11.** E
- 12.** A
- 13.** B
- 14.** D
- 15.** C
- 16.** bathroom
- 17.** food containers
- 18.** code
- 19.** basement
- 20.** 11:30/11.30
- 21.** B
- 22.** C
- 23.** 24 B,E
- 25.** colour/color
- 26.** cleaning products
- 27.** (different) containers
- 28.** materials
- 29.** image
- 30.** advertisement
- 31.** less effort
- 32.** uncomfortable
- 33.** 1860s
- 34.** connected
- 35.** more smoothly
- 36.** rubber wheels
- 37.** safer
- 38, 40.** C,D,F



# Listening Test 3

## SECTION 1 Questions 1- 5

Complete the notes.

Write **NO MORE THAN TWO WORDS AND/OR NUMBERS** for each answer.

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### Basic Details of Project

Example: Pre-phase	involves selecting rooms & 1.....
Phase 1:	<ul style="list-style-type: none"><li>• time needed: 3 days</li><li>• staff involved: Jenna, Marco, &amp; 2 .....</li></ul>
Phase 2:	<ul style="list-style-type: none"><li>• time needed: 3.....</li><li>• staff involved: 4..... , with assistance from 5.....</li></ul>

### Questions 6-10

Listen from here Show Notepad

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

**6.** The main form of data collection will be

- A questionnaires.
- B Internet polling.
- C face-to-face interviews.

**7.** To finish in time, the staff will have to

- A work late.
- B come in early.
- C take some work home.

**8.** The final report will contain

- A three appendices.
- B material from the company website.
- C a supplementary booklet.

**9.** The final report will be handed in on the

- A 5th.
- B 15th.
- C 25th.

**10.** At the end, there will be

- A an office party.
- B a restaurant dinner.
- C presents for all involved.



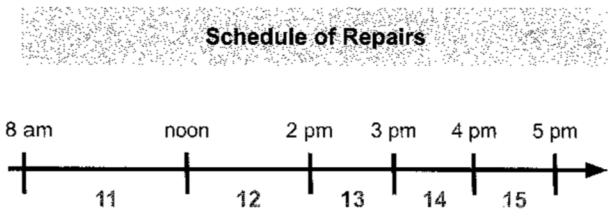
# Listening Test 3

## SECTION 2

### Questions 11-15

Complete the repair schedule.

Write the correct letter, A-F, for each answer.



- 11.....  
12.....  
13.....  
14.....  
15.....

Problems to Fix	
A	Birds in ceiling
B	Broken windows
C	Electrical fault
D	Fallen tree
E	Leaking roof
F	Staining on walls

### Questions 16-20

Complete the sentences.

Write NO MORE THAN TWO WORDS for each answer.

### Additional Details Concerning Repairs

The stained walls will be painted 16.....

Extra paint will be left in the 17.....

The baby birds will be given to a 18 .....

The fallen tree will be used as 19.....

The smaller parts of the tree will be put in a 20 .....



## Listening Test 3

### SECTION 3

Questions 21-26

Complete the table.

Write **NO MORE THAN TWO WORDS** for each answer.

Subject	Textbook Used	Criticism of this book
Social History	21..... .....	It is 22..... .....
Cultural Studies	23..... .....	It 24 .....
Questions 27-30 <b>25</b> Choose the correct letter, S, C, or P <b>NB</b> You may use a letter more than once.	Government in Action	It is 26..... .....

What are the speakers' favourite subjects?

- 27..... Steve  
28..... David  
29..... Susan  
30..... Olive

S	Social History
C	Cultural Studies
P	Political Theory



## Listening Test 3

### SECTION 4 Questions 31 - 32

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

#### 31. Originally, country towns

- A required fewer workers.
- B had lots of animals.
- C were more interesting places.

#### 32. Now, the problems there

- A can be solved.
- B are numerous.
- C are expected.

### Questions 33-35

Choose THREE answers from the list and write the correct letter, A-F, next to the questions.

Which THREE factors are typical of modern farming?

- A Many overheads
- B More machines
- C Fewer types of products
- D More frequent feeding
- E Greater numbers of products
- F More factories

### Questions 36-40

Complete the table.

Write NO MORE THAN TWO WORDS for each answer.

Possible Solution	Important Factor	Examples
tourism	Locals must <b>36</b> .....	Daylesford area uses its <b>37</b> .....
using the <b>38</b> .....	- is <b>39</b> ..... by its distinctive product - must market the idea effectively	Shepparton is known for its <b>40</b> .....



## Listening Test 3

- |                              |  |
|------------------------------|--|
| <b>1.</b> equipment (needed) | <b>20.</b> garden bin                  |
| <b>2.</b> Fred               | <b>21.</b> Welfare State               |
| <b>3.</b> 6/six days         | <b>22.</b> too long                    |
| <b>4.</b> Mike               | <b>23.</b> In Perspective              |
| <b>5.</b> Leo                | <b>24.</b> oversimplifies              |
| <b>6.</b> C                  | <b>25.</b> Political Theory            |
| <b>7.</b> A                  | <b>26.</b> not relevant                |
| <b>8.</b> C                  | <b>27.</b> C                           |
| <b>9.</b> B                  | <b>28.</b> S                           |
| <b>10.</b> C                 | <b>29.</b> P                           |
| <b>11.</b> E                 | <b>30.</b> P                           |
| <b>12.</b> A                 | <b>31.</b> C                           |
| <b>13.</b> D                 | <b>32.</b> C                           |
| <b>14.</b> F                 | <b>33</b> <b>35.</b> B,C,E             |
| <b>15.</b> C                 | <b>36.</b> participate                 |
| <b>16.</b> yellow            | <b>37.</b> natural springs             |
| <b>17.</b> garden shed       | <b>38.</b> local product               |
| <b>18.</b> wildlife reserve  | <b>39.</b> characterised/characterized |
| <b>19.</b> firewood          | <b>40.</b> mature cheese(s)            |



# Listening Test 4

## SECTION 1

### Questions 1-7

Complete the form.

Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

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#### Client Details

Name: Andrew Peterson (Example)

Educational Qualification: Degree in 1.....

Previous Job: 2.....

Hobbies: 3.....

Main Skills: 4.....

Expected Salary (\$): 5.....

Can start? 6.....

Other languages? 7.....

### Questions 8 - 10

Choose THREE letters from the list, A-G.

Which THREE qualities do employers most value In their staff?

- A. Problem-solving skills
- B. Diligence
- C. Experience
- D. Flexible hours
- E. Independent thinking
- F. Good personality
- G. Qualifications



# Listening Test 4

## SECTION 2

### Questions 11-15

Answer the questions.

Write ONE WORD ONLY for each answer.

**11.** What does the centre provide first?

**12.** What is important to control?

**13.** What will be used to assess member's fitness level?

**14.** How often is the exercise schedule reviewed?

**15.** How many exercise programs are available?

### Questions 16-20

Write the correct letter, **A-G**, next to the questions.

Which place is best for

**16** ..... developing confidence?

**17** ..... reducing stress?

**18** ..... building fitness?

**19** ..... meeting others?

**20** ..... finding information?

**A** jogging machines

**B** Yoga studio

**C** Weight units

**D** Front-desk area

**E** Squash courts

**F** Shower blocks

**G** Swimming pool



## Listening Test 4

### SECTION 3

#### Questions 21-25

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

**21.** The position needs someone good at

**A** computers.

**B** dealing with people.

**C** arts.

**22.** The directors will select someone from the faculty of

**A** arts.

**B** computing.

**C** business.

**23.** The position will require the person to

**A** work long hours.

**B** train others.

**C** do weekend work.

**24.** The position will come with a

**A** car.

**B** parking space.

**C** much better salary.

**25.** The best aspect of the job is it

**A** gives more responsibility.

**B** comes with a private office.

**C** is a step to higher positions.

#### Questions 26-30

Complete the table.

Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

	Candidates			
	Steven	Abdul	Lek	Oscar
Years of Experience	26..... .....	7	8	12
Qualification	MBA	27..... .....	degree	certificates
Possible Concerns	28..... .....	limited English	29..... .....	30..... .....

## Listening Test 4

### SECTION 4

#### Questions 31-33

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

**31.** Caves are

- A. often ignored.
- B. mostly in remote areas.
- C. often difficult to explore.

**32.** People who explore caves

- A. mostly need to know about cartography
- B. enjoy overcoming the difficulties.
- C. usually know about cave sciences.

**33.** China has

- A. probably the most undiscovered caves.
- B. a growing number of cave explorers.
- C. some of the best documented caves.

#### Questions 34-40

Complete the table and notes.

Write **NO MORE THAN TWO WORDS** for each answer.

Three Main Reasons for Cave Formation		
Dissolution	Volcanic Lava Tubes	Action of Waves
mainly involves 34.....	<ul style="list-style-type: none"><li>• topmost surface cools down and 35.....</li><li>.....</li><li>• hotter lava continue to flow beneath</li></ul>	waves pound in to cliffs then erode into 36..... or less rigid rocks.
Limestone caves	<ul style="list-style-type: none"><li>• often have formations made of 37..... carbonate</li><li>• e.g. stalactites, stalagmites, and 38.....</li></ul>	
e.g. Lechuguilla	<ul style="list-style-type: none"><li>• finally revealed in 39.....</li><li>• interestingly, formed from the 40.....</li></ul>	

## Listening Test 4

- |                             |                            |
|-----------------------------|----------------------------|
| <b>1.</b> engineering       | <b>22.</b> C               |
| <b>2.</b> car salesman      | <b>23.</b> A               |
| <b>3.</b> (play)(ing) chess | <b>24.</b> B               |
| <b>4.</b> electronics       | <b>25.</b> C               |
| <b>5.</b> 1,200             | <b>26.</b> 7               |
| <b>6.</b> immediately       | <b>27.</b> MBP             |
| <b>7.</b> Spanish           | <b>28.</b> not stable      |
| <b>8, 10.</b> A,E,F         | <b>29.</b> bad attitude    |
| <b>11.</b> consultation(s)  | <b>30.</b> health problems |
| <b>12.</b> diet             | <b>31.</b> C               |
| <b>13.</b> test             | <b>32.</b> C               |
| <b>14.</b> monthly          | <b>33.</b> A               |
| <b>15.</b> three            | <b>34.</b> limestone       |
| <b>16.</b> C                | <b>35.</b> solidifies      |
| <b>17.</b> A                | <b>36.</b> fault lines     |
| <b>18.</b> E                | <b>37.</b> calcium         |
| <b>19.</b> F                | <b>38.</b> flowstone       |
| <b>20.</b> B                | <b>39.</b> 1986            |
| <b>21.</b> B                | <b>40.</b> bottom up       |



# Listening Test 5

## SECTION 1

### Questions 1-5

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer

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#### Transport from Highgate Village

##### Example Answer

Destination .....Camden Town.....

- Fast train leaves at 1..... from platform 9.
- Nearest station is 2.....
- Number 999 bus goes to Gower Street 3.....
- The train leaves the railway station from platform 4.....
- There is a train every 5.....

## Questions 6-10

Complete the table below.

Write **NO MORE THAN ONE WORD AND OR A NUMBER** for each answer.

Means of transport	Normal fare	Discounted fare
Bus	£2	£6..... .....
Train (busy time)	£7..... .....	
Train (off-peak hours)	£11	£8..... .....
Regular Thames boat trip	£6	£9..... .....
Half-day sightseeing boat tour	£45	-
Whole-day sightseeing boat tour	£10..... .....	-



# Listening Test 5

## SECTION 2

Questions 11-16

Label the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Services offered	For individuals	For groups
email counselling	<ul style="list-style-type: none"><li>• your decision when to allocate time to your issues</li><li>• 11..... and reflect</li></ul>	-
face-to-face individual counselling	<ul style="list-style-type: none"><li>• talk in person</li><li>• 50-minute session</li><li>• 12..... time</li></ul>	-
group therapy	-	<ul style="list-style-type: none"><li>• how to function 13..... to others</li><li>• 14..... personal development</li></ul>
self-help resources	<ul style="list-style-type: none"><li>• find out more about your issues</li><li>• 15..... 24/7</li><li>• links to a range of resources</li></ul>	-
specific issue workshops	-	<ul style="list-style-type: none"><li>• similar specific issues</li><li>• develop helpful 16.....</li></ul>

Questions 17-20

Which counsellor should you see?

Write the correct letter: **A, B or C**, next to questions **17-20**.

**A**

Deirdre Blythe

**B**

Bobby Foyle

**C**

Samantha Stewart

**17**..... if you have not made an appointment

**18**..... if you have never seen a counsellor before

**19**..... if you suffer from stress or anxiety

**20**..... you are not able to see a counsellor during normal office hours



# Listening Test 5

## SECTION 3

Questions 21-30

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

### HOW TO WRITE AN ENGLISH LITERATURE ESSAY

#### Introductory Points

- Number one criterion for a good essay is **21**.....
- Avoid writing an essay that is a regurgitation of facts, **22**..... or other people's opinions.
- The second important thing to keep in mind is **23**.....
- Write **24**..... and ideas down before you start.
- Look at the **25**..... before you start writing.
- Know **26**..... Do not make the mistake of writing for yourself.

#### Essay Structure

- Absolute maximum paragraph size is an **27**.....

#### Flow

- One thought should **28**..... another in your English Literature essay.
- To make the transition between paragraphs smoother, you can use **29**..... and phrases.

#### Argument

- Every English Literature essay should have a clear argument. This should not be **30**..... but rather, it should include several possible sides of the discussion.



# Listening Test 5

## SECTION 4

### Questions 31-35

Complete each sentence with NO MORE THAN THREE WORDS.

Red is a potent colour. It brings to mind many **31** .....

It is frequently used to imply or refer to **32** .....

Our faces become red when we are very angry, hence the expression to **33**

.....

When **34** ..... , we become suddenly red in the face from embarrassment or shame, modesty or guilt.

Finally, red is the colour most often used to symbolise love, the most common example of which is, of course, **35** .....

### Questions 36-40

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

**36.** According to colour psychology, wearing red clothing may influence

- A. our visual perception.
- B. our bank balance.
- C. our bodily processes.
- D. our interest in sport.

**37.** A surprising number of non-primate mammals

- A. have a new cell in their retina.
- B. are dogs.
- C. are colour-blind.
- D. cannot survive in the tropics.

**38.** Russell Hill and Robert Barton's experiments showed that humans react to red

- A. with humility and arrogance.
- B. in the same way as mandrill monkeys.
- C. only 5% of the time.
- D. as if they are footballers trying to score a penalty.

**39.** Which is NOT mentioned as a reason for the effect of wearing red in sport?

- A. Wearing red helps the athlete rise to a higher level of self-confidence.
- B. Wearing red makes people domineering and controlling.
- C. The opponent of an athlete wearing red feels threatened.
- D. Umpires tend to be partial towards athletes wearing red.

**40.** Colour psychology is

- A studied by very young scientists.
- B an old-fashioned branch of science.
- C considered to use controversial experimental methods.
- D interested in how colour can be used to improve work performance.



# Listening Test 5

## ANSWERS

**1.** 8.30

**2.** King's Cross

**3.** Underground Station

**4.** 6

**5.** 5 minutes

**6.** 1.40

**7.** 11

**8.** 6.05

**9.** 4.80

**10.** 75

**11.** write down

**12.** pre-scheduled appointment

**13.** in relation

**14.** long-term

**15.** accessible

**16.** strategies

**17.** B

**18.** A

**19.** C

**20.** A

**21.** readability

**22.** lecture notes

**23.** planning

**24.** key points

**25.** whole picture

**26.** your reader

**27.** A4 page

**28.** seem to follow

**29.** connective words

**30.** one-sided

**31.** powerful associations

**32.** danger and warning

**33.** see red

**34.** we blush

**35.** the red rose

**36.** C

**37.** C

**38.** B

**39.** B

**40.** D



# Listening Test 5



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

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## IELTS Listening and Reading Answer Sheet

### Centre number:

Pencil must be used to complete this sheet.

Please write your full name in CAPITAL letters on the line below:

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



**Test date** (shade ONE box for the day, ONE box for the month and ONE box for the year):

**Day:**  01  02  03  04  05  06  07  08  09  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31

**Month:**  01  02  03  04  05  06  07  08  09  10  11  12   **Year (last 2 digits):**  09  10  11  12  13  14  15  16  17  18

Listening	Listening	Listening	Listening	Listening	Listening	Marker use only
1			✓ 1 x <input type="checkbox"/> <input type="checkbox"/>	21		✓ 21 x <input type="checkbox"/> <input type="checkbox"/>
2			✓ 2 x <input type="checkbox"/> <input type="checkbox"/>	22		✓ 22 x <input type="checkbox"/> <input type="checkbox"/>
3			✓ 3 x <input type="checkbox"/> <input type="checkbox"/>	23		✓ 23 x <input type="checkbox"/> <input type="checkbox"/>
4			✓ 4 x <input type="checkbox"/> <input type="checkbox"/>	24		✓ 24 x <input type="checkbox"/> <input type="checkbox"/>
5			✓ 5 x <input type="checkbox"/> <input type="checkbox"/>	25		✓ 25 x <input type="checkbox"/> <input type="checkbox"/>
6			✓ 6 x <input type="checkbox"/> <input type="checkbox"/>	26		✓ 26 x <input type="checkbox"/> <input type="checkbox"/>
7			✓ 7 x <input type="checkbox"/> <input type="checkbox"/>	27		✓ 27 x <input type="checkbox"/> <input type="checkbox"/>
8			✓ 8 x <input type="checkbox"/> <input type="checkbox"/>	28		✓ 28 x <input type="checkbox"/> <input type="checkbox"/>
9			✓ 9 x <input type="checkbox"/> <input type="checkbox"/>	29		✓ 29 x <input type="checkbox"/> <input type="checkbox"/>
10			✓ 10 x <input type="checkbox"/> <input type="checkbox"/>	30		✓ 30 x <input type="checkbox"/> <input type="checkbox"/>
11			✓ 11 x <input type="checkbox"/> <input type="checkbox"/>	31		✓ 31 x <input type="checkbox"/> <input type="checkbox"/>
12			✓ 12 x <input type="checkbox"/> <input type="checkbox"/>	32		✓ 32 x <input type="checkbox"/> <input type="checkbox"/>
13			✓ 13 x <input type="checkbox"/> <input type="checkbox"/>	33		✓ 33 x <input type="checkbox"/> <input type="checkbox"/>
14			✓ 14 x <input type="checkbox"/> <input type="checkbox"/>	34		✓ 34 x <input type="checkbox"/> <input type="checkbox"/>
15			✓ 15 x <input type="checkbox"/> <input type="checkbox"/>	35		✓ 35 x <input type="checkbox"/> <input type="checkbox"/>
16			✓ 16 x <input type="checkbox"/> <input type="checkbox"/>	36		✓ 36 x <input type="checkbox"/> <input type="checkbox"/>
17			✓ 17 x <input type="checkbox"/> <input type="checkbox"/>	37		✓ 37 x <input type="checkbox"/> <input type="checkbox"/>
18			✓ 18 x <input type="checkbox"/> <input type="checkbox"/>	38		✓ 38 x <input type="checkbox"/> <input type="checkbox"/>
19			✓ 19 x <input type="checkbox"/> <input type="checkbox"/>	39		✓ 39 x <input type="checkbox"/> <input type="checkbox"/>
20			✓ 20 x <input type="checkbox"/> <input type="checkbox"/>	40		✓ 40 x <input type="checkbox"/> <input type="checkbox"/>

Marker 2 Initials	
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Marker 1 Initials	
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Band Score	
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Listening Total	
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# تدرييات

# قسم القراءة



# Reading Test 1

## Reading Passage 1

### Fordlandia

A. Natural latex, or rubber, comes from the sap of rubber trees. Native to the Amazon region of South America, they had long been a Brazilian monopoly, and the boom in wild rubber had made many remote jungle towns rich, until thousands of seeds of the tree were smuggled out by an entrepreneurial Brit, Henry Wickham. These were used to start plantations throughout British East-Asia, where the trees, facing none of their natural insect or fungal enemies, thrived. Thus, the Brazilian rubber boom crashed, leaving control of the world's supplies with the plantation owners in Malaysia (where to this day, most of the world's natural rubber is still produced).

B. But in the late 1920s, the automobile tycoon, Henry Ford, had a vision. He believed in vertical integration—that is, a supply chain of car parts and products united through his ownership. With his factories producing hundreds of thousands of cars, each of them needing rubber tyres, Ford wanted his own source of rubber and resented dealing with the British plantation interests. He therefore decided to buy a huge tract of Amazonian rainforest, where he would transplant his American workers and lifestyle, in order to make the largest rubber plantation on the planet. It would be called Fordlandia — ambitious, grandiose, and doomed from the beginning.

C. The first mistake was to hire a rather untrustworthy Brazilian to scout for the best location in the Amazon. This man recommended a damp, rocky, and infertile series of hillsides near the Tapajos river, a tributary of the wide and mighty Amazon. In 1928, Ford blindly acquired a 10,000-square-kilometre concession and immediately ordered an immense amount of infrastructure to be built—at huge cost. To this end, earth-moving equipment arrived, tractors, stump-pullers, trains, prefabricated living quarters, and food-making equipment. The surface jungle was cleared, scores of Ford's employees were relocated, and out of this wilderness sprang an instant slice of America, complete with a modern hospital, library, hotels, ice cream makers, and row upon row of prefabricated houses positioned along nicely paved streets.



## Reading Test 1

D. The second big mistake was that, incredibly, Ford never thought to consult trained horticulturists. He naively assumed that his own company engineers, who had proven their worth in the production of cars, would prove equally adept at this agricultural endeavour. Thus, they planted the rubber trees thickly together, believing that they would nourish in their home environment. However, in the Amazonian jungle, wild rubber trees are actually few and far between — a defence against the prodigious insect life which chews, drills, sucks, and bites. In such environments, monocultural farming approaches are dubious at best. Ford's young rubber trees had no sooner appeared from the ground than they were attacked by caterpillars, ants, red spiders, and most significantly, South American leaf blight, which, to this day, limits the number of rubber plantations in this, the tree's native land.

E. The next problem was based on cultural differences. The newly planted fields needed hundreds of local workers, who, although well paid, were expected to follow Ford's patronising vision of a healthy lifestyle. Instead of the local custom of working before and after the roastingly hot middle of the day, Ford's workers were forced to do the standard company 9-to-5 shift. Similarly, they had to eat American food and take part in weekend activities considered sufficiently wholesome, such as poetry reading and square-dancing. Alcohol was strictly forbidden at work, in the housing estates, or within Fordlandia's sphere of influence. After a year denied their local customs, the disgruntled workers had had enough, and a riot followed, leaving the hapless American staff scurrying into the jungle to escape injury. It was all finally quelled with the arrival of the Brazilian army.

F. After three years, and no significant quantity of rubber to show for it all, Ford did what he should have done from the beginning—hired a trained horticulturist, who ultimately concluded that, in whatever manner the rubber trees were planted, the land was not appropriate for their cultivation. With such humiliating news, anyone less stubborn would have given up, yet Ford purchased another tract of land some fifty miles downstream of the Tapajos river—flatter, drier, better drained, and more suitable for machinery — and started all over again. This time, Ford imported blight-resistant Malaysian rubber trees, and much more horticultural expertise. Still, 10 years later, in 1942, the operation could only produce a paltry 750 tons of latex rubber. Ford's factories were hoping for almost 40,000.

G. The final nail in the coffin was the development of synthetic rubber, and in 1945, it was time to admit defeat, although it was not Ford who did so. By that time he was old and ill and had relinquished control of his company to his grandson, Henry Ford II, who closed down the entire rubber operation. The holdings were sold back to the Brazilian government for a pittance, leaving a loss of over \$20 million (which would be over 10 times that much in today's terms) — a complete and utter financial disaster.



# Reading Test 1

## Questions 1-4

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

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. Henry Wickham destroyed the Brazilian rubber boom.
2. Rubber trees are well suited to Malaysia.
3. The Tapajos river is very wide.
4. Fordlandia may have succeeded.

## Questions 5- 10

Complete the table.

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

	Fordlandia's Problems	Result of these
One	first piece of land not 5..... for rubber trees	no 6..... of rubber produced
Two	7..... were unfamiliar with farming	an unwise 8..... approach
Three	not following 9.....	a 10.....

## Questions 11- 13

Complete the sentences.

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

The natural enemy of rubber trees is 11.....

Plantations definitely need the skills of 12.....

Fordlandia closed down upon the invention of 13.....



# Reading Test 1

## Reading Passage 2

### Shakespeare: The Authorship Question

If one were asked to name the greatest writer in the English language, few would hesitate in answering, 'William Shakespeare'. Although he dabbled in poetry, his central claim to fame is his plays, almost 40 of them. Extensively studied, constantly performed, adapted, and reinterpreted into modern contexts, Shakespeare's plays remain as popular as ever. But did he write them, that is the question?

The immediate reaction is to wonder why anyone would even ask this. Although there is little documentary evidence of Shakespeare's life, what does exist unequivocally identifies him as the author of the plays. His name appears on title pages of a few publications, printing orders, and theatrical documents, and is mentioned by contemporary commentators and a fellow playwright, both publicly and in private memoirs, in every case in a way that is consistent with Shakespeare being the author. Consequently, for hundreds of years, no one held any doubts whatsoever on the matter.

There it would have remained, had Shakespeare's post-humous reputation not reached such lofty heights. With the widespread acceptance of his dramatic genius, apparent inconsistencies were perceived. Chief among these was how such literature could originate from, as viewed by some, a humble ill-educated country bumpkin and bawdy stage entrepreneur, about whom so little was known. Details of Shakespeare's schooling and upbringing in the small market town of Stratford-Upon-Avon are non-existent, but among his surviving children there is no evidence of strong education or even basic literacy skills. No original written texts have ever been found, and Shakespeare's six surviving signatures are all unsteady, showing inconsistent style and spelling.

Most tellingly for some are the circumstances of Shakespeare's death. Firstly, there is his will, a commonplace and unpoetic document, making no mention whatsoever of the considerable body of papers, reference books, and miscellaneous plays, poetry, and writings that one would expect a playwright of Shakespeare's stature to possess. Apparently he was unconcerned about the rights to both his own plays (many of which remained unpublished at that time) and his own literary heritage. The second fact is that, upon his death, there were no eulogies, mourning notices, or testimonies from those who knew him. All this seems very perplexing for a playwright and poet who, whilst not necessarily considered the most polished, professional, or learned by his peers, had nevertheless achieved considerable wealth, respect, and fame, even in his own lifetime.



## Reading Test 1

Such thoughts first became public in the mid-19th century -- and have never really slopped, developing the grand title, 'The Shakespeare authorship question", and dividing those interested into two sides: the Stratfordians: those who support Shakespeare as the author, and the anti-Stratfordians: those who do not. For the latter body, the only way to overcome the documentary evidence in support of Shakespeare's authorship is to assume a conspiracy existed among a select group of people, perhaps including Shakespeare himself, in order to protect the real author's identity. So who was he (and in those times, it goes without saying that it could not be a 'she')?

The anti-Stratfordians search for a university-educated, upper-class candidate — someone who would inevitably have had knowledge of aristocratic manners and mores, and familiarity with the proceedings and politics of the royal court, all of which so often appear in the plays themselves. The reason for the conspiracy is that producing such works, full with themes of royal revenge and murder, intrigue and assassination, mob rule and rebellion, could render a nobleman liable to the dangerous charge of subversion. Some have also argued that, at that time, it was considered socially unacceptable for the upper-class to publish creative literature for monetary gain, being instead confined to circulating their writings among their peers, or seeing them performed among courtly audiences.

There are four leading contenders. Sir Francis Bacon was the first nominated, and certainly had the best intellectual credentials, being well-versed in law, philosophy, essay writing, and science. However, since the 1920s, Edward de Vere, an aristocratic earl who patronised and sponsored actors and the arts, has become the leading contender. Only slightly less favoured is a fellow playwright, Christopher Marlowe. Born into the same social class as Shakespeare, he at least went to university, although his early death in a tavern brawl presents difficulties — unless one assumes his demise was fabricated to allow him to continue writing under Shakespeare's name. Finally, there is William Stanley, another aristocratic earl. Contemporary accounts attest to the fact that he wrote plays for the common people, and throughout his life he displayed interest and support for the theatre.

And the evidence? Mere historical and literary conjecture, vague similarities in writing styles, and loose coincidences between the lives and travels of these contenders when compared to the scenes and settings of many of the plays in question. In other words, nothing solid at all. The case is so flimsy that reputable scholars barely discuss it, and rightly so. Although capable of attracting public interest and selling books, unless some real evidence emerges, I would say that the authorship question is not questionable at all.



# Reading Test 1

## Questions 14-17

Write **TRUE**, **FALSE**, or **NOT GIVEN**.

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

14. Shakespeare's name appears on many documents.
15. He was considered a genius even in his lifetime.
16. He was well-educated.
17. When he died, not all the plays had been published.

## Questions 18- 21

Complete the sentences.

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

We have six examples of Shakespeare's 18.....

He used ordinary language in his 19.....

The lack of public grieving upon his death is 20.....

Those who believe Shakespeare was not the author are called 21.....



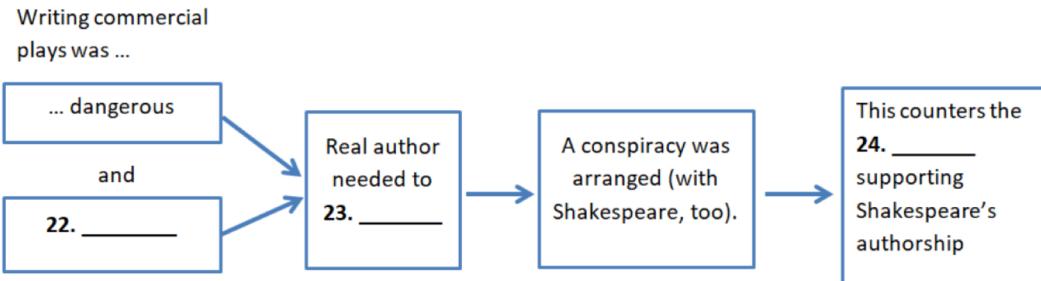
# Reading Test 1

## Questions 22- 24

Complete the flowchart.

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

### The argument for an Aristocratic author



22\_\_\_\_\_

23\_\_\_\_\_

24\_\_\_\_\_

## Questions 25- 26

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

25. Which sentence was mentioned in the reading passage?

- A Sir Francis Bacon was the smartest of the candidates.
- B Edward de Vere was in the same social class as Shakespeare.
- C Christopher Marlowe is the prime candidate.
- D William Stanley wrote plays for courtly audiences.

26. The author believes that Shakespeare

- A did not write the plays.
- B may not have written the plays.
- C probably wrote the plays.
- D certainly wrote the plays.



# Reading Test 1

## Reading Passage 3

### The Immunisation Controversy

- A. Carl Sagan once said, ‘Science loses ground to pseudo-science because the latter seems to offer more comfort.’ Yes, hard science, proven facts, and indisputable logic are often not sufficiently consoling, and thus routinely eliminated from the equation. Never, though, has this been more distressing than with the so-called ‘anti-vaccination’ movement. The end result has been the needless death of very young children, the most helpless of bystanders, and yet it seems there is no end in sight.
- B. It is strange to believe that vaccination, with such a long and distinguished track record, is now under assault. Smallpox, for example, had killed over half a billion human beings throughout history but was eradicated — completely removed from the face of the Earth — via immunisation programs. Similarly, polio, rubella, whooping cough, measles, and a slew of other diseases which routinely decimated the youth are now, virtually, things of the past. The days of high infant mortality, short life spans, and nasty brutish lives are indeed long gone, and we owe it all to this crucial insight into disease prevention.
- C. And this is part of the problem. With the once terrible epidemics lying outside of human memory, a growing number of people are convinced that vaccinations are no longer necessary, and that the small risk of adverse effects outweighs the benefits. One reason for this belief is that many genetic disorders related to brain impairment often emerge at around two years of age — that is, the same period in which babies receive vaccinations. If one in a hundred babies is destined to develop autism among a vaccinated group, then observable symptoms of the problem will likely appear after a vaccination shot, leading distraught parents to link one event to the other.
- D. This misattribution is compounded by the Internet, which now hosts a sprawling forum of anti-vaccination lobby groups and their websites, full with unsubstantiated claims, fraudulent research, anecdotal evidence, and the passionate tirades of multitudes, firmly convinced of the correctness of their case. Authority is undermined, statistics ignored, and hard science excluded. Is it so surprising? If creationists and alternative medicine practitioners can gain respectability and widespread public and political support, so too can the pseudo-science of the anti-vaccinationists. When faced with this wave of propaganda, it would be hard for many parents, motivated by the intense desire to protect their children, not to be influenced.



## Reading Test 1

E. At this point, it must be clarified that there is no credible evidence whatsoever to support the anti-vaccinationists' claims. Over a score of peer-reviewed studies have found nothing to link the MMR (measles/mumps/rubella) vaccine to autism, or even the more subtle neurological problems, and every reason to continue with vaccinations. The so-called increase in autism so often attributed to vaccinations merely results from more accurate diagnoses. Children who in the past would have been labeled as 'retarded' or 'slow' are now identified as having one of the three main grades of autism (which is probably genetically determined). Yet this argument falls on deaf ears, and the counter-claimants have succeeded in reducing vaccination rates among certain communities to the extent that outbreaks of preventable childhood illnesses (such as polio, meningitis, and measles) are occurring.

F. The MMR controversy is a sad case. In 1998, a high-profile paper linked this vaccine to autism. It was later shown that the author was receiving funds from various groups engaged in a lawsuit against vaccine manufacturers, and that the study was both ethically and methodologically faulty. Data had been manipulated, and results misreported. Similar studies found no link whatsoever, and in 2004, the medical journal which hosted the original article formally retracted its conclusion. Yet vaccination rates in the UK. had dropped to 80% in the subsequent years. In late 1999, a measles outbreak occurred in North Dublin (which had vaccination rates as low as 60%), resulting in 100 hospitalisations and three deaths.

G. One of the key arguments of the anti-vaccinationists is that they have the right to choose their medication. These people attack what they see as the impersonal, intrusive, and uncaring edifice of modern medical science. However, the success of immunisation programs depends on a sufficiently high number of the population being immune, which forces the disease to die out through lack of carriers. If there are enough susceptible individuals to provide a chain of disease transmission, safety is compromised for all, and this is why free choice should not be an issue, particularly when the hard evidence presents an overwhelming case. Personally, I would have thought that when children started dying from preventable diseases, the anti-vaccinationists' case would die also.

H. But there are other agendas at play. Anti-vaccinationists can posture as moral crusaders, dismissing those who support immunisation as being in the payment of big pharmaceutical companies, whom they see as dishonest and immoral. Talk show hosts, women's magazines, paid 'experts', lawyers, and media celebrities, all benefit from creating controversy when none existed, while alternative medicine practitioners and snake-oil salesmen all oppose vaccination, believing that their own slew of pills, potions, and unproven expensive treatments do the job better. Against all this, how can rational science prevail?



# Reading Test 1

## Questions 27-33

Reading Passage Three has seven paragraphs, A-H.

Choose the correct heading for Paragraphs B-H from the list of headings.

List of Headings	
i	Easy publicity
ii	Increasing outbreaks of disease
iii	Some real reasons
iv	All or nothing
v	Autism on the rise
vi	Past successes
vii	A sad consequence
viii	An unfortunate coincidence
ix	A simple explanation
x	Some dubious evidence

27. Paragraph B
28. Paragraph C
29. Paragraph D
30. Paragraph E
31. Paragraph F
32. Paragraph G
33. Paragraph H

## Questions 34- 36

Choose THREE answers from the list and write the correct letter, A-G, next to the questions.

For which THREE reasons, A-G, do anti-vaccinationists oppose vaccinations?

- A Believing they cause problems
- B Wanting to save money
- C Wanting freedom of choice
- D Not believing drug manufacturers
- E The pain of vaccinations
- F The influence of creationists
- G Preferring alternative medicine



## Reading Test 1

### Questions 37- 40

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

37. Autism is

- A sometimes caused by vaccinations.
- B a very subtle neurological disorder.
- C most likely inherited.
- D increasing.

38. The 1998 paper was

- A the cause of falling vaccination rates.
- B defended by the medical journal.
- C verified by other studies.
- D funded by patients.

39. Vaccinations

- A have removed most smallpox from the world.
- B are supported by solid evidence.
- C are defended on some websites.
- D are no longer necessary.

40. Alternative medicine practitioners

- A believe vaccinations are generally good.
- B can be impersonal and uncaring.
- C are often supported by politicians.
- D are often quite cheap.



# Reading Test 1

## Answers

- |                             |                            |
|-----------------------------|----------------------------|
| 1. TRUE                     | 21. anti-Stratfordians     |
| 2. TRUE                     | 22. socially unacceptable  |
| 3 NOT GIVEN                 | 23. protect (his) identity |
| 4. FALSE                    | 24. documentary evidence   |
| 5. appropriate              | 25. A                      |
| 6. significant quantity     | 26. D                      |
| 7. Company engineers        | 27. vi                     |
| 8. monocultural (farming)   | 28. viii                   |
| 9. local customs            | 29. i                      |
| 10. riot (followed)         | 30. ix                     |
| 11. leaf blight             | 31. x                      |
| 12. trained horticulturists | 32. iv                     |
| 13. synthetic rubber        | 33. iii                    |
| 14. FALSE                   | 34, 36. A,C,D              |
| 15. FALSE                   | 37. C                      |
| 16. NOT GIVEN               | 38. A                      |
| 17. TRUE                    | 39. B                      |
| 18. signature(s)            | 40. C                      |
| 19. will                    |                            |
| 20. perplexing              |                            |



## Reading Test 2

### Reading Passage 1

#### Family Names

- A. Any specific study of words and language almost invariably has an obscure name, and that includes the study of people's names themselves. This science is called anthroponomastics (anthropos being man, and onoma being name) but do not expect that word to be useful in your life. Yet all people possess names, and most possess several. With respect to the apparently random family name, if one traces back far enough in time, there is inevitably a formative logic that warrants some reflection. After all, that is the name people will carry their whole lives (name changes aside), and pass on to their descendants.
- B. Considering early Britain, populations at that time lived in small farming hamlets, where they generally stayed their whole lives, and people had one name only. Being the only person named 'John' in the village allowed that single name to sufficiently distinguish that person from all others. If another John did exist, one could simply add some description to the name: 'John the carpenter' versus 'John near the hill', and a third could be 'John, Peter's son'. Such additions were mostly short-lived and not passed down to descendants. But of course, life was not destined to remain that simple.
- C. With townships increasing in population, people becoming more mobile, and invading armies flowing to and fro, complications set in. In England, the process of adopting family names (or 'surnames' or 'second names') did not happen suddenly, but if one had to pick a fixed date, 1379 would be a good start. This was when the government introduced a poll tax, the administration of which required a list of the names of every adult in the kingdom. Suddenly, there were too many Johns to deal with. To resolve this issue, the later Additions Statute (1413) insisted that all names also come with the bearers' occupation and place of residence. With such increasing bureaucracy, fixed and heritable family names would eventually become a necessity.



## Reading Test 2

D. There were many methods by which these names were decided. The most obvious was to use that place of residence, although this method did come with the obvious problem that all residents of, say, Wickham, could not take the family name ‘Wickham’ without causing obvious confusion. Still, jumping to Italy, this did not prevent Leonardo da Vinci (from Vinci) becoming the town’s most famous export. Moving back to England, family names could also derive from personal beliefs (resulting in Mope, Christian, Godley, and others) or physical attributes, giving us Armstrong, Short, Brown, and others. Such names are often disguised by their original Gaelic derivation. Guilfoyle means ‘follower of (Saint) Paul’; Kennedy means ‘ugly head’.

E. Quite common also was to be named from the trade or profession carried out, resulting in names such as Smith, Butcher, and Carpenter. Many of these refer to professions long made redundant, such as Fletcher (arrow maker), Cooper (barrel maker), or Heyward (fence maintainer). Also common was to be named from geographic features, often ones near where the name-bearer lived. And so there is Hill, Bush, Underwood (‘under the wood’), Eastlake, Bridges, and many others. Finally, names often showed the relationships among families, where ‘son of Peter’ became ‘Peter’s son’, in turn becoming ‘Peterson’. Similarly, there is Johnson, Harrison, and Robertson. In Scots, ‘Mac’ was used, giving MacDonald, MacPherson, and others.

F. With the mixing of populations from different countries (especially in America), the original foreign names often suffered. This was either due to mispronunciation, which saw names such as Pfoersching become Pershing, or deliberate modifications to accommodate English pronunciation and spelling. Thus, Krankheit became Cronkite, and Wistinghausen became Westinghouse. Yet even the most English of family names is often historically knocked around a fair bit in terms of spelling and pronunciation before settling into its final form. Old English spellings, for example, were often lost in favour of phonetic intelligibility, making the determination of exact meaning difficult. .

All this study of family names might lead one to believe that using them is universal. Far from it, and the technical word for a single name only is a mononym. Parts of Africa, India, Central Asia, and Indonesia, as well as many indigenous or aboriginal groups use single names only. In the developed world, such names are usually stage names, reserved for celebrities, artists, singers, or film stars.

G. The entertainment industry in Japan is replete with examples: Mana, Ayaka, and Ichiro, while Korea, China, and Hong Kong, have followed suit. Moving to the West, some will invent names (Bono, Sting, Prince), or just use family names (Liberace, Morrissey), or their first names (Shakira, Cher). Contrasting this, the musician Bjork uses a mononym in accordance with her own culture. As with all Icelanders, she has no family name.

A final point of interest is that in European and Western cultures, the family name is usually given after the first name (in both speaking and writing) — hence the terms ‘first’ and ‘last’ name. Contrasting this, in Asian cultures it is the other way round, reflecting the greater emphasis placed on family relationships. Since many of these cultures have vertical writing, what to the West is a ‘last name’ is in the East, an ‘upper name’.



# Reading Test 2

## Questions 1-4

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

What aspect of family names should make us think more about them?

1 \_\_\_\_\_

Originally, what was needed to distinguish two same first names?

2 \_\_\_\_\_

What legislation began the process of using family names?

3 \_\_\_\_\_

What made family names, in time, necessary?

4 \_\_\_\_\_

## Questions 5- 9

What system was used for the formation of the following names?

5 \_\_\_\_\_ Bono

A	Personal belief
B	Place of residence
C	Mistake
D	Mononym
E	Profession
F	Geographic feature

6 \_\_\_\_\_ Vinci

7 \_\_\_\_\_ Pershing

8 \_\_\_\_\_ Heyward

9 \_\_\_\_\_ Guilfoyle

## Questions 10- 13

Complete the sentences.

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

'Mac' in Scottish means '10.....'

In order to be easier to write, foreign names often had 11.....

Spelling changes in names can make it hard to know  
their 12.....

The term 'upper name' is used because of Asia's 13.....



# Reading Test 2

## Reading Passage 2

### Sampling Bias

Our primitive ancestors left many paintings on the walls inside caves. Additionally, inside and near these places there is evidence of fire pits, and refuse and burial sites.

However, one could equally imagine this same evidence of daily life on exposed cliffs or hillsides, on trees or animals skins, and beside rivers and coastlines. Such evidence, if it existed, would have long been washed, eroded, or rotted away. Thus, prehistoric people are characterised as ‘cavemen’, presumed to have a predilection for dwelling in these places only because that is where most evidence is taken. This ‘caveman effect’ is an example of what is known as ‘sampling bias’ — one of the biggest problems when conducting any form of statistical data gathering.

Surveys, for example, are popular because they are easy to administer and relatively cost-effective, particularly if conducted remotely through technical means, such as telephone, mail, email, or the Internet. Surveys also lend themselves to obtaining particularly large numbers of respondents, which, in theory, allows a greater chance of sampling all the variations of the target population. They can also be standardised with fixed questions and responses (such as ‘tick the box’ or ‘closed-ended’ questions). This allows easy collation, analysis, and presentation of results, all with the air of precision that mathematics brings. Such surveys, however, have proven notoriously unreliable because of the difficulty in obtaining representative samples. In other words, the sampling is biased, or skewed in favour of certain outcomes.

Let us look at some examples. If one calls people on cellphones, it immediately excludes those who favour landlines, and thus the sample of respondents may be those who are more technically-conversant, skewing data based on, say, technical issues ('How often do you use the Internet?'). If one rings domestic homes during the daytime, most of those who work during the day will be excluded. Those that answer will more likely be the unemployed, disabled, elderly, and retired, skewing data based on, say, work-related issues ('How important is work in your life?'). No matter how large the sampling size is, sampling bias can immediately invalidate the results.



## Reading Test 2

One of the more subtle of sampling biases is known as self-selection. No matter how rigorously the respondents are chosen to be random and characteristic of the target population, those who choose to respond will be different to those who do not. Generally, respondents who are willing to invest time in giving answers obviously want to say something, whereas those who choose not to answer probably do not. Thus, any survey in which many respondents do not answer, do not give clear answers, or only give cursory or unthinking answers, is immediately invalidated, since opinionated perspectives are disproportionately represented.

The latter is such an immediate and obvious problem that it has given rise to techniques to maximise the possibility of garnering responses. One of the more effective is to give the respondents advanced warning (often through the mail), highlighting the time, the nature of the survey, and the mode of delivery, as well as expressing appreciation for the assistance. The interviewers themselves must be sufficiently trained in correct question-asking techniques, and, with cranks, salespeople, and scam-artists abounding, interviewers must provide introductions about themselves, their company, and the nature of the interview, fully and with evident sincerity, in order to gain the trust of those they are talking to.

Even with this, sampling bias can easily arise due to the number of variables in place, since it only takes one to skew the data. If taking samples from a specific location — say, a street corner— then it may be that this location is in the business district, excluding ordinary workers from the sample. It may be that it is near a restaurant district, excluding those who cook more often for themselves. If there is a health club nearby, the majority of respondents may be much healthier than the average of the population. If it is on a university campus, designed to poll university students, is it near the engineering or the arts faculty? The part-time or full-time schools? Are they rich or poor? Male or female? What about race, colour, gender, religion, socio-economic background, and first language? The list goes on and on.

One method to deal with this is to make sure all targeted groups are represented, if only a little, and make mathematical extrapolations to correct the bias. For this to work, the degree of underrepresentation needs to be quantified exactly, and one needs to assume the under-represented respondents are indeed typical of their kind. If, for example, one aims to find the opinion of the population regarding the outcome of an election, but could only, for whatever reasons, interview one woman for every four men, the responses of the women could be multiplied by four, and thus, one can assume (guardedly and with many provisos), that the sampling bias from gender has been corrected. But that does assume all the other variables which introduce bias have been excluded — often a very problematic assumption to make.



## Reading Test 2

### Questions 14-18

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

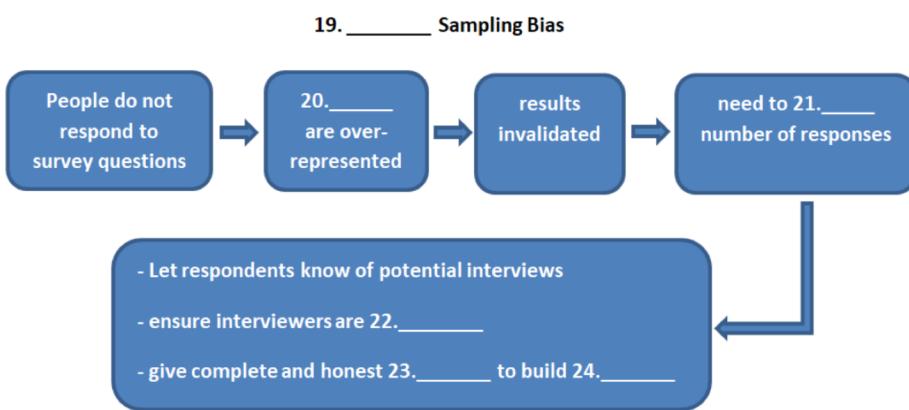
TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	If there is no information on this

14. Cavemen were often very good artists.
15. Surveys can be done cheaply by telephone.
16. Surveys can usually give reliable information.
17. The elderly and disabled people are often at home during the day.
18. Larger survey samples can reduce sampling bias.

### Questions 19- 24

Complete the flowchart.

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



19\_\_\_\_\_

20\_\_\_\_\_

21\_\_\_\_\_

22\_\_\_\_\_

23\_\_\_\_\_

24\_\_\_\_\_



## Reading Test 2

### Questions 25- 26

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

#### 25. The number of sampling variables

- A is usually not so large.
- B can result in important input being lost.
- C means many locations need to be used.
- D can result in lists being necessary.

#### 26. Mathematical extrapolation

- A can yield confident results.
- B requires responses from both men and women.
- C needs exact ratios.
- D needs many respondents.



## Reading Test 2

### Reading Passage 3

#### The Biggest Impact

- A. In 1980 a team of researchers were analysing soil samples at what was then known as the KT boundary. The K is misleading, as it actually refers to the cretaceous era, while the T refers to the tertiary era. What made geologists originally place a division in that distant time, some 65 million years ago, was the mass extinction which then occurred, seeing over two thirds of all land and sea life disappear, including the dinosaurs — or more strictly, all non-birdlike dinosaurs (since birds are now considered dinosaurs' descendants). Whilst this was not the biggest extinction of all, it is definitely the most famous. But what caused it?
- B. The researchers discovered that sedimentary layers at the KT boundary contained a concentration of iridium many times higher than what normally occurs — up to 120 times. Most iridium disappeared when the Earth was molten, sinking into its metallic core. However, this element is abundant in asteroids and comets, which led to an intriguing hypothesis — that an asteroid or comet had struck the Earth, causing the mass extinction. The object would have vaporised almost immediately upon impact, throwing its iridium-rich contents into the atmosphere, from where it eventually settled across the entire planet. The problem was, an asteroid large enough to do this would have left traces of its impact in the Earth's crust, and at that time there were no known signs. Or were there?
- C. In actual fact, in the 1960s, a contractor named Baltosser working for a Mexican state-owned oil company had looked at a gravity map of the Yucatán Peninsula, near the Gulf of Mexico. He noticed a large arc-shape, showing a symmetry that was impossible to naturally occur. Company policy forbade him from releasing his findings, and so the secret lay until 1978, when two geophysicists, Camargo and Penfield, working for the same company, discovered it again. In the search for possible oil-drilling sites, they had been examining magnetic surveys in the Gulf of Mexico, which revealed an underwater arc. The two arcs, sea-based and land-based, matched perfectly, showing a circle 180 kilometers wide, centred on the coastal village of Chicxulub, and so it became known as the Chicxulub Crater.



## Reading Test 2

D. In 1981, Camargo and Penfield released their findings, but the world was not listening. It took over ten years, and much more evidence (rock samples, drilling cores, and dating of the seabed rocks to the magic figure of 65 million years), before scientists began to accept the findings, although widespread skepticism existed, and still remains, to some extent, today. It is occasionally argued that the impact was not the sole reason for the mass extinction, or that there were other contemporaneous impacts, or that extensive volcanism or climate and sea-level change were the real causes. It was perhaps this that led, in 2010, to an international panel of over 40 scientists being convened in order to specifically address the evidence. They concluded that an asteroid impact, as evidenced by the Chicxulub Crater, was indeed the cause of the mass extinction.

E. Trying to picture that event, the most powerful ever in the Earth's history, strains the imagination. It begins with a 10-15 kilometer wide rock appearing from nowhere, almost instantaneously vaporising, and releasing over two million times the energy of an atomic bomb. The most immediate effect is a cloud of super-heated dust, ash, and steam expanding outwards, igniting fires, and broiling everything in its path. A split second later follows a series of shock waves, traveling across the surface of the globe, triggering earthquakes and volcanic eruptions. Next there is a 'mega-tsunami', thousands of meters high, ripping coastlines apart and stirring up the oceans. Then, in the next few weeks, the huge amounts of carbon dioxide from the vaporisation of carbonate rock heats the Earth, but with the atmosphere choked with dust for years, sunlight is blocked, killing off plants, ultimately plunging the Earth into winter and the entire biosphere into absolute chaos.

F. The surprising fact is not that so many creatures became extinct, but that so many survived! With global disruption to plant communities, the herbivorous dinosaurs died quickly, and their predators soon followed. Sea-based life suffered disastrously, and all giant marine reptiles disappeared, yet the ancestors of the crocodile survived. It is theorised that, like modern crocodiles, they were semi-aquatic and thus were able to shelter in the water from fires and blast damage, and yet could scavenge on land amongst the abundance of dead animals for years afterwards. Similarly, insects, worms, and molluscs could all feed on dead plant and animal matter, allowing those that fed on these creatures to survive. Consequently, insectivores, scavengers, or those with omnivorous eating habits, including mammals and smaller bird-like reptiles, were preserved.

G. Thus, the dinosaurs as we know them, after 135 million years as the dominant land animal, were all but gone. This allowed mammals, then only small burrowing cat-like creatures (attributes which had also helped ensure their survival throughout the disaster), to emerge from the undergrowth, diversity, and eventually rule the land. In an ironic consequence, that class of animal ultimately led to species Homo sapiens, or human beings. So, were it not for that disastrous extinction 65 million years ago, we would not be here today.



## Reading Test 2

### Questions 27-32

Reading Passage Three has seven paragraphs, A-G.

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

List of Heading	
i	The situation in the sea
ii	The first piece of evidence
iii	A fortunate consequence
iv	Preservation strategies
v	Company procedures
vi	The mystery of the border
vii	A first-hand view
viii	An unexpected element
ix	A final decision
x	Heated debate

### Questions 33- 37

Complete the summary of the first half of the passage.

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

Baltosser, a contractor, was the first to identify the 33....., but could not reveal this information because of 34..... . Years later, the discovery of 35..... at the KT boundary added further evidence, after which Camargo and Penfield finally showed the world Baltosser's discovery. Nevertheless, they had to overcome 36..... until an international commission confirmed this event as the real reason for the 37..... which followed.



## Reading Test 2

### Questions 38- 40

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

38. After the asteroid struck the Earth:

- A the shock wave was followed by the object's vaporisation.
- B the Earth warmed before going cold.
- C the tsunami caused earthquakes and volcanic eruptions.
- D the eruptions plunged the atmosphere into chaos.

39 .In the aftermath of the asteroid strike

- A all the dinosaurs died.
- B all reptiles died.
- C the dead animals were important.
- D the water allowed shelter for mammals.

40. Mammals of that time survived because they

- A consumed dead animals and plant
- B were large and strong.
- C lived in the shadows of trees.
- D were a special class of animals.



# Reading Test 2

## Answers

- |                              |                           |
|------------------------------|---------------------------|
| 1. formative logic           | 21. maximise (the)        |
| 2. (some) description        | 22. sufficiently trained  |
| 3. poll tax                  | 23. introductions         |
| 4. increasing bureaucracy    | 24. trust                 |
| 5. D                         | 25. B                     |
| 6. B                         | 26. C                     |
| 7. C                         | 27. viii                  |
| 8. E                         | 28. ii                    |
| 9. A                         | 29. ix                    |
| 10. son (of)                 | 30. vii                   |
| 11. deliberate modifications | 31. iv                    |
| 12. exact meaning            | 32. iii                   |
| 13. vertical writing         | 33. Chicxulub Crater      |
| 14. NOT GIVEN                | 34. company policy        |
| 15. TRUE                     | 35. iridium               |
| 16. FALSE                    | 36. widespread skepticism |
| 17. TRUE                     | 37. mass extinction       |
| 18. FALSE                    | 38. B                     |
| 19. Self-selection           | 39. C                     |
| 20. Opinionated perspectives | 40. A                     |



# Reading Test 3

## Reading Passage 1

### A song on the brain

*Some songs just won't leave you alone. But this may give us clues about how our brain works*

**A** Everyone knows the situation where you can't get a song out of your head. You hear a pop song on the radio - or even just read the song's title and it haunts you for hours, playing over and over in your mind until you're heartily sick of it. The condition now even has a medical name 'song-in-head syndrome'.

**B** But why does the mind annoy us like this? No one knows for sure, but it's probably because the brain is better at holding onto information than it is at knowing what information is important. Roger Chaffin, a psychologist at the University of Connecticut says, 'It's a manifestation of an aspect of memory which is normally an asset to us, but in this instance it can be a nuisance.'

**C** This eager acquisitiveness of the brain may have helped our ancestors remember important information in the past. Today, students use it to learn new material, and musicians rely on it to memorise complicated pieces. But when this useful function goes awry it can get you stuck on a tune. Unfortunately, superficial, repetitive pop tunes are, by their very nature, more likely to stick than something more inventive.

**D** The annoying playback probably originates in the auditory cortex. Located at the front of the brain, this region handles both listening and playback of music and other sounds. Neuroscientist Robert Zatorre of McGill University in Montreal proved this some years ago when he asked volunteers to replay the theme from the TV show *Dallas* in their heads. Brain imaging studies showed that this activated the same region of the auditory cortex as when the people actually heard the song.

**E** Not every stored musical memory emerges into consciousness, however. The frontal lobe of the brain gets to decide which thoughts become conscious and which ones are simply stored away. But it can become fatigued or depressed, which is when people most commonly suffer from song-in-head syndrome and other intrusive thoughts, says Susan Ball, a clinical psychologist at Indiana University School of Medicine in Indianapolis. And once the unwanted song surfaces, it's hard to stuff it back down into the subconscious. 'The more you try to suppress a thought, the more you get it,' says Ball. 'We call this the pink elephant phenomenon. Tell the brain not to think about pink elephants, and it's guaranteed to do so,' she says.



## Reading Test 3

**F** For those not severely afflicted, simply avoiding certain kinds of music can help. 'I know certain pieces that are kind of "sticky" to me, so I will not play them in the early morning for fear that they will run around in my head all day,' says Steven Brown, who trained as a classical pianist but is now a neuroscientist at the University of Texas Health Science Center at San Antonio. He says he always has a song in his head and, even more annoying, his mind never seems to make it all the way through. 'It tends to involve short fragments between, say, 5 or 15 seconds. They seem to get looped, for hours sometimes,' he says.

**G** Brown's experience of repeated musical loops may represent a phenomenon called 'chunking', in which people remember musical phrases as a single unit of memory, says Caroline Palmer, a psychologist at Ohio State University in Columbus. Most listeners have little choice about what chunks they remember. Particular chunks may be especially 'sticky' if you hear them often or if they follow certain predictable patterns, such as the chord progression of rock 'n' roll music. Palmer's research shows that the more a piece of music conforms to these patterns, the easier it is to remember. That's why you're more likely to be haunted by the tunes of pop music than by those of a classical composer such as J. S. Bach.

**H** But this ability can be used for good as well as annoyance. Teachers can tap into memory reinforcement by setting their lessons to music. For example, in one experiment students who heard a history text set as the lyrics to a catchy song remembered the words better than those who simply read them, says Sandra Calvert, a psychologist at Georgetown University in Washington DC.

**I** This sort of memory enhancement may even explain the origin of music. Before the written word could be used to record history, people memorised it in songs, says Leon James, a psychologist at the University of Hawaii. And music may have had an even more important role. 'All music has a message,' he says. 'This message functions to unite society and to standardise the thought processes of people in society.'



# Reading Test 3

## Questions 1-3

Choose the correct answer, **A, B, C or D**

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

1. The writer says that song-in-head syndrome<sup>1</sup> may occur because the brain

- A confuses two different types of memory.
- B cannot decide what information it needs to retain.
- C has been damaged by harmful input.
- D cannot hold onto all the information it processes.

2. A tune is more likely to stay in your head if

- A it is simple and unoriginal.
- B you have musical training.
- C it is part of your culture.
- D you have a good memory.

3. Robert Zatorre found that a part of the auditory cortex was activated when volunteers

- A listened to certain types of music.
- B learned to play a tune on an instrument.
- C replayed a piece of music after several years.
- D remembered a tune they had heard previously



# Reading Test 3

## Questions 4- 7

Look at the following theories (Questions 4-7) and the list of people below.

Match each theory with the person it is credited to.

4. The memorable nature of some tunes can help other learning processes.
5. Music may not always be stored in the memory in the form of separate notes.
6. People may have started to make music because of their need to remember things.
7. Having a song going round your head may happen to you more often when one part of the brain is tired.

A	Roger Chaffin
B	Susan Ball
C	Steven Brown
D	Caroline Palmer
E	Sandra Calvert
F	Leon James

## Questions 8- 13

Reading Passage 1 has nine paragraphs labelled A-I.

Which paragraph contains the following information?

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

8. a claim that music strengthens social bonds
9. two reasons why some bits of music tend to stick in your mind more than others
10. an example of how the brain may respond in opposition to your wishes
11. the name of the part of the brain where song-in-head syndrome begins
12. examples of two everyday events that can set off song-in-head syndrome
13. a description of what one person does to prevent song-in-head syndrome



# Reading Test 3

## Reading Passage 2

### Worldly Wealth

*Can the future population of the world enjoy a comfortable lifestyle, with possessions, space and mobility, without crippling the environment?*

The world's population is expected to stabilize at around nine billion. Will it be possible for nine billion people to have the lifestyle enjoyed today only by the wealthy? One school of thought says no: not only should the majority of the world's people resign themselves to poverty forever, but rich nations must also revert to simpler lifestyles in order to save the planet.

Admittedly, there may be political or social barriers to achieving a rich world. But in fact there seems to be no insuperable physical or ecological reason why nine billion people should not achieve a comfortable lifestyle, using technology only slightly more advanced than that which we now possess. In thinking about the future of civilization, we ought to start by asking what people want. The evidence demonstrates that as people get richer they want a greater range of personal technology, they want lots of room (preferably near or in natural surroundings) and they want greater speed in travel. More possessions, more space, more mobility.

In the developed world, the personal technologies of the wealthy, including telephones, washing machines and cars, have become necessities within a generation or two. Increasing productivity that results in decreasing costs for such goods has been responsible for the greatest gains in the standard of living, and there is every reason to believe that this will continue.

As affluence grows, the amount of energy and raw materials used for production of machinery will therefore escalate. But this need not mean an end to the machine age. Rather than being thrown away, materials from old machinery can be recycled by manufacturers. And long before all fossil fuels are exhausted, their rising prices may compel industrial society not only to become more energy efficient but also to find alternative energy sources sufficient for the demands of an advanced technological civilization nuclear fission, nuclear fusion, solar energy, chemical photosynthesis, geothermal, biomass or some yet unknown source of energy.

The growth of cities and suburbs is often seen as a threat to the environment. However, in fact the increasing amount of land consumed by agriculture is a far greater danger than urban sprawl.



## Reading Test 3

Stopping the growth of farms is the best way to preserve many of the world's remaining wild areas. But is a dramatic downsizing of farmland possible? Thanks to the growth of agricultural productivity, reforestation and 're-wilding' has been under way in the industrial countries for generations. Since 1950 more land in the US has been set aside in parks than has been occupied by urban and suburban growth. And much of what was farmland in the nineteenth century is now forest again. Taking the best Iowa maize growers as the norm for world food productivity, it has been calculated that less than a tenth of present cropland could support a population of 10 billion.

In *The Environment Game*, a vision of a utopia that would be at once high-tech and environmentalist. Nigel Calder suggested that 'nourishing but unpalatable primary food produced by industrial techniques - like yeast from petroleum may be fed to animals, so that we can continue to eat our customary meat, eggs, milk, butter, and cheese and so that people in underdeveloped countries can have adequate supplies of animal protein for the first time.'

In the long run, tissue-cloning techniques could be used to grow desired portions of meat by themselves. Once their DNA has been extracted to create cow less steaks and chicken less drumsticks, domesticated species of livestock, bred for millennia to be stupid or to have grotesquely enhanced traits, should be allowed to become extinct, except for a few specimens in zoos. However, game such as wild deer, rabbits and wild ducks will be ever more abundant as farms revert to wilderness, so this could supplement the laboratory-grown meat in the diets of tomorrow's affluent.

With rising personal incomes come rising expectations of mobility. This is another luxury of today's rich that could become a necessity of tomorrow's global population - particularly if its members choose to live widely dispersed in a post-agrarian wilderness. In his recent book *Free Flight*, James Fallows, a pilot as well as a writer, describes serious attempts by both state and private entrepreneurs in the USA to promote an 'air taxi' system within the price range of today's middle class and perhaps tomorrow's global population.

Two of the chief obstacles to the science fiction fantasy of the personal plane or hover car are price and danger. While technological improvements are driving prices down, piloting an aircraft in three dimensions is still more difficult than driving a car in two, and pilot error causes more fatalities than driver error. But before long our aircraft and cars will be piloted by computers which are never tired or stressed.

So perhaps there are some grounds for optimism when viewing the future of civilization. With the help of technology, and without putting serious strains on the global environment, possessions, space and mobility can be achieved for all the projected population of the world.



# Reading Test 3

## Questions 14-19

Do the following statements reflect the claims of the writer in Reading Passage 2?1

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts the views of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

14. Today's wealthy people ignore the fact that millions are living in poverty.
15. There are reasons why the future population of the world may not enjoy a comfortable lifestyle.
16. The first thing to consider when planning for the future is environmental protection.
17. As manufactured goods get cheaper, people will benefit more from them.
18. It may be possible to find new types of raw materials for use in the production of machinery.
19. The rising prices of fossil fuels may bring some benefits.

## Questions 14-19

Complete the summary below.

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

### Space for an increased population

According to the writer, the use of land for 20..... is the most serious threat to the environment. However, in the US. there has already been an increase in the amount of land used for 21..... and forests. Far less land would be required to feed the world's population if the 22..... of the land could be improved worldwide. It has also been claimed that the industrial production of animal foods could allow greater access to animal 23..... by the entire world's population. Scientists could use 24..... from domesticated animals to help produce meat by tissue cloning, and these species could then be allowed to die out. In addition to this type of meat, 25 will also be widely available.

## Questions 26- 27

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

26. Greater mobility may be a feature of the future because of changes in  
A the location of housing.  
B patterns of employment.  
C centres of transport.  
D the distribution of wealth.

27. Air transport will be safe because of  
A new types of aircraft.  
B better training methods.  
C three-dimensional models.  
D improved technology.



# Reading Test 3

## Reading Passage 2

### Space: The Final Archaeological Frontier

Space travel may still have a long way to go, but the notion of archaeological research and heritage management in space is already concerning scientists and environmentalists.

In 1993, University of Hawaii's anthropologist Ben Finney, who for much of his career has studied the technology once used by Polynesians to colonize islands in the Pacific, suggested that it would not be premature to begin thinking about the archaeology of Russian and American aerospace sites on the Moon and Mars. Finney pointed out that just as today's scholars use archaeological records to investigate how Polynesians diverged culturally as they explored the Pacific, archaeologists will someday study off-Earth sites to trace the development of humans in space. He realized that it was unlikely anyone would be able to conduct fieldwork in the near future, but he was convinced that one day such work would be done.

There is a growing awareness, however, that it won't be long before both corporate adventurers and space tourists reach the Moon and Mars. There is a wealth of important archaeological sites from the history of space exploration on the Moon and Mars and measures need to be taken to protect these sites. In addition to the threat from profit-seeking corporations, scholars cite other potentially destructive forces such as souvenir hunting and unmonitored scientific sampling, as has already occurred in explorations of remote polar regions. Already in 1999 one company was proposing a robotic lunar rover mission beginning at the site of Tranquility Base and rumbling across the Moon from one archaeological site to another, from the wreck of the Ranger 8 probe to Apollo 17's landing site. The mission, which would leave vehicle tyre-marks all over some of the most famous sites on the Moon, was promoted as a form of theme-park entertainment.

According to the vaguely worded United Nations Outer Space Treaty of 1967, what it terms 'space junk' remains the property of the country that sent the craft or probe into space. But the treaty doesn't explicitly address protection of sites like Tranquility Base, and equating the remains of human exploration of the heavens with 'space junk' leaves them vulnerable to scavengers. Another problem arises through other international treaties proclaiming that land in space cannot be owned by any country or individual. This presents some interesting dilemmas for the aspiring manager of extraterrestrial cultural resources. Does the US own Neil Armstrong's famous first footprints on the Moon but not the lunar dust in which they were recorded? Surely those footprints are as important in the story of human development as those left by hominids at Laetoli, Tanzania. But unlike the Laetoli prints, which have survived for 3.5 million years encased in cement-like ash, those at Tranquility Base could be swept away with a casual brush of a space tourist's hand.



## Reading Test 3

To deal with problems like these, it may be time to look to innovative international administrative structures for the preservation of historic remains on the new frontier. The Moon, with its wealth of sites, will surely be the first destination of archaeologists trained to work in space. But any young scholars hoping to claim the mantle of history's first lunar archaeologist will be disappointed. That distinction is already taken.

On November 19. 1969. astronauts Charles Conrad and Alan Bean made a difficult manual landing of the Apollo 12 lunar module in the Moon's Ocean of Storms, just a few hundred feet from an unmanned probe. Surveyor J. that had landed in a crater on April 19. 1967. Unrecognized at the time, this was an important moment in the history of science. Bean and Conrad were about to conduct the first archaeological studies on the Moon.

After the obligatory planting of the American flag and some geological sampling, Conrad and Bean made their way to Surveyor 3. They observed that the probe had bounced after touchdown and carefully photographed the impressions made by its footpads. The whole spacecraft was covered in dust, perhaps kicked up by the landing.

The astronaut-archaeologists carefully removed the probes television camera, remote sampling arm. and pieces of tubing. They bagged and labelled these artefacts, and stowed them on board their lunar module. On their return to Earth, they passed them on to the Daveson Space Center in Houston, Texas, and the Hughes Air and Space Corporation in bl Segundo, California. There, scientists analyzed the changes in these aerospace artefacts.

One result of the analysis astonished them. A fragment of the television camera revealed evidence of the bacteria Streptococcus mitis. For a moment it was thought Conrad and Bean had discovered evidence for life on the Moon, but after further research the real explanation became apparent. While the camera was being installed in the probe prior to the launch, someone sneezed on it. The resulting bacteria had travelled to the Moon, remained in an alternating freezing.' boiling vacuum for more than two years, and returned promptly to life upon reaching the safety of a laboratory back on Earth.

The finding that not even the vastness of space can stop humans from spreading a sore throat was an unexpected spin-off. But the artefacts brought back by Rean and Conrad have a broader significance. Simple as they may seem, they provide the first example of extraterrestrial archaeology and perhaps more significant for the history of the discipline formational archaeology, the study of environmental and cultural forces upon the life history of human artefacts in space.



## Reading Test 3

### Questions 28-33

Complete each sentence with the correct ending **A-H** from the box below.

- |   |   |
|---|---|
| A | activities of tourists and scientists have harmed the environment.          |
| B | some sites in space could be important in the history of space exploration. |
| C | vehicles used for tourism have polluted the environment.                    |
| D | it may be unclear who has responsibility for historic human footprints.     |
| E | past explorers used technology in order to find new places to live.         |
| F | man-made objects left in space are regarded as rubbish.                     |
| G | astronauts may need to work more closely with archaeologists.               |
| H | important sites on the Moon may be under threat.                            |

28. Ben Finney's main academic work investigates the way that
29. Ben Finney thought that in the long term
30. Commercial pressures mean that in the immediate future
31. Academics are concerned by the fact that in isolated regions on Earth.
32. One problem with the 1967 UN treaty is that
33. The wording of legal agreements over ownership of land in space means that

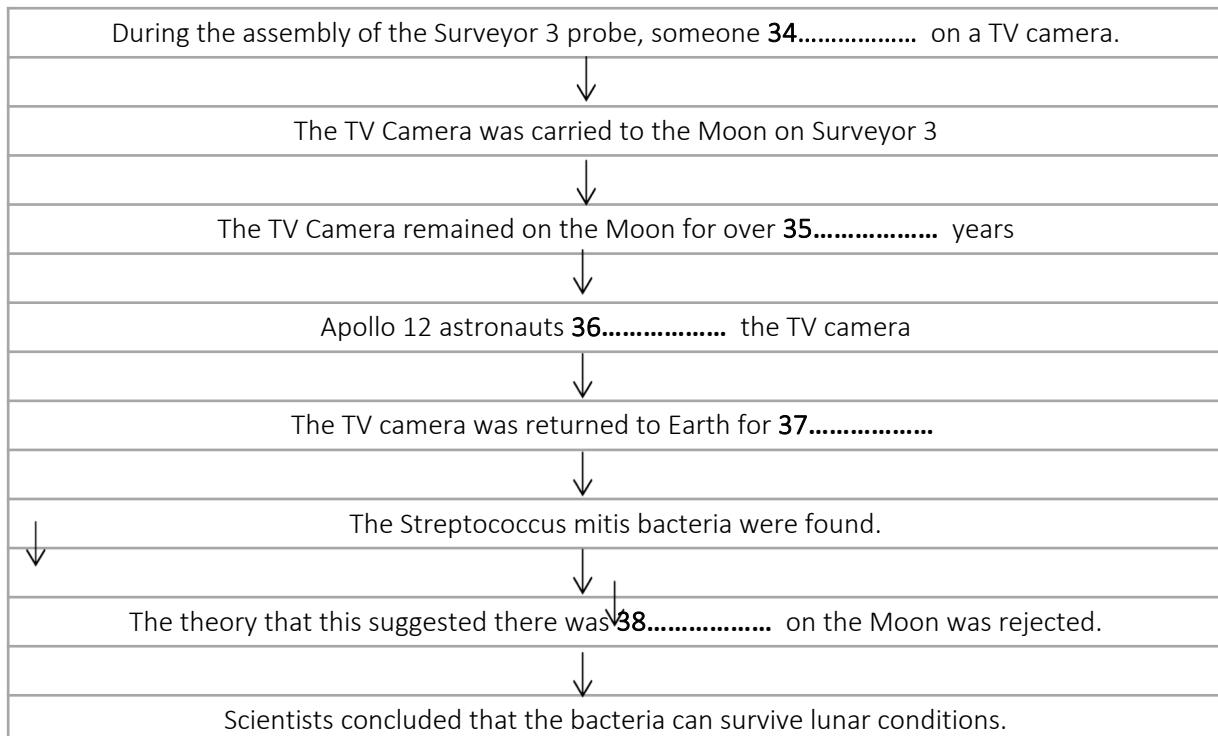


## Reading Test 3

### Questions 34- 38

Complete the flow chart below.

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



### Questions 39- 40

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

The **TWO** main purposes of the writer of this text are to explain

- A the reasons why space archaeology is not possible.
- B the dangers that could follow from contamination of objects from space.
- C the need to set up careful controls over space tourism.
- D the need to preserve historic sites and objects in space.
- E the possible cultural effects of space travel.



## Reading Test 3

### Answers

1. B                            21. parks  
2. A                            22. productivity  
3. D                            23. protein  
4. E                            24. DNA  
5. D                            25. game  
6. F                            26. A  
7. B                            27. D  
8. I                            28. E  
9. G                            29. B  
10. E                          30. H  
11. D                          31. A  
12. A                          32. F  
13. F                          33. D  
14. NOT GIVEN                34. sneezed  
15. YES                        35. two/2  
16. NO                        36. removed  
17. YES                        37. analysis  
18. NOT GIVEN                38. life  
19. YES                        39, 40. C,D  
20. agriculture / farms /  
farmland



# Reading Test 4

## Reading Passage 1

### It's Dynamite

- A. In 1866, an American railroad company was constructing a tunnel through the Sierra Nevada mountains. They encountered particularly hard rock, and ordered three crates of the only blasting explosive that could do the job: nitroglycerine. The first of these crates arrived in a postal centre in San Francisco, and upon being accidentally dropped, promptly exploded, killing all 15 people present. The point was taken. 'Nitro' was dangerously shock sensitive. Its transportation was soon banned, and from then on, it had to be manufactured by on-site laboratories - an expensive and still quite dangerous task, as the number of deadly explosions would demonstrate.
- B. The history of nitroglycerine is full of such sad events. It was first synthesised in 1847 by Ascanio Sobrero, an Italian chemist, and he was so frightened by his discovery that he did not immediately publish his findings. He was also the first to caution the world against its use, in both private letters and a journal article, arguing that it was impossible to handle the substance safely. However, it was soon discovered that when frozen (at about five degrees), nitro was much less sensitive to shock. The problem was then in thawing it back into liquid form, at which point it became even more unstable. Again, a mounting death toll would testify to this fact.
- C. Yet nitroglycerine always remained in demand, being the first practical mining explosive produced. Prior to this, gunpowder was used, but this was limited and clumsy. Gunpowder is a 'low' explosive, meaning that it 'burns' from layer to layer, producing gases which expand at less than the speed of sound. Nitro is a 'high' explosive, meaning that it 'detonates' - that is, is triggered to react by the virtually instantaneous shock wave, producing gases which expand at more than the speed of sound. Gunpowder could not efficiently shatter rock (although it was suitable for bullets and artillery shells). Only nitro could really do the job, and a Swedish chemist, Alfred Nobel, became interested.
- D. Nobel's companies were moving from primarily iron and steel production to the almost exclusive manufacture of cannons, armaments, and gunpowder, and he saw the commercial value in making nitroglycerine manageable. He began experimenting - at considerable cost. In 1864, his younger brother and several workers were killed in a factory explosion. Understressed, Nobel built a new factory in the remote hills of Germany, determined to find the answer. He first tried combining nitro with conventional gunpowder, marketing the final product as 'blasting oil', yet accidental explosions continued. His factory was destroyed yet again, on two occasions!



## Reading Test 4

E. The breakthrough finally came when Nobel's company mixed liquid nitroglycerine with an inert absorbent silicate sand, known as 'diatomaceous earth'. This was produced by grinding down diatomite, a rock found around the local hills. It is similar to volcanic pumice, being very light and highly porous, yet it is actually the fossilised remains of diatoms, a hard-shelled alga. This combination immediately made nitro less dangerous to handle, and by being solid, more convenient to package and transport. Nobel patented his invention in 1867 under the name of 'dynamite', based on 'dyna' the Greek word for 'power'.

F. In its best-known form, dynamite was made in short paper-wrapped sticks consisting of three quarters intro to one quarter diatomaceous earth, but it would always remain dangerous to manufacture, store, and use. Over time, the nitro can seep out, crystallising on the outside of the sticks or pooling at the bottom of storage boxes, with all the consequent instability that raw nitro possesses. Nevertheless, in an age of extensive railroad and tunnel construction, the product would earn Nobel a great fortune. Yet, while high explosives serve a commendable purpose in peacetime engineering projects, Nobel's fortune was also based on weapons of death and destruction, and the public knew it.

G. Nobel himself was to become greatly perturbed, especially given the events which occurred when his brother Ludvig died. The French newspapers mistakenly thought it was the death of Alfred himself, and published an obituary. Alfred happened to be in France at the time, and one can only wonder at his reaction upon reading about his own death! Yet the obituary was harsh and condemning, calling Nobel the 'merchant of death', someone who 'became rich by finding ways to kill more people faster than ever before'. It was certainly this event which influenced him, in 1895, to write a new last will and testament, one year before he died. It would astonish everyone, and change the course of history.

H. When Alfred Nobel died, single and childless, at age 63, he specified that, apart from some minor bequests, his vast fortune (about 200 million dollars in today's money) be set aside for the establishment of the Nobel Prizes. These would be awarded annually for those who confer the 'greatest benefit on mankind' in physics, chemistry, peace, medicine, and literature. Nobel's strategy worked, as the Nobel Prizes are now considered among the most prestigious in the world. Few consider that all that money comes from nitroglycerine, dynamite, gunpowder, and armament manufacture, the indirect cause of incalculable human carnage.



# Reading Test 4

## Questions 1-5

Complete the summary of the first three paragraphs.

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

Nitroglycerine could explode with even a small 1....., thus it was the cause of a growing 2..... . It was able to 3..... since, in contrast to gunpowder, it 4..... . When 5..... , nitro could be handled more safely, yet deaths continued.

## Questions 6- 9

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

What were the two products that Nobel's companies originally manufacture?

What were the two products that Nobel's companies originally manufacture?

6 .....

What was the first nitroglycerine product called?

7 .....

What rock does diatomite resemble?

8 .....

In what field was dynamite used most beneficially?

9 .....

## Questions 10- 13

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

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

10. Dynamite is safer than nitroglycerine.

11. The French newspaper condemned Alfred Nobel because of his wealth.

12. Nobel's will left some money to his friends.

13. Many now condemn Nobel for his production of weapons.



# Reading Test 4

## Reading Passage 2

### Single-Gender Education: A Case Made?

- A. All modern democracies, instilled as they are with the ethics of freedom and equality of the sexes, nevertheless offer the option of single-sex education. This separates the genders into their own classrooms, buildings, and often schools. Traditionally, women had to fight hard and long to achieve equal opportunities in education, and the single-gender controversy is mostly in relation to them. The question is whether this educational system advances or retards their cause, and there are supporters on both sides, each convinced that the case is made.
- B. Given that the word 'segregation' has such negative connotations, the current interest in single-gender schooling is somewhat surprising. In the same way that a progressive society would never consider segregation on the basis of skin colour, income, or age, it seems innately wrong to do this on gender. Yet in the real world and the society in which we live, segregation of some sort happens all the time. Clubs inevitably form - for example, of clerical workers, of lawyers, of the academically gifted, and of those skilled in music or the arts. Exclusionary cliques, classes, and in-groups, are all part of everyday life. Thus, it may simply be an idealistic illusion to condemn single-gender settings on that basis alone, as do many co-educational advocates.
- C. This suggests that single-gender education must necessarily be condemned on other grounds, yet the issue is complicated, and research often sinks into a morass of conflicting data and, occasionally, emotional argument. Thus, one study comes out with strong proof of the efficacy of single-gender schooling, causing a resurgence of interest and positive public sentiment, only to be later met with a harshly-titled article. 'Single-Sex Schooling: The Myth and the Pseudoscience', published and endorsed by several respected magazines. Similarly, the arguments on both sides have apparent validity and often accord, on the surface at least, with common sense and personal observation. What then can parents do?
- D. Proponents of separating the genders often argue that it promotes better educational results, not only in raw academic scores but also behaviour. The standard support for this is the claim of innate gender differences in the manner in which boys and girls learn and behave in educational settings. Separation allows males to be taught in a 'male way' and in accordance with the 'male' developmental path, which is said to be very different to the female one. Such claims demand hard evidence, but this is difficult to come by, since statistics are notoriously unreliable and subject to varying interpretations.



## Reading Test 4

E. Of course, one of the key factors that leads to superior performance at single-gender schools is often the higher quality of the teachers, the better resources at hand, and the more motivated students, often coming as they do from wealthier or more privileged backgrounds. Single-gender schools are often the most prestigious in society, demanding the highest entry marks from their new students, who, in turn, receive more deference and respect from society. When taking these factors into account, large-scale studies, as well as the latest findings of neuroscientists, do not support the claims of superior results or persistent gender differences, respectively. Those who make such claims are accused of emphasising favourable data, and drawing conclusions based more on anecdotal evidence and gender stereotyping.

F. Yet the single-sex educationalists come out with other positives. One of the most common is that girls are free from the worry of sexual harassment or negative behaviour originating from the presence of boys. Girls are said to develop greater self-confidence, and a preparedness to study subjects, such as engineering and mathematics, which were once the exclusive province of males. Conversely, boys can express a greater interest in the arts, without the possible jibe, 'That's a girls' subject'. But logically, one senses such stereotyping could equally come in single-gender settings, since it is the society outside of school, with all its related expectations, which has the greatest influence.

G. Among this welter of conflicting argument, one can, at least, fall back on one certainty - that the real world is co-gendered, and each side often misunderstands the other. Supporters of co-education argue that positive and co-operative interaction between the genders at school reduces such divisions by de-emphasising gender as a factor of concern. In theory, stereotypes are broken down, and inclusion is emphasised, providing benefits for society as a whole. But such sentiments, admittedly, do sound as if we are retreating into self-promotional propaganda. In other words, these statements are just glib and unreal assertions, rather than a reflection of what actually happens in the co-educational classroom.

H. The key point is whether the interaction in co-educational settings is indeed positive and co-operative. Some would say it could equally be the opposite, and surely it must occasionally be so (if we abandon the rosy picture painted in the previous paragraph). But I would say that that interaction, whether good or bad, whether academically enhancing or retarding, still constitutes education, and of a vital nature. It presents exactly the same subset of challenges that students, male or female, will ultimately have to deal with in the real world. This is the most important point, and would determine my choice regarding in which educational setting I would place my children.

# Reading Test 4

## Questions 14-19

Reading Passage Two has eight paragraphs, A-H.

Choose the correct heading for Paragraphs B-E and G-H from the list of headings.

List of Headings	
i	Another argument in favour
ii	Conflicting evidence
iii	Negatives are positives
iv	An emotional argument
v	Does it help or not?
vi	Looking at the other side
vii	A counter-argument
viii	It's happening anyway
ix	The problems with genders
x	An argument in favour

14 \_\_\_\_\_ Paragraph B

15 \_\_\_\_\_ Paragraph c

16 \_\_\_\_\_ Paragraph D

17 \_\_\_\_\_ Paragraph E

18 \_\_\_\_\_ Paragraph G

19 \_\_\_\_\_ Paragraph H



# Reading Test 4

## Questions 20- 24

Complete the sentences with the correct ending, **A-E**.

<b>A</b>	have some strong views
<b>B</b>	think boys and girls are similar
<b>C</b>	often have idealistic views
<b>D</b>	are surprising in some ways
<b>E</b>	often receive much respect

20 \_\_\_\_\_ Neuroscientists

21 \_\_\_\_\_ The magazines

22 \_\_\_\_\_ Students from single-gender schools

23 \_\_\_\_\_ People in society

24 \_\_\_\_\_ Supporters of co-education

## Questions 25- 26

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

25. The author believes co-education has

A clear statistical support.

B less stereotyping.

C much positive interaction.

D generally lower-quality teaching (compared to single-gender schools).

26. The author believes

A single-gender schooling is better.

B co-educational schooling is preferable.

C we cannot say which sort of schooling is better.

D more evidence is needed.



# Reading Test 4

## Reading Passage 3

### The Mother of All Languages

In 1786, William Jones, a British judge stationed in India, made what must be ranked as one of the most amazing discoveries of all time, yet it is little known outside of linguistic circles. Jones was studying Sanskrit, a long dead Indian language only used in classic or liturgical texts. Upon examining many of the words, he was struck by their similarity to the two most ancient languages known at that time: Greek and Latin. He would later write that Sanskrit has ‘a stronger affinity’ with these other languages ‘than could possibly have been produced by accident’.

Jones drew the conclusion that Greek and Latin, and even the Germanic languages (including English), were all related to Sanskrit, and thus, logically, all of them must necessarily have evolved from a single earlier language. Subsequent scholars were able to confirm this, adding to this linguistic family all of the Romance languages (French, Spanish, and others), Slavic languages (Russian, Czech, and many others), and Indo-Iranian (Persian, Afghan, and many others). There are, in fact, hundreds of languages and dialects all over Europe, Iran, and South Asia, which can now trace their ancestry to an original Indo-European language, now called Proto-Indo-European, or PIE for short.

According to linguistic theory, proto-languages are usually spoken over relatively limited geographical areas, over a short time span, and by a tightly-knit community. The implication is simple, but also stunning that some single ancient tribe which spoke this mother of languages eventually took over most of the middle and western Eurasian landmass, spreading their language with them. This subsequently evolved into many others over the course of time, creating a language family which now has the greatest number of speakers in the world. The big question concerns who these Proto-Indo-Europeans were, and where their ancestral homeland lay.

Archaeologists have examined many sites of European prehistory, occasionally identifying these as the homeland of the PIE population. This is often done with nationalistic overtones, raising the anger of others in this field, and there still remains controversy over each claim. It is linguistic evidence which provides, perhaps, more definite clues. The similarities in vocabulary between all PIE’s daughter languages have allowed linguists to deduce a probable grammar and fairly extensive vocabulary. It is irresistible not to read into this a tentative lifestyle and location, with the quaint proviso that it remains ‘at best, highly speculative’.



## Reading Test 4

Looking at just one example, there are PIE words for the temperate trees of the Northern Hemisphere, but not tropical or Mediterranean varieties. This indicates a northern European location, with a cold climate. And so, with such detailed linguistic analysis, the most widely accepted theory places the PIE origin in the Caspian Steppe - a vast region of temperate grass and shrub-land north of the Black Sea, across present-day Ukraine, Southern Russia, and Kazakhstan. Their language was spoken around 4000 BC (plus or minus a millennium, since exact dates are impossible at such an early stage in European pre-history).

What then enabled this single tribe to advance outwards and take over Eurasia? Some geneticists have suggested that it was the domestication of the horse, perhaps giving that tribe a thitherto unheard-of military superiority (as would the Huns and the Mongols possess many thousands of years later). Some of them have also suggested that the discovery of farming was the impetus of this tribe's advance, as with a stable and steady food supply at hand, their numbers could increase at the expense of the other fragmented hunter-gathering tribes roaming the wilds of Eurasia. Perhaps then, PIE simply moved alongside the outward wave of the implementation of agriculture, together with a rapidly expanding and interbreeding population.

But even PIE must have evolved from some earlier language, and audacious linguists are digging deeper into the past. PIE gave birth to a large family of languages, but there exists other families, such as Afro-Asiatic (which includes Arabic), Dravidian (comprising the many languages of Southern India), and Altaic (which includes Mongolian and Japanese). It has been proposed that these themselves may all belong to a 'macro-family', sometimes called Proto-Nostratic. Most linguists maintain that, although it is theoretically possible that such an original language existed, it is next to impossible to prove, since resemblances among languages can also be due to chance, and thus they remain skeptical over such a claim.

Still, the implications are mind-boggling that perhaps almost every single language on Earth can ultimately be traced back to a single source possessed by a small group of individuals. This language is sometimes called Proto-Human, the mother of all languages. One interesting theory posited by geologists is that a huge catastrophe occurred in the not-so-distant past some 70,000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia. This reduced the world population to a small band of survivors, and theirs is the Proto-Human from which all languages subsequently evolved. If this is true, it is intriguing to think that had that catastrophe not occurred, we would all be speaking totally different languages today.



## Reading Test 4

### Questions 27- 30

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

William Jones's findings are mostly known within 27.....

A community which speaks a proto-language is 28 .....

Proto-Indo-Europeans might have come from the 29 .....

Mount Toba was the site of a 30.....

### Questions 31- 35

Write the correct letter, A-E.

**NB** You can use an answer one time only.

A	Archaeologists
B	Geneticists
C	Geologists
D	Linguists
E	Scholars

31..... believe that reliable nutrition may be the answer?

32..... have categorised very many languages?

33..... often face anger and controversy?

34..... are skeptical about some issues?

35..... have speculated about a disaster?

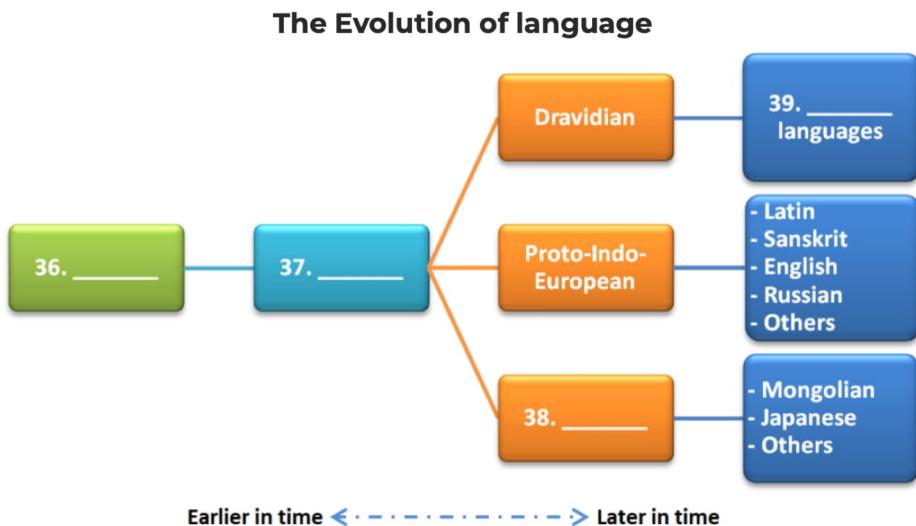


# Reading Test 4

## Questions 36- 39

Complete the flow chart.

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



36\_\_\_\_\_

37\_\_\_\_\_

38\_\_\_\_\_

39\_\_\_\_\_

## Questions 40

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

**40.** The author thinks the subject is

- A complicated.
- B controversial.
- C interesting.
- D fascinating.



## Reading Test 4

### Answers

- |                         |                        |
|-------------------------|------------------------|
| 1. shock                | 21. A                  |
| 2. death toll           | 22. E                  |
| 3. shatter rock         | 23. D                  |
| 4. detonates(ed)        | 24. C                  |
| 5. frozen               | 25. D                  |
| 6. iron, steel          | 26. B                  |
| 7. blasting oil         | 27. linguistic circles |
| 8. volcanic pumice      | 28. tightly knit       |
| 9. engineering projects | 29. Caspian Steppe     |
| 10. TRUE                | 30. volcanic eruption  |
| 11. FALSE               | 31. B                  |
| 12. NOT GIVEN           | 32. E                  |
| 13. FALSE               | 33. A                  |
| 14. viii                | 34. D                  |
| 15. ii                  | 35. C                  |
| 16. x                   | 36. Proto-Human        |
| 17. vii                 | 37. Proto-Nostratic    |
| 18. vi                  | 38. Altaic             |
| 19. iii                 | 39. Southern Indian    |
| 20. B                   | 40. D                  |



# Reading Test 5

## Reading Passage 1

### The Search for Colour

- A. We seldom reflect on the artificial colour of modern merchandise. A blue car is blue; a red chair, red; a green bicycle, green. But why does it have colour? Answer, because its surface contains pigment. If this was originally dissolved in a carrier liquid to transfer the colour, it is known as a dye, but whatever the case, since colour is the most visible element in all objects we desire, pigments can be said to be the basis of customer choice, and therefore of almost all hard trade and transactions. Consequently, production of this substance is big business, now accounting for over twenty billion dollars annually in global sales—yet there was a time when none of it existed.
- B. Going back into the mists of prehistory, objects, tools, and clothing were all earthen and bland, without anything except their natural colours. The first pigments used were of mineral origin — from natural clays tinted by the presence of iron-oxides. The best known examples are the gold colour of ochre, the brown of umber, and the yellow of sienna. These were ground up and mixed with fat to create paint, used, for example, in the earliest European cave paintings. Ash, as well as charcoal (derived from heating wood in the absence of oxygen), were also used to provide black, but in the search for colour, it was soon discovered that biological matter, such as plants, animal waste, mollusks, and insects, could yield more interesting results.
- C. Crimson —a bright red colour—is a good example. It was extracted from kermes, a small insect found on Southern-European oak trees. The pigment is a constituent of the carminic acid produced inside the creature's body, used to discourage predation by birds or other insects. However, with the trees being large and bushy, and the sap-feeding insects few and far between, pigment production was a meticulous and time-consuming process. This increased the price of the product, the end result being that, in Northern Europe, pure crimson long remained a luxury colour for clothing and textiles.
- D. Interestingly, across the Pacific Ocean, people were producing the same colour from the same chemical within another insect. They were called cochineals: small scaly creatures which breed in abundant clusters on the fleshy leaves of a commonly occurring cactus. These insects have many advantages over kermes. Being so prolific and so easily seen by predators, they need to produce higher concentrations of carminic acid for protection, up to a quarter of their body weight. The pigment which results is also stronger and longer-lasting. Finally, the insects are far more easily obtained, being simply scrapped or knocked off the cactus leaves, Thus, after the Spanish conquest of Mexico, cochineals replaced kermes almost completely, becoming a lucrative Central American export for the next few centuries.



## Reading Test 5

E. The lure of crimson was only exceeded by the vivid ‘Tyrian purple’ — a colour which had ranked in highest favour since antiquity. Its source was the medium-sized Murex sea snail. With a range around the coastal Mediterranean, early civilisations there soon realised that the mucus the snail secretes when poked and prodded could be treated to produce a purplish-blue dye which did not fade with time. However, by needing thousands of sea snails and using a complicated (and still little known) process, all for the production of only small amounts of pigment, the colour was so expensive it could only be afforded by the ruling classes. This led to purple becoming associated with royalty. Roman emperors traditionally wore clothing of this colour.

F. For a less durable blue, suitable for dyeing clothes, the indigo plant was discovered. Its leaves were fermented, and then left to age, and the sediment eventually produced was dried, treated, then reduced to a blue powder. This pigment can, in fact, be said to be the oldest used to colour fabric. It is one reason jeans were originally blue, and remain so to this day, indigo being the dye used to colour them. However, it was not suitable for painting or artistic purposes. For that, European artists used a mixture derived from the grinding up of lapis lazuli, a semi-precious stone, whose only known source was in far Afghanistan. Consequently, this colour was very costly, and many artists avoided it altogether. Others, however, were deliberately extravagant in its use, producing proportionally more expensive paintings.

G. The cost of this paint resulted in much experimentation during the Industrial Revolution in search of chemical-based alternatives. This eventually led to the first modern synthetic pigment, Prussian Blue. Discovered in Germany in the early 18<sup>th</sup> century, it was put into rapid production and exportation, giving artists around the world the first cheap, yet stable, blue pigment. Other chemists were making similar breakthroughs. The vivid purple of the Murex snail was accidentally produced by an English chemist, William Perkins, who soon put ‘mauveine’ into commercial production. With such efforts, affordable pigments were soon found in all colours.

H. Mass production followed, bringing industrial prosperity to Northern Europe, but decline in many parts of the world where traditional organic pigments were still under production. In the Americas, for example, the crimson of cochineals, having long been a Spanish monopoly and rich source of export income, went into steady decline. However, all was not lost. In this modern age, there has been a shift back towards naturalness, even in pigments, and this has seen a resurgence in the popularity of cochineals. The pigment is now commercially produced in several countries, with Peru being the largest exporter.



# Reading Test 5

## Questions 1-4

Complete the sentences.

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

Ultimately, pigments are important because they are so 1.....

Umber and sienna are examples of 2.....

Originally, more unusual colours were derived from 3.....

Generally, predators of insects do not like the taste of 4.....

## Questions 5- 8

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

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

5. Kermes were easy to collect.
6. Kermes produce better pigment than cochineals.
7. Kermes are bigger than cochineals.
8. Cochineals are still a valuable crop.

## Questions 9- 13

Complete the summary of the second half of the passage.

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

The best purple originally came from the 9..... of sea snails, although the oldest pigment for clothing was from the 10..... of indigo. The blue for picture-painting originated from a 11..... costing so much that an artificial replacement, Prussian Blue, was eventually produced, being not only inexpensive but also 12..... Ironically, the prized purple colour was discovered 13.....



# Reading Test 5

## Reading Passage 2

### The Most Dangerous Insect in the World

If asked to name the deadliest insect in the world, most people would search their minds for some sinister-looking spiders or scorpions, or exotic garden pests. However, if we define 'deadly' in terms of the number of people who die directly as a result of the insect, one of them leads the field, by far: the mosquito. As a blood-sucking pest, it transmits diseases to over 700 million people a year, killing a fair proportion of them in the process. No other insect comes even close to this.

Although all mosquitoes are nectar feeders, the females also need protein from a blood meal in order to produce eggs. To find this, they have a keen sense of smell, detecting the sweat and other organic compounds of mammals, such as the carbon dioxide they exhale. Scientific tests have proven that some people attract more mosquitoes than others, presumably having a better 'scent profile' — in fact, so adept are female mosquitoes at following these trails, they can infiltrate buildings through pipeways and air-conditioning ducts as they move inexorably towards their victims. Upon biting, they inject an anti-coagulating saliva into the flesh, and it is this fluid (and not their blood) which may contain the range of viral and parasitical nasties for which mosquitoes are notorious.

Yet even without such diseases, mosquitoes are an irritating nuisance which can occasionally cause serious injury. Upon being bitten, the body's immune system is activated, and subsequent bites trigger antibodies which cause inflammation and itching, particularly with young children. More bites can increase such sensitivity, resulting in pronounced swelling and blistering — wounds which can occasionally become infected, particularly when scratched. Two famous victims of infected mosquito bites are Lord Carnarvon, the Egyptologist who played a role in the discovery of Tutankhamen's tomb, and the British poet, Rupert Brooke, passing away in Egypt and Greece, respectively.

But the real danger will always be mosquito-borne diseases. Dengue fever, West Nile virus, and several encephalitis-type diseases are all modern day killers. A less deadly but more insidious example is filariasis, a disease named from the thread-like parasites which migrate to the body's lymphatic system, causing parts of the body to permanently swell to grotesque proportions. Yet, as distressing as all this is, in terms of its death toll, the worst disease is undoubtedly malaria. Carried by the Anopheles mosquito, this parasite causes fever, shivering, joint pains, vomiting, and, if left untreated, a painful death. It infects over two million people a year, most of them children, killing over one quarter in the process.



## Reading Test 5

The Aedes Aegypti mosquito is the species responsible for that other great killer: yellow fever. This is a viral disease, but limited to tropical areas, primarily in Africa, but also Central and South America. After high fever, nausea, and joint pains, the virus attacks the liver, causing the host's skin to turn yellow (hence the name), with death following some days later. Its toll is much smaller than malaria, with about 200,000 infections and 30,000 deaths every year, mostly in Africa. Unlike malaria, there exists a vaccine, and extensive vaccination programs sponsored by the WHO have had some success, whilst travelers to disease-prone areas are usually similarly protected.

With such a death toll, it took a surprisingly long time before the link between mosquitoes and disease was realised. This is exemplified in the construction of the Panama Canal — that ambitious project to excavate a passageway for ships through that narrow Central-American nation. In the 1880s, the French struggled for eight years in insect-infested jungle, but the death toll from malaria and yellow fever made it very difficult to maintain an experienced work force. After the loss of 22,000 lives, work was abandoned, yet shortly afterwards, a British doctor in India, Ronald Ross, deduced the means of disease transmission, identifying the malaria parasite in the gastrointestinal tract of mosquitoes. He also realised that mosquito numbers could be reduced by limiting their access to water, providing two crucial insights which laid the foundations for controlling the disease.

Thus, in 1904, when America resumed work on the Panama Canal, they instituted a multi-million dollar mosquito-abatement program, consisting of many strategies. Houses for workers were built with screens on the windows, buildings harbouring mosquitoes were fumigated, and sick workers were isolated behind nets. Stagnant pools of water (where mosquitoes breed) were sprayed with oil and insecticide, and roads were paved to eliminate puddles. For this same reason, swamps were drained, and proper piping was used for the transmission of drinking and waste water. All this reduced the number of deaths from disease over the ten-year construction phase to less than 6,000 — a considerable number, but still considered a major success.

To this day, reducing the incidence of stagnant pools of water, however small, remains very cost-effective in combatting mosquito-borne diseases in urban areas. Many of the most dangerous species breed in incidental ditches, flowerpots, or discarded containers into which rainwater has pooled. By eliminating such sites, the insects' numbers fall greatly, limiting bites to those mosquitoes which come from further afield, yet since they cannot travel far, the likelihood of being bitten (and infected) is greatly reduced.



# Reading Test 5

## Questions 14-18

Write **TRUE**, **FALSE**, or **NOT GIVEN**.

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

14. Mosquito blood transmits disease.
15. Mosquitoes have good vision.
16. Rupert Brooke died in Greece.
17. Malaria kills over half a million people per year.
18. There is a vaccine for malaria.

## Questions 19- 22

Answer the questions.

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

What can cause mosquito bites to become inflamed?

19.....

Which disease causes the body to change shape?

20.....

Which organ does yellow fever affect?

21.....

In which parts of a country is removing exposed water a particularly cheap way to reduce mosquito numbers?

22.....

## Questions 23- 26

Complete the summary.

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

### The Panama Canal

This large undertaking took place in 23..... full with insects. The number of workers was greatly reduced by disease, but after the malaria 24 ..... was discovered, all exposed water was removed or 25 ..... to deny breeding sites. The relatively low number of deaths which followed is attributed to these 26 .....



# Reading Test 5

## Questions 14-18

Write **TRUE**, **FALSE**, or **NOT GIVEN**.

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

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19.....

Which disease causes the body to change shape?

20.....

Which organ does yellow fever affect?

21.....

In which parts of a country is removing exposed water a particularly cheap way to reduce mosquito numbers?

22.....

## Questions 23- 26

Complete the summary.

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

### The Panama Canal

This large undertaking took place in 23..... full with insects. The number of workers was greatly reduced by disease, but after the malaria 24 ..... was discovered, all exposed water was removed or 25 ..... to deny breeding sites. The relatively low number of deaths which followed is attributed to these 26 .....



# Reading Test 5

## Reading Passage 3

### Waterfalls

Waterfalls are places where rivers or streams direct their flow over vertical drops. They have always been a lure for their scenic beauty or, in the case of the biggest, their ability to showcase nature's might and majesty. Niagara Falls, on the border of Canada and America (discharging the most water of all), is a magnet for visitors, as is Victoria Falls, also straddling an international boundary between Zimbabwe and Zambia, and presenting the single largest sheet of falling water in the world. Similarly, the remoteness and inaccessibility of the highest waterfall, Angel Falls, located deep in the middle of the Venezuelan jungle, has not stopped it from becoming one of the country's top tourist attractions.

There are many possible causes of waterfalls, but a common one is differences in rock type. When a river flows over a resistant rock bed, erosion is slow, but with the complex geological faulting of the Earth's surface, softer patches of rock can be exposed. The water cuts into this, resulting in a minor turbulence at the boundary, stirring up pebbles and grit from the riverbed, which increases the erosive capacity of the current. And so a process begins whereby the river takes on two tiers, or levels, and a waterfall is born. Other more abrupt causes of waterfalls are earthquakes or landslides, which create fault lines in the land, or divert watercourses, respectively. Additionally, during past ice ages, glaciers scoured out many deep basins. These glaciers may have disappeared, but their feeder rivers can continue to flow as waterfalls into the remaining depressions.

Obviously then, waterfalls come in a variety of shapes and sizes, as different as the local geology in which they are found, and this has resulted in an abundance of descriptive terms. The word 'cataract' refers simply to a large powerful waterfall, while a 'cascade' descends a series of rock steps. If these steps are very distinct, it is a 'tiered waterfall', and if each step is larger still, of approximately the same size, and with a significant pool of water at each base, it is known as a multi-step waterfall'. If the falling water engages with the rock face, it often widens, to be called a 'horsetail waterfall', while if it does not touch the rock face at all, it is a 'plunge waterfall' — often the most picturesque.



## Reading Test 5

Regardless of such differences, all waterfalls have in common a vertical height and average flow of water. These features, taken together, are a measure of the waterfall's power, quantified using a ten-point logarithmic scale. Giant falls, such as Niagara, are graded at the very top of this scale, find smaller falls, which may occur in town creeks, at the bottom. Another common feature of larger falls is a 'plunge pool'. This is caused by the rubble at the base of the falls, which is stirred and broken into smaller pieces. In the never-ending eddies and whirlpools, these pieces scour out a deep underwater basin. An interesting consequence is that such falls are in the process of retreat, since the softer material at the lower face suffers undercutting. This gives rise to rock shelters behind the falling water, which steadily become larger until the roof collapses, and the waterfall retreats significantly backward into the Earth.

Of course, to people at large, a waterfall seems fixed and forever. Erosion is indeed a slow process; however, given a sufficiently powerful waterfall and the right sort of rock, the retreat can be over a meter a year. This would be clearly observable over a person's life time, and a fast-motion view, spanning several decades, would see an essentially unchanged height of falling water burrowing backwards with surprising evenness. Since this motion is towards higher elevations or through more hilly terrain, a host of geological features can be laid in the waterfall's retreating path. Victoria Falls are a prime example, with its lower reaches characterised by spectacular islands, gorges, and rock formations.

This retreat occasionally causes problems, as can be seen with Niagara Falls. In just over ten millennia, the falls have moved almost 11 kilometres upstream. Since the Niagara river marks the border of Canada and America, as agreed in 1819, the detectable retreat of these falls since that time technically means that the Canadian frontier has advanced forward at the expense of America, although this argument has obviously caused dispute. More practically, with so much infrastructure, such as hotels, roads, bridges, and scenic viewpoints, all rigidly established, it remains important to limit the erosion. For this reason, the exposed ridges of the falls have been extensively strengthened, and underwater barriers installed to divert the more erosive of river currents.

The most ambitious erosion-control measure took place in 1969 on Niagara's American Falls, whose retreat was nibbling away at American territory. The branch of the Niagara river which feeds these subsidiary falls was dammed, allowing the main Horseshoe Falls to absorb the excess flow. The then-completely-dry-and-exposed river bottom and cliff face allowed a team of US-army engineers to use bolts, cement, and brackets, to strengthen any unstable rock. Five months later, the temporary dam was destroyed with explosives, returning water to the falls, but with the inexorable erosion process having been slowed considerably.



# Reading Test 5

## Questions 27-31

Write **TRUE**, **FALSE**, or **NOT GIVEN**.

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

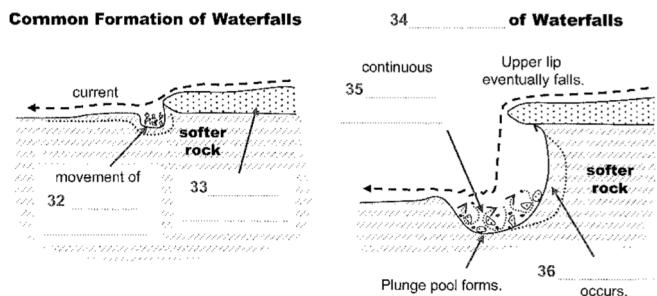
27. Niagara, Victoria, and Angel Falls are on international boundaries.
28. Landslides can create waterfalls faster than erosion.
29. Glaciers have produced the most waterfalls.
30. A tiered waterfall has the largest steps.
31. Niagara is a Grade Ten waterfall.

## Questions 32-36

Complete the diagrams.

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

- 32 \_\_\_\_\_  
33 \_\_\_\_\_  
34 \_\_\_\_\_  
35 \_\_\_\_\_  
36 \_\_\_\_\_



## Questions 37-40

Answer the questions.

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

What are gorges and rock formations examples of?

- 37 \_\_\_\_\_

Who has benefited from the erosion at Niagara Falls?

- 38 \_\_\_\_\_

What is used to control some of Niagara's water movements?

- 39 \_\_\_\_\_

On what geological parts of American Falls did the 1969 project focus?

- 40 \_\_\_\_\_



# Reading Test 5

## Answers

- |                      |                          |
|----------------------|--------------------------|
| 1. visible           | 21 liver                 |
| 2. natural clays     | 22 urban                 |
| 3. biological matter | 23 jungle                |
| 4. carminic acid     | 24 parasite              |
| 5. FALSE             | 25 sprayed               |
| 6. FALSE             | 26 strategies            |
| 7. NOT GIVEN         | 27 FALSE                 |
| 8. TRUE              | 28 TRUE                  |
| 9. mucus             | 29 NOT GIVEN             |
| 10. leaves           | 30 FALSE                 |
| 11. stone            | 31 TRUE                  |
| 12. stable           | 32 pebbles and grit      |
| 13. accidentally     | 33 rock bed              |
| 14. TRUE             | 34 Retreat               |
| 15. NOT GIVEN        | 35 Eddies and whirlpools |
| 16. TRUE             | 36 Undercutting          |
| 17. TRUE             | 37 geological features   |
| 18. FALSE            | 38 Canada                |
| 19. antibodies       | 39 underwater barriers   |
| 20. filariasis       | 40 unstable rock         |



# Reading Test 5



UNIVERSITY of CAMBRIDGE  
ESOL Examinations


## IELTS Listening and Reading Answer Sheet

### Centre number:

Pencil must be used to complete this sheet.

Please write your full name in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



**Test date** (shade ONE box for the day, ONE box for the month and ONE box for the year):

**Day:**  01  02  03  04  05  06  07  08  09  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31

**Month:**  01  02  03  04  05  06  07  08  09  10  11  12    **Year (last 2 digits):**  09  10  11  12  13  14  15  16  17  18

Listening	Listening	Listening	Listening	Listening	Listening	Marker use only
1			✓ 1 x <input type="checkbox"/> <input type="checkbox"/>	21		✓ 21 x <input type="checkbox"/> <input type="checkbox"/>
2			✓ 2 x <input type="checkbox"/> <input type="checkbox"/>	22		✓ 22 x <input type="checkbox"/> <input type="checkbox"/>
3			✓ 3 x <input type="checkbox"/> <input type="checkbox"/>	23		✓ 23 x <input type="checkbox"/> <input type="checkbox"/>
4			✓ 4 x <input type="checkbox"/> <input type="checkbox"/>	24		✓ 24 x <input type="checkbox"/> <input type="checkbox"/>
5			✓ 5 x <input type="checkbox"/> <input type="checkbox"/>	25		✓ 25 x <input type="checkbox"/> <input type="checkbox"/>
6			✓ 6 x <input type="checkbox"/> <input type="checkbox"/>	26		✓ 26 x <input type="checkbox"/> <input type="checkbox"/>
7			✓ 7 x <input type="checkbox"/> <input type="checkbox"/>	27		✓ 27 x <input type="checkbox"/> <input type="checkbox"/>
8			✓ 8 x <input type="checkbox"/> <input type="checkbox"/>	28		✓ 28 x <input type="checkbox"/> <input type="checkbox"/>
9			✓ 9 x <input type="checkbox"/> <input type="checkbox"/>	29		✓ 29 x <input type="checkbox"/> <input type="checkbox"/>
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20			✓ 20 x <input type="checkbox"/> <input type="checkbox"/>	40		✓ 40 x <input type="checkbox"/> <input type="checkbox"/>

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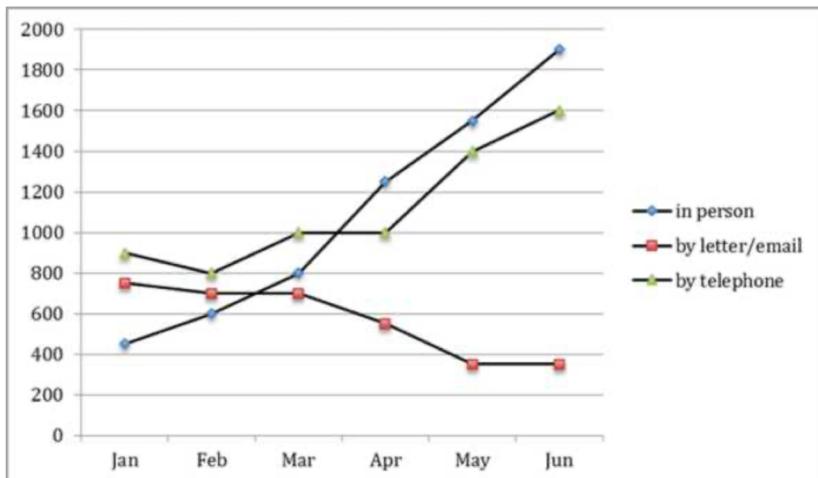
Listening Total	
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# تدريبات

# قسم الكتابة



# Writing Task 1



The graph below shows the number of inquiries received by the Tourist Information Office in one city over a six-month period in 2011.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

You should write at least 150 words.

Answer:

The line chart depicts the amount of enquirers received by the Tourist Information Office in a certain city over a period equivalent to 6 months in 2011. It is clear from the graph that the overall number of tourist that were asking questions had rose.

According to what is shown, questions that were asked by email and telephone decreased reaching 700 and 800 respectively. Following with , telephone enquirers had augment to 1000 at April ;conversely, letter enquirers gradually dropped about 600. At the end of the period, phone inquiries climbed achieving its peak 1600 ;in contrast, email reached its trough which was about 400. On the other hand , in person inquiries rocketed to its highest point 1900 , after it had slightly increased during the first three months. To sum up, in person enquirers had grew from being the lowest type to be the highest type of enquirers.

Overall	Task Response	Cohesion and Coherence	Vocabulary	Grammar
6.0	6.5	6.0	6.0	5.0

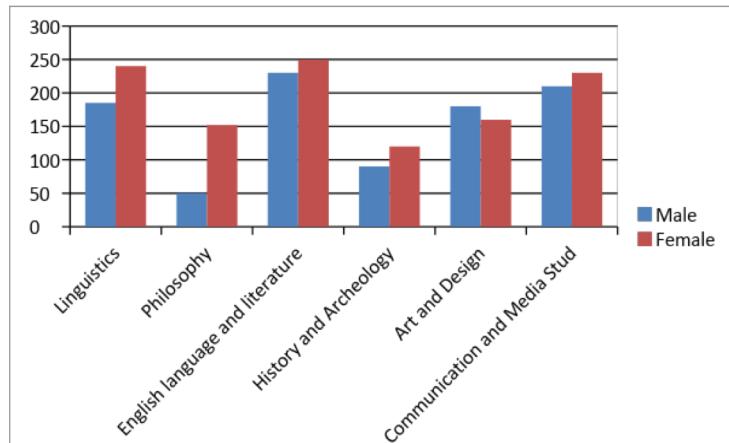


## Writing Task 1

The chart below shows the proportion of male and female students studying six art-related subjects at a UK university in 2011.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least **150** words.



Answer:

The bar graph illustrates how many students of both sexes enrolled in six art subjects (linguistics, philosophy, English language and literature, history and archaeology, art and design, and communication and media studies) in a UK university in 2011.

Overall, the number of female students studying in the six art subjects outnumbered the male students. The highest number of male and female students enrolled in English language and literature subject whereas the lowest number of male students enrolled in philosophy compared to female students studying history and archaeology.

Regarding female students, the highest number was 250 for students studying English language and literature whereas the second top number was around 240 for female students who were studying linguistics. The lowest number was about 120 students enrolled in history and archaeology department.

Similarly, the highest number of male students was enrolled in English language and literature with around 230 students. In contrast, the lowest number of male students is 50 students studying philosophy. About 202 students were studying communication and media studies coming in the second place after English language and literature.

Note: please in your correction show me how to write the better sentences than this

Overall	Task Response	Cohesion and Coherence	Vocabulary	Grammar
6.5	7.5	6.0	6.0	6.0



# Writing Task 1

Beer		Fruit juice	
Country	Amount*	Country	Amount*
1 Ireland	155 litres	1 Canada	52.6 litres
2 Germany	119 litres	2 United States	42.8 litres
3 Austria	106 litres	3 Germany	38.6 litres
4 Belgium	98 litres	4 Austria	37.3 litres
5 Denmark	98 litres	5 Sweden	35.5 litres
6 United Kingdom	97 litres	6 Australia	34.4 litres
7 Australia	89 litres	7 Finland	33 litres
8 United States	85 litres	8 United Kingdom	29.3 litres
9 Netherlands	80 litres	9 Netherlands	28.1 litres
10 Finland	79 litres	10 New Zealand	24.8 litres

\*Litres per person per year

You should spend about 20 minutes on this task.

The tables below give information about the amount of beer and fruit juice consumed per person per year in different countries.

Write at least 150 words.

## Answer

This table depicts people consumption of bear and fruit juice each year in various countries around the world in litres. Overall, it is clear from the table that the majority of countries that shown on the table consume beer more than fruit juice.

Turning to the details, beer has the highest consumption from Ireland at 155 litres per person per year. Whereas, Finland has the lowest amount of beer among the other countries at 79 litres and Netherland is the next in order at 80 litres.

On the other hand, Canada has the largest number of fruit juice consumption at 52.6 litres. Although New Zealand has the lowest amount of drinking fresh fruit juice at 24.8 litres, UK and Netherland are nearly close at 29.3 and 28.1 litres.

To sum up, we could say that beer consumption is higher compared to fruit juice in all different countries. Which the highest figure on consuming beer is 155

Overall	Task Response	Cohesion and Coherence	Vocabulary	Grammar
6.0	6.0	6.0	6.0	6.0



# Writing Task 1



CAMBRIDGE ENGLISH  
Language Assessment  
Part of the University of Cambridge

## IELTS Writing Answer Sheet – TASK 1



Candidate Name

Centre Number

Candidate Number

Module (shade one box):

Academic

General Training

Test date

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## TASK 1

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# Writing Task 1

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## OFFICIAL USE ONLY

Candidate Number:

TA	CC	LR	GRA	
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Examiner 2 Number:

Underlength	No. of words	Penalty	Off-topic	Memorised	Illegible

Candidate Number:

TA	CC	LR	GRA	
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Examiner 1 Number:

Underlength	No. of words	Penalty	Off-topic	Memorised	Illegible

## Writing Task 2

In some countries the average weight of people is increasing and their levels of health and fitness are decreasing.

What do you think are the causes of these problems and what measures could be taken to solve them?

Answer:

The rate of fat people is increasing in some countries nowadays and their levels of health and fitness are decreasing currently. This essay will examine the main causes of obesity and possible solutions to this problem.

There are a variety of factors that may lead to this issue. One of the major causes can be that people do not have sufficient knowledge about healthy food. To illustrate, people are consuming more than 70 percent of their money for junk food recently, so they are not concentrating on healthy food. The reason why people do not pay attention to healthy lifestyle is that they do not know how healthy food can give them a comfortable environment. The second reason is that the governments do not encourage people to do exercises. Hence, people are lazy, and they are not energetic as well as they need to be motivated by governments.

Despite some obvious reasons described above, there are several actions that must be taken by governments to tackle this issue. Firstly, a simple solution would be that the governments must take care of the individuals so as to protect them. For example, the governments could decrease the number of restaurants globally in order to enforce people to eat healthy food. Once the governments close fast-food shops, the rate of obesity will decrease noticeably. The second measure would be that the governments must encourage their populations to do exercises on a daily basis so as to avoid fatness. For instance, a study in the USA has shown that the rate of obesity is plunging currently because the government has begun to open many sport clubs in the United States.

In conclusion, I would like to reiterate that there are numerous individuals who are overeating at present; As a result, the precautions must be considered by governments in order to be capable of resolving this issue worldwide.

Overall	Task Response	Cohesion and Coherence	Vocabulary	Grammar
7.0	7.5	7.0	6.0	7.0



## Writing Task 2

Write about the following topic:

As mass communication and transport continue to grow, societies are becoming more and more alike leading to a phenomenon known as globalization. Some people fear that globalization will inevitably lead to the total loss of cultural identity.

To what extent do you agree or disagree with this statement?

Give reason for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

### Answer

There is no doubt that these days the technologies have a negative effect for cultures. So, some people think that the mass communication and transportation have an ability to influence the cultural identity, while others believe that we can balance between the development's things such as technologies and cultural. This essay will discuss both sides and will draw my personal conclusion.

On the one hand, in this moment, we were seeing a lot of new habits in our society, so people accused that the technology is the cause for losing our cultural identity. The main reason given to support this claim is that technology now gives an access for people to share any type of videos that include new harmful culture. To illustrate, nowadays we were seeing people dancing in the streets and this habit not acceptable in the Arabs culture.

However, others believe that we can balance between the new technology and lose our history identity and there is a suggestion for avoiding this problem. Firstly, sharing awareness videos about our culture in the social media. Secondly, teach the child about history of his community. This because to avoid the children from being impact in the social networking. So, that's why some think we should find a compromise. Consequently, we must ensure steps are taken to prevent this phenomenon from deteriorating future.

In conclusion, after a careful analysis of both points of view, I believe that each of us has a special point of view that matches his circumstances. To solve this problem, we must look at the factors that may fit our situation in this case.

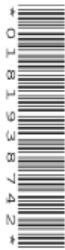
Overall	Task Response	Cohesion and Coherence	Vocabulary	Grammar
6.0	6.5	6.0	6.0	5.0

# Writing Task 1



CAMBRIDGE ENGLISH  
Language Assessment  
Part of the University of Cambridge

## IELTS Writing Answer Sheet – TASK 2



Candidate Name

Centre Number

Candidate Number

Module (shade one box):

Academic

General Training

Test date

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D	D
<input type="checkbox"/>	<input type="checkbox"/>
M	M

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Y	Y	Y

## TASK 2

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## Writing Task 1

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OFFICIAL USE ONLY

**Candidate Number:**

**TR**      **CC**      **LR**      **GRA**

**Examiner 2 Number:**

Underlength	No. of words	Penalty	Off-topic	Memorised	Illegible

**Candidate Number:**

TR		CC		LR		GRA	
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**Examiner 1 Number:**

Underlength	No. of words	Penalty	Off-topic	Memorised	Illegible

# تدرييات

# قسم المحادثة



## Speaking part 2

### Question 1:

Describe a situation you were not allowed to use your cell phone:

You should say:

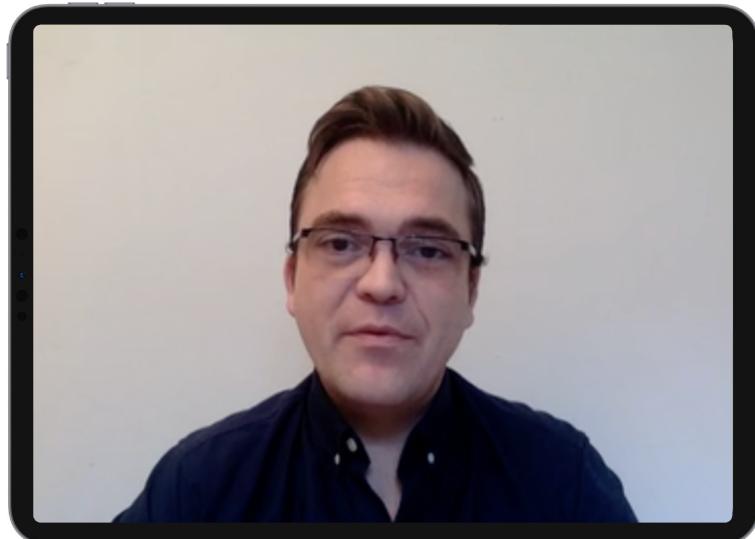
Where was it?

When was it?

Why you were not allowed?

What did you want to do with your cell phone?

### Answer



اسمع إجابة نموذجية من مختبر رسمي سابق (اضغط على الصورة)

## Speaking part 2

Question 2:

Describe an indoor game you have enjoyed playing in your free time.

You should say:

What the game is?

How you learned to play it?

Where you have played it?

and explain why you have enjoyed playing this game.

Answer



اسمع إجابة نموذجية من مختبر رسمي سابق (اضغط على الصورة)

## Speaking part 2

Question 3:

Describe a time you were sleepy but had to stay awake.

You should say:

When it was?

Why you had to stay awake?

How you kept yourself awake?

And explain how you felt about it?

Answer



اسمع إجابة نموذجية من مختبر رسمي سابق (اضغط على الصورة)

## Speaking part 2

Question 4:

Describe an occasion when you lost something and then got it back.

You should say:

What was the item?

When you lost it?

How you lost it?

Where you found it?

Answer



اسمع إجابة نموذجية من مختبر رسمي سابق (اضغط على الصورة)

## Speaking part 2

Question 5:

Describe a leisure activity that you do with your family.

You should say:

what activity it is?

when you do it with your family?

how much you enjoy it?

and explain how this is helpful for you and your family.

Answer



اسمع إجابة نموذجية من مختبر رسمي سابق (اضغط على الصورة)



أتمنى لك التوفيق من القلب!



عبد الرحمن عجازير