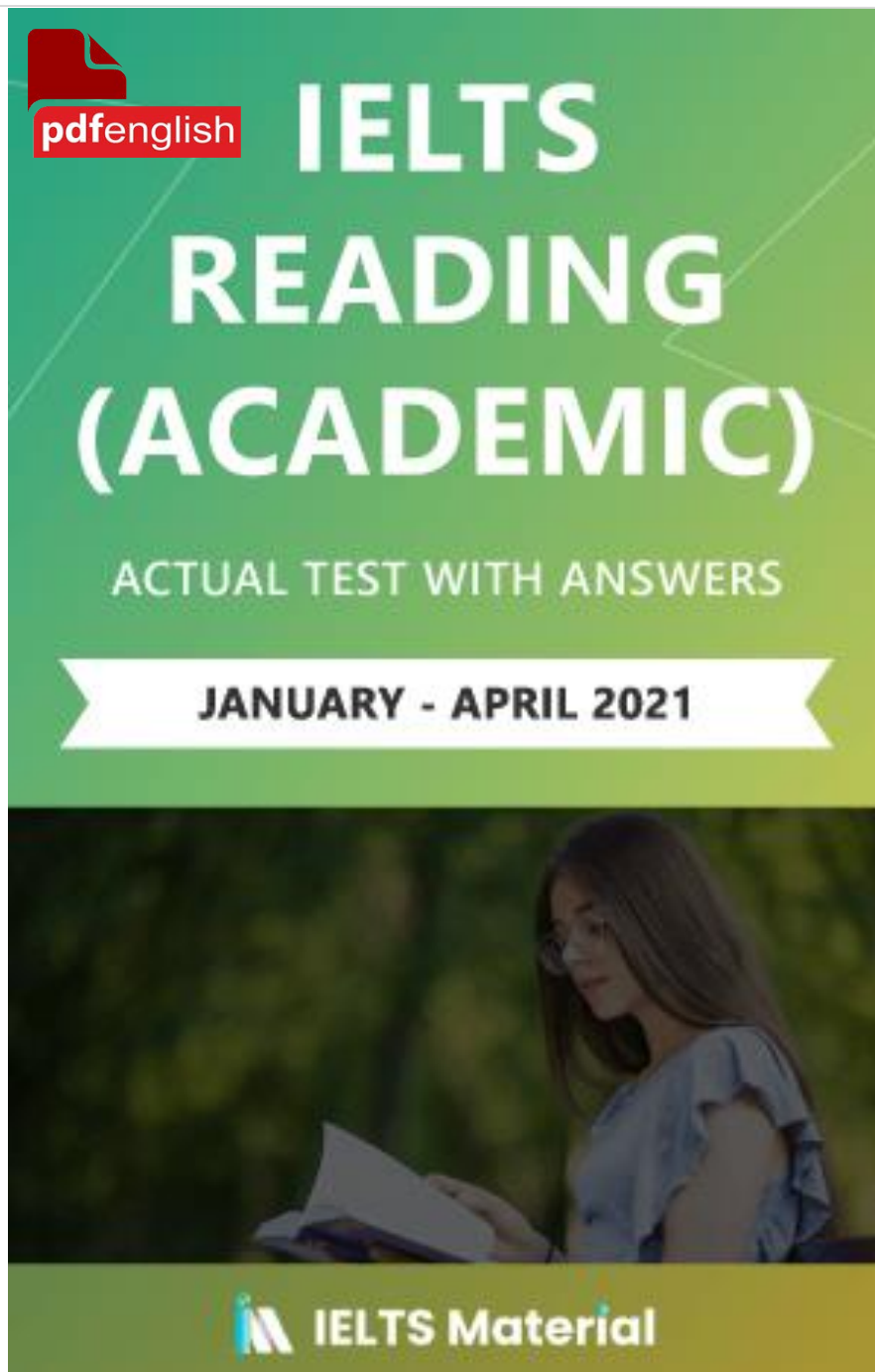


**IELTS READING RECENT ACTUAL TESTS  
JANUARY – APRIL 2021  
WITH ANSWERS**





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

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

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# Reading Test 1

## SECTION 1

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

### History of Refrigeration

#### A.

Refrigeration is a process of removing heat, which means cooling an area or a substance below the environmental temperature. Mechanical refrigeration makes use of the evaporation of a liquid refrigerant, which goes through a cycle so that it can be reused. The main cycles include vapour-compression, absorption steam-jet or steam-ejector, and airing. The term 'refrigerator' was first introduced by a Maryland farmer Thomas Moore in 1803, but it is in the 20th century that the appliance we know today first appeared.

#### B.

People used to find various ways to preserve their food before the advent of mechanical refrigeration systems. Some preferred using cooling systems of ice or snow, which meant that diets would have consisted of very little fresh food or fruits and vegetables, but mostly of bread, cheese and salted meals. For milk and cheeses, it was very difficult to keep them fresh, so such foods were usually stored in a cellar or window box. In spite of those measures, they could not survive rapid spoilage. Later on, people discovered that adding such chemical as sodium nitrate or potassium nitrate to water could lead to a lower temperature. In 1550 when this technique was first recorded, people used it to cool wine, as was the term 'to refrigerate'. Cooling drinks grew very popular in Europe by 1600, particularly in Spain, France, and Italy. Instead of cooling water at night, people used a new technique: rotating long-necked bottles of water which held dissolved saltpeter. The solution was intended to create very low temperatures and even to make ice. By the end of the 17th century, iced drink including frozen juices and liquors had become extremely fashionable in France.

#### C.

People's demand for ice soon became strong. Consumers' soaring requirement for fresh food, especially for green vegetables, resulted in reform in people's dieting habits between 1830 and the American Civil War, accelerated by a drastic expansion of the urban areas and the rapid amelioration in an economy of the populace. With the growth



of the cities and towns, the distance between the consumer and the source of food was enlarged. In the 1790s as a commercial product, ice was first transported out of Canal Street in New York City to Charleston, South Carolina. Unfortunately, this transportation was not successful because when the ship reached the destination, little ice left. Frederick Tudor and Nathaniel Wyeth, two New England' businessmen, grasped the great potential opportunities for ice business and managed to improve the storage method of ice in the process of shipment. The acknowledged 'Ice King' in that time, Tudor concentrated his efforts on bringing the ice to the tropical areas. In order to achieve his goal and guarantee the ice to arrive at the destination safely he tried many insulating materials in an experiment and successfully constructed the ice containers, which reduced the ice loss from 66 per cent to less than 8 per cent drastically. Wyeth invented an economical and speedy method to cut the ice into uniform blocks, which had a tremendous positive influence on the ice industry. Also, he improved the processing techniques for storing, transporting and distributing ice with less waste.

#### **D.**

When people realised that the ice transported from the distance was not as clean as previously thought and gradually caused many health problems, it was more demanding to seek the clean natural sources of ice. To make it worse, by the 1890s water pollution and sewage dumping made clean ice even more unavailable. The adverse effect first appeared in the blowing industry, and then seriously spread to such sectors as meat packing and dairy industries. As a result, the clean, mechanical refrigeration was considerably in need.

#### **E.**

Many inventors with creative ideas took part in the process of inventing refrigeration, and each version was built on the previous discoveries. Dr William Cullen initiated to study the evaporation of liquid under the vacuum conditions in 1720. He soon invented the first man-made refrigerator at the University of Glasgow in 1748 with the employment of ethyl ether boiling into a partial vacuum. American inventor Oliver Evans designed the refrigerator firstly using vapour rather than liquid in 1805. Although his conception was not put into practice in the end the mechanism was adopted by an American physician John Gorrie, who made one cooling machine similar to Evans' in 1842 with the purpose of reducing the temperature of the patient with yellow fever in a Florida hospital. Until 1851, Evans obtained the first patent for mechanical refrigeration in the USA. In 1820, Michael Faraday, a Londoner, first liquefied ammonia to cause cooling. In 1859, Ferdinand Carre from France invented the first version of the ammonia water cooling machine. In 1873, Carl von Linde designed the first practical and portable compressor refrigerator in Munich, and in 1876 he abandoned the methyl

ether system and began using an ammonia cycle. Linde later created a new method ('Linde technique') for liquefying large amounts of air in 1894. Nearly a decade later, this mechanical refrigerating method was adopted subsequently by the meat packing industry in Chicago.

## **F.**

Since 1840, cars with the refrigerating system had been utilised to deliver and distribute milk and butter. Until 1860, most seafood and dairy products were transported with cold-chain logistics. In 1867, refrigerated, railroad cars are patented to J.B. Sutherland from Detroit, Michigan, who invented insulated cars by installing the ice bunkers at the end of the cars: air came in from the top, passed through the bunkers, circulated through the cars by gravity and controlled by different quantities of hanging flaps which caused different air temperatures. Depending on the cargo (such as meat, fruits etc.) transported by the cars, different car designs came into existence. In 1867, the first refrigerated car to carry fresh fruit was manufactured by Parker Earle of Illinois, who shipped strawberries on the Illinois Central Railroad. Each chest was freighted with 100 pounds of ice and 200 quarts of strawberries. Until 1949, the trucking industry began to be equipped with the refrigeration system with a roof-mounted cooling device, invented by Fred Jones.

## **G.**

From the late 1800s to 1929, the refrigerators employed toxic gases – methyl chloride, ammonia, and sulfur dioxide – as refrigerants. But in the 1920s, a great number of lethal accidents took place due to the leakage of methyl chloride out of refrigerators. Therefore, some American companies started to seek some secure methods of refrigeration. Frigidaire detected a new class of synthetic refrigerants called halocarbons or CFCs (chlorofluorocarbons) in 1928. This research led to the discovery of chlorofluorocarbons (Freon), which quickly became the prevailing material in compressor refrigerators. Freon was safer for the people in the vicinity, but in 1973 it was discovered to have detrimental effects on the ozone layer. After that, new improvements were made, and Hydrofluorocarbons, with no known harmful effects, was used in the cooling system. Simultaneously, nowadays, Chlorofluorocarbons (CFS) are no longer used; they are announced illegal in several places, making the refrigeration far safer than before.

## **Questions 1-5**

Look at the following events (Questions 1-5) and the list of dates below.

Match each event with the correct date, A-F.

Write the correct letter, A-F, in boxes 1-5 on your answer sheet.

### List of Dates

- A.1550
- B.1799
- C.1803
- D.1840
- E.1949
- F.1973

1. Vehicles with refrigerators were used to transport on the road.
2. Ice was sold around the United States for the first time.
3. Some kind of chemical refrigerant was found harmful to the atmosphere.
4. The term 'refrigerator' was firstly introduced.
5. Some chemicals were added to refrigerate wine.

### Questions 6-10

Look at the following opinions or deeds (Questions 6-10) and the list of people below. Match each opinion or deed with the correct person, A-G.

Write the correct letter, A-G, in boxes 6-10 on your answer sheet.

### List of People

- A. Thomas Moore
- B. Frederick Tudor
- C. Carl Von Linde
- D. Nathaniel Wyeth
- E. J.B. Sutherland
- F. Fred Jones
- G. Parker Earle

6. patented the idea that refrigerating system can be installed on tramcars
7. invented an ice-cutting technical method that could save money and time
8. enabled the cold storage technology to be applied in fruit
9. invented a cooling device applied into the trucking industry
10. created a new technique to liquefy the air

### Questions 11-13

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

Write the correct letter, A-E, in boxes 11-14 on your answer sheet.

11. A healthy dietary change between 1830 and the American Civil War was greatly associated with.....

12. The development of urbanisation was likely to cause.....

13. Problems due to water treatment contributed to.....

- A. new developments, such as the application of Hydrofluorocarbons.
- B. consumers' demand for fresh food, especially for vegetables.
- C. the discovery of chlorofluorocarbons (Freon).
- D. regional transportation system for refrigeration for a long distance.
- E. extensive spread of the refrigeration method.

## SECTION 2

### Smell and Memory

#### Smells like yesterday

Why does the scent of a fragrance or the mustiness of an old trunk trigger such powerful memories of childhood? New research has the answer, writes Alexandra Witze.

**A.**

You probably pay more attention to a newspaper with your eyes than with your nose. But lift the paper to your nostrils and inhale. The smell of newsprint might carry you back to your childhood, when your parents perused the paper on Sunday mornings. Or maybe some other smell takes you back -the scent of your mother's perfume, the pungency of a driftwood campfire. Specific odors can spark a flood of reminiscences. Psychologists call it the "Proustian phenomenon", after French novelist Marcel Proust. Near the beginning of the masterpiece *In Search of Lost Time*, Proust's narrator dunks a madeleine cookie into a cup of tea -and the scent and taste unleash a torrent of childhood memories for 3000 pages.

**B.**

Now, this phenomenon is getting the scientific treatment. Neuroscientists Rachel Herz, a cognitive neuroscientist at Brown University in Providence, Rhode Island, have discovered, for instance, how sensory memories are shared across the brain, with different brain regions remembering the sights, smells, tastes and sounds of a particular experience. Meanwhile, psychologists have demonstrated that memories triggered by smells can be more emotional, as well as more detailed, than memories not related to smells. When you inhale, odor molecules set brain cells dancing within a region known as the amygdala, a part of the brain that helps control emotion. In contrast, the other senses, such as taste or touch, get routed through other parts of the brain before reaching the amygdala. The direct link between odors and the amygdala may help explain the emotional potency of smells. “There is this unique connection between the sense of smell and the part of the brain that processes emotion,” says Rachel Herz.

### **C.**

But the links don't stop there. Like an octopus reaching its tentacles outward, the memory of smells affects other brain regions as well. In recent experiments, neuroscientists at University College London (UCL) asked 15 volunteers to look at pictures while smelling unrelated odors. For instance, the subjects might see a photo of a duck paired with the scent of a rose, and then be asked to create a story linking the two. Brain scans taken at the time revealed that the volunteers' brains were particularly active in a region known as the olfactory cortex, which is known to be involved in processing smells. Five minutes later, the volunteers were shown the duck photo again, but without the rose smell. And in their brains, the olfactory cortex lit up again, the scientists reported recently. The fact that the olfactory cortex became active in the absence of the odor suggests that people's sensory memory of events is spread across different brain regions. Imagine going on a seaside holiday, says UCL team leader, Jay Gottfried. The sight of the waves becomes stored in one area, whereas the crash of the surf goes elsewhere, and the smell of seaweed in yet another place. There could be advantages to having memories spread around the brain. “You can reawaken that memory from any one of the sensory triggers,” says Gottfried. “Maybe the smell of the sun lotion, or a particular sound from that day, or the sight of a rock formation.” Or in the case of an early hunter and gatherer (out on a plain – the sight of a lion might be enough to trigger the urge to flee, rather than having to wait for the sound of its roar and the stench of its hide to kick in as well.

### **D.**

Remembered smells may also carry extra emotional baggage, says Herz. Her research suggests that memories triggered by odors are more emotional than memories

triggered by other cues. In one recent study, Herz recruited five volunteers who had vivid memories associated with a particular perfume, such as opium for Women and Juniper Breeze from Bath and Body Works. She took images of the volunteers' brains as they sniffed that perfume and an unrelated perfume without knowing which was which. (They were also shown photos of each perfume bottle.) Smelling the specified perfume activated the volunteers' brains the most, particularly in the amygdala, and in a region called the hippocampus, which helps in memory formation. Herz published the work earlier this year in the journal *Neuropsychologia*.

#### **E.**

But she couldn't be sure that the other senses wouldn't also elicit a strong response. So, in another study Herz compared smells with sounds and pictures. She had 70 people describe an emotional memory involving three items—popcorn, fresh-cut grass and a campfire. Then they compared the items through sights, sounds and smells. For instance, the person might see a picture of a lawnmower, then sniff the scent of grass and finally listen to the lawnmower's sound. Memories triggered by smell were more evocative than memories triggered by either sights or sounds.

#### **F.**

Odor-evoked memories may be not only more emotional, but more detailed as well. Working with colleague John Downes, psychologist Simon Chu of the University of Liverpool started researching odor and memory partly because of his grandmother's stories about Chinese culture. As generations gathered to share oral histories, they would pass a small pot of spice or incense around; later, when they wanted to remember the story in as much detail as possible, they would pass the same smell around again. "It's kind of fits with a lot of anecdotal evidence on how smells can be really good reminders of past experiences," Chu says. And scientific research seems to bear out the anecdotes. In one experiment, Chu and Downes asked 42 volunteers to tell a life story, then tested to see whether odors such as coffee and cinnamon could help them remember more detail in the story. They could.

#### **G.**

Despite such studies, not everyone is convinced that Proust can be scientifically analyzed. In the June issue of *Chemical Senses*, Chu and Downes exchanged critiques with renowned perfumer and chemist J. Stephan Jellinek. Jellinek chided the Liverpool researchers for, among other things, presenting the smells and asking the volunteers to think of memories, rather than seeing what memories were spontaneously evoked by the odors. But there's only so much science can do to test a phenomenon that's

inherently different for each person, Chu says. Meanwhile, Jellinek has also been collecting anecdotal accounts of Proustian experiences, hoping to find some common links between the experiences. "I think there is a case to be made that surprise may be a major aspect of the Proust phenomenon," he says. "That's why people are so struck by these memories." No one knows whether Proust ever experienced such a transcendental moment. But his notions of memory, written as fiction nearly a century ago, continue to inspire scientists of today.

### Questions 14-18

Use the information in the passage to match the people (listed A-C) with opinions or deeds below. Write the appropriate letters A-C in boxes 14-18 on your answer sheet.

**NB** you may use any letter more than once

- A. Rachel Herz
- B. Simon Chu
- C. Jay Gottfried

- 14. Found pattern of different sensory memories stored in various zones of a brain.
- 15. Smell brings detailed event under a smell of certain substance.
- 16. Connection of smell and certain zones of brain is different with that of other senses.
- 17. Diverse locations of stored information help us keep away the hazard.
- 18. There is no necessary correlation between smell and processing zone of brain.

### Questions 19-22

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

Write your answers in boxes 19-22 on your answer sheet.

**19. What does the experiments conducted by Herz show?**

- A. Women are more easily addicted to opium medicine
- B. Smell is superior to other senses in connection to the brain
- C. Smell is more important than other senses
- D. certain part of the brain relates the emotion to the sense of smell

**20. What does the second experiment conducted by Herz suggest?**

- A. Result directly conflicts with the first one
- B. Result of her first experiment is correct
- C. Sights and sounds trigger memories at an equal level
- D. Lawnmower is a perfect example in the experiment

**21. What is the outcome of experiment conducted by Chu and Downes?**

- A. smell is the only functional under Chinese tradition
- B. half of volunteers told detailed stories
- C. smells of certain odors assist story tellers
- D. odors of cinnamon is stronger than that of coffee

**22. What is the comment of Jellinek to Chu and Downers in the issue of Chemical Senses:**

- A. Jellinek accused their experiment of being unscientific
- B. Jellinek thought Liverpool is not a suitable place for experiment
- C. Jellinek suggested that there was no further clue of what specific memories aroused
- D. Jellinek stated that experiment could be remedied

**Questions 23-26**

**Summary**

Complete the following summary of the paragraphs of Reading Passage, using **NO MORE THAN THREE WORDS** from the Reading Passage for each answer. Write your answers in boxes 23-26 on your answer sheet.

In the experiments conducted by UCL, participants were asked to look at a picture with a scent of a flower, then in the next stage, everyone would have to 23 \_\_\_\_\_ for a connection. A method called 24 \_\_\_\_\_ suggested that specific areas of the brain named 25 \_\_\_\_\_ were quite active. Then in another paralleled experiment about Chinese elders, storytellers could recall detailed anecdotes when smelling a bowl of 26 \_\_\_\_\_ or incense around.



## SECTION 3

### Learning lessons from the past

#### A.

Many past societies collapsed or vanished, leaving behind monumental ruins such as those that the poet Shelley imagined in his sonnet, Ozymandias. By collapse, I mean a drastic decrease in human population size and/or political/economic/social complexity, over a considerable area, for an extended time. By those standards, most people would consider the following past societies to have been famous victims of full-fledged collapses rather than of just minor declines: the Anasazi and Cahokia within the boundaries of the modern US, the Maya cities in Central America, Moche and Tiwanaku societies in South America, Norse Greenland, Mycenaean Greece and Minoan Crete in Europe, Great Zimbabwe in Africa, Angkor Wat and the Harappan Indus Valley cities in Asia, and Easter Island in the Pacific Ocean.

#### B.

The monumental ruins left behind by those past societies hold a fascination for all of us. We marvel at them when as children we first learn of them through pictures. When we grow up, many of us plan vacations in order to experience them at first hand. We feel drawn to their often spectacular and haunting beauty, and also to the mysteries that they pose. The scales of the ruins testify to the former wealth and power of their builders. Yet these builders vanished, abandoning the great structures that they had created at such effort. How could a society that was once so mighty end up collapsing?

#### C.

It has long been suspected that many of those mysterious abandonments were at least partly triggered by ecological problems: people inadvertently destroying the environmental resources on which their societies depended. This suspicion of unintended ecological suicide (ecocide) has been confirmed by discoveries made in recent decades by archaeologists, climatologists, historians, paleontologists, and palynologists (pollen scientists). The processes through which past societies have undermined themselves by damaging their environments fall into eight categories, whose relative importance differs from case to case: deforestation and habitat destruction, soil problems, water management problems, overhunting, overfishing, effects of introduced species on native species, human population growth, and increased impact of people.

#### **D.**

Those past collapses tended to follow somewhat similar courses constituting variations on a theme. Writers find it tempting to draw analogies between the course of human societies and the course of individual human lives - to talk of a society's birth, growth, peak, old age and eventual death. But that metaphor proves erroneous for many past societies: they declined rapidly after reaching peak numbers and power, and those rapid declines must have come as a surprise and shock to their citizens. Obviously, too, this trajectory is not one that all past societies followed unvaryingly to completion: different societies collapsed to different degrees and in somewhat different ways, while many societies did not collapse at all.

#### **E.**

Today many people feel that environmental problems overshadow all the other threats to global civilisation. These environmental problems include the same eight that undermined past societies, plus four new ones: human-caused climate change, buildup of toxic chemicals in the environment, energy shortages, and full human utilisation of the Earth's photosynthetic capacity. But the seriousness of these current environmental problems is vigorously debated. Are the risks greatly exaggerated, or conversely are they underestimated? Will modern technology solve our problems, or is it creating new problems faster than it solves old ones? When we deplete one resource (e.g. wood, oil, or ocean fish), can we count on being able to substitute some new resource (e.g. plastics, wind and solar energy, or farmed fish)? Isn't the rate of human population growth declining, such that we're already on course for the world's population to level off at some manageable number of people?

#### **F.**

Questions like this illustrate why those famous collapses of past civilisations have taken on more meaning than just that of a romantic mystery. Perhaps there are some practical lessons that we could learn from all those past collapses. But there are also differences between the modern world and its problems, and those past societies and their problems. We shouldn't be so naive as to think that study of the past will yield simple solutions, directly transferable to our societies today. We differ from past societies in some respects that put us at lower risk than them; some of those respects often mentioned include our powerful technology (i.e. its beneficial effects), globalisation, modern medicine, and greater knowledge of past societies and of distant modern societies. We also differ from past societies in some respects that put us at greater risk than them: again, our potent technology (i.e., its unintended destructive

effects), globalisation (such that now a problem in one part of the world affects all the rest), the dependence of millions of us on modern medicine for our survival, and our much larger human population. Perhaps we can still learn from the past, but only if we think carefully about its lessons.

### Questions 27-29

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

Write the correct answers in boxes 27-29 on your answer sheet.

27. When the writer describes the impact of monumental ruins today, he emphasises

- A. the income they generate from tourism.
- B. the area of land they occupy.
- C. their archaeological value.
- D. their romantic appeal.

28. Recent findings concerning vanished civilisations have

- A. overturned long-held beliefs.
- B. caused controversy amongst scientists.
- C. come from a variety of disciplines.
- D. identified one main cause of environmental damage.

29. What does the writer say about ways in which former societies collapsed?

- A. The pace of decline was usually similar.
- B. The likelihood of collapse would have been foreseeable.
- C. Deterioration invariably led to total collapse.
- D. Individual citizens could sometimes influence the course of events.

### Questions 30-34

Do the following statements agree with the views of the writer in section 3?

In boxes 30-34 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

30. It is widely believed that environmental problems represent the main danger faced by the modern world.
31. The accumulation of poisonous substances is a relatively modern problem.
32. There is general agreement that the threats posed by environmental problems are very serious.
33. Some past societies resembled present-day societies more closely than others.
34. We should be careful when drawing comparisons between past and present.

### Questions 35-39

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

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

35. Evidence of the greatness of some former civilisations
36. The parallel between an individual's life and the life of a society
37. The number of environmental problems that societies face
38. The power of technology
39. A consideration of historical events and trends

- A. is not necessarily valid.
- B. provides grounds for an optimistic outlook.
- C. exists in the form of physical structures.
- D. is potentially both positive and negative.
- E. will not provide direct solutions for present problems.
- F. is greater now than in the past.

### Question 40

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

40. What is the main argument of Reading Passage?

- A. There are differences as well as similarities between past and present societies.
- B. More should be done to preserve the physical remains of earlier civilisations.
- C. Some historical accounts of great civilisations are inaccurate.
- D. Modern societies are dependent on each other for their continuing survival.

# Reading Test 2

## SECTION 1

### The Mozart Effect

#### A.

Music has been used for centuries to heal the body. In the Ebers Papyrus (one of the earliest medical documents, circa 1550 BC), it was recorded that physicians chanted to heal the sick (Castleman, 1994). In various cultures, we have observed singing as part of healing rituals. In the world of Western medicine, however, using music in medicine lost popularity until the introduction of the radio. Researchers then started to notice that listening to music could have significant physical effects. Therapists noticed music could help calm anxiety, and researchers saw that listening to music, could cause a drop in blood pressure. In addition to these two areas, music has been used with cancer chemotherapy to reduce nausea, during surgery to reduce stress hormone production, during childbirth, and in stroke recovery (Castleman, 1994 and Westley, 1998). It has been shown to decrease pain as well as enhance the effectiveness of the immune system. In Japan, compilations of music are used as medication of sorts. For example, if you want to cure a headache or a migraine, the album suggested is Mendelssohn's "Spring Song", Dvorak's "Humoresque", or part of George Gershwin's "An American in Paris" (Campbell, 1998). Music is also being used to assist in learning, in a phenomenon called the Mozart Effect.

#### B.

Frances H. Rauscher, PhD, first demonstrated the correlation between music and learning in an experiment in 1993. His experiment indicated that a 10-minute dose of Mozart could temporarily boost intelligence. Groups of students were given intelligence tests after listening to silence, relaxation tapes, or Mozart's "Sonata for Two Pianos in D Major" for a short time. He found that after silence, the average IQ score was 110, and after the relaxation tapes, the score rose a point. After listening to Mozart's music, however, the score jumped to 119 (Westley, 1998). Even students who did not like the music still had an increased score in the IQ test. Rauscher hypothesised that "listening to complex, non-repetitive music, like Mozart's, may stimulate neural pathways that are important in thinking" (Castleman, 1994).

#### C.

The same experiment was repeated on rats by Rauscher and Hong Hua Li from Stanford. Rats also demonstrated enhancement in their intelligence performance.

These new studies indicate that rats that were exposed to Mozart's showed "increased gene expression of BDNF (a neural growth factor), CREB (a learning and memory compound), and Synapsin I (a synap-tic growth protein) " in the brain's hippocampus, compared with rats in the control group, which heard only white noise (e.g. the whooshing sound of a V radio tuned between stations).

#### **D.**

How exactly does the Mozart Effect work? Researchers are still trying to determine the actual mechanisms for the formation of these enhanced learning pathways.

Neuroscientists suspect that music can actually help build and strengthen connections between neurons in the cerebral cortex in a process similar to what occurs in brain development despite its type.

When a baby is born, certain connections have already been made - like connections for heartbeat and breathing. As new information is learned and motor skills develop, new neural connections are formed. Neurons that are not used will eventually die while those used repeatedly will form strong connections. Although a large number of these neural connections require experience, they must also occur within a certain time frame. For example, a child born with cataracts cannot develop connections within the visual cortex. If the cataracts are removed by surgery right away, the child's vi-sion develops normally. However, after the age of 2, if the cataracts are re-moved, the child will remain blind because those pathways cannot establish themselves.

#### **E.**

Music seems to work in the same way. In October of 1997, researchers at the University of Konstanz in Germany found that music actually rewires neural circuits (Begley, 1996). Although some of these circuits are formed for physical skills needed to play an instrument, just listening to music strengthens connections used in higher-order thinking. Listening to music can then be thought of as "exercise" for the brain, improving concentration and enhancing intuition.

#### **F.**

If you're a little sceptical about the claims made by supporters of the Mozart Effect, you're not alone. Many people accredit the advanced learning of some children who take music lessons to other personality traits, such as motivation and persistence, which are required in all types of learning. There have also been claims of that influencing the results of some experiments.

## G.

Furthermore, many people are critical of the role the media had in turning an isolated study into a trend for parents and music educators. After the Mozart Effect was published to the public, the sales of Mozart CDs stayed on the top of the hit list for three weeks. In an article by Michael Linton, he wrote that the research that began this phenomenon (the study by re-searchers at the University of California, Irvine) showed only a temporary boost in IQ, which was not significant enough to even last throughout the course of the experiment. Using music to influence intelligence was used in Confucian civilisation and Plato alluded to Pythagorean music when he described its ideal state in *The Republic*. In both of these examples, music did not cause any overwhelming changes, and the theory eventually died out. Linton also asks, "If Mozart's music were able to improve health, why was Mozart himself so frequently sick? If listening to Mozart's music increases intelligence and encourages spirituality, why aren't the world's smartest and most spiritual people Mozart specialists?" Linton raises an interesting point, if the Mozart Effect causes such significant changes, why isn't there more documented evidence?

## H.

The "trendiness" of the Mozart Effect may have died out somewhat, but there are still strong supporters (and opponents) of the claims made in 1993. Since that initial experiment, there has not been a surge of support-ing evidence. However, many parents, after playing classical music while pregnant or when their children are young, will swear by the Mozart Effect. A classmate of mine once told me that listening to classical music while studying will help with memorisation. If we approach this controversy from a scientific aspect, although there has been some evidence that music does increase brain activity, actual improvements in learning and memory have not been adequately demonstrated.

### Questions 1-5

Section 1 has eight paragraphs A-H.

Which paragraph contains the following information?

Write the correct letter A-H in boxes 1-5 on your answer sheet.

1. A description of how music affects the brain development of infants
2. Public's first reaction to the discovery of the Mozart Effect
3. The description of Rauscher's original experiment

4. The description of using music for healing in other countries
5. Other qualities needed in all learning

### Questions 6-8

Complete the summary below.

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

Write your answers in boxes 6-8 on your answer sheet.

During the experiment conducted by Frances Rauscher, subjects were exposed to the music for a 6 ..... period of time before they were tested. And Rauscher believes the enhancement in their performance is related to the 7 ..... nature of Mozart's music. Later, a similar experiment was also repeated on 8 .....

### Questions 9-13

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

In boxes 9-13 on your answer sheet, write

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

9. All kinds of music can enhance one's brain performance to somewhat extent.
10. There is no neural connection made when a baby is born.
11. There are very few who question the Mozart Effect.
12. Michael Linton conducted extensive research on Mozart's life.
13. There is not enough evidence in support of the Mozart Effect today.

## SECTION 2

### Vitamins – to supplement or not

A.

Mineral, vitamin, and antioxidant health supplements make up a multi-billion-dollar industry in the United States alone, but do they really work? Evidence suggests supplementation is clearly indicated in special circumstances, but can actually be



harmful in others. For the general population, however, supplements have negligible or no impact on the prevention of common cancers, cardiovascular diseases, cognitive decline, mortality, or any other major indicators of health. In pursuit of a longer, happier and healthier life, there are certainly better investments for most people than a tube of vitamin supplements.

## **B.**

Particular sub-groups of the population can gain a proven benefit from supplementation. Folic acid has long been indicated as a prenatal supplement due to its assistance in foetal cell division and corresponding ability to prevent neural tube birth defects. Since Canada and the United States decided to require white flour to be fortified with folic acid, spinal birth defects have plummeted by 75%, and rates of neuroblastoma (a ravaging form of infant cancer) are now 50% lower. In countries without such fortification, or for women on low-carbohydrate diets, a prenatal multivitamin could make the crucial difference. The United States Department of Health and Human Services has concluded that the elderly may also benefit from extra vitamin D; calcium can help prevent bone fractures; and zinc and antioxidants can maintain vision while deflecting macular degeneration in people who would otherwise be likely to develop this affliction.

## **C.**

There is mounting evidence, however, for many people to steer clear of multivitamins. The National Institutes of Health has noted a “disturbing evidence of risk” in tobacco users: beta-carotene, a common ingredient in multivitamins, was found over a six-year study to significantly contribute to higher lung cancer and mortality rates in smokers. Meanwhile, excessive vitamin A (a supplement often taken to boost the immune system) has been proven to increase women’s risk of a hip fracture, and vitamin E, thought to improve cardiovascular health, was contraindicated in a study that demonstrated higher rates of congestive heart failure among such vitamin users. Antioxidant supplementation has no purpose nor does it achieve anything, according to the Food and Nutrition Board of the National Academy of Sciences, and the Medical Letter Group has gone further in suggesting they may interfere with treatment and promote some cancers. Antioxidants are generally regarded as counteracting the destructive effect of free radicals in the body, but according to the Medical Letter’s theory, free radicals may also serve the purpose of sending a powerful signal to the body’s immune system to fix the damage. By taking supplements, we risk undermining that message and upsetting the balance of antioxidants and free radicals in the body. The supplements counteract the free radicals, the immune system is not placed on alert, and the disease could sneak through the gates.

#### D.

One problem with supplementation by tablet is the poor record on digestibility. These tablets are often stocked with metal-based minerals that are essentially miniature rocks, and our bodies are unable to digest them. Even the vitamin elements of these pills that are theoretically digestible are often unable to be effectively extracted by our bodies when they arrive in such a condensed form. In Salt Lake City, for example, over 150 gallons of vitamin and mineral pills are retrieved from the sewer filters each month. According to the physician's desk reference, only about 10% – 20% of multivitamins are absorbed by the body. The National Advisory Board is even more damning, suggesting that every 100mg of tablet corresponds to about 8.3mg of blood concentration, although noting that this can still potentially perform a helpful role in some cases. In effect, for every \$100 you spend on vitamin supplements, over \$90 of that is quite literally flushed down the toilet.

#### E.

A final argument against multivitamins is the notion that they can lead people – consciously or not – to the conclusion that supplementation fills in the gaps of an unhealthy diet and mops up afterwards, leaving their bodies none the wiser that instead of preparing a breakfast of fresh fruit and muesli, they popped a tiny capsule with coffee and a chocolate bar. In a seven-year study, however, the Heart Protection study did not find any positive outcome whatsoever from multivitamins and concluded that while vitamins in the diet are important, multivitamin tablets are safe but completely useless. There is evidently no shortcut around the task of buying, preparing, and consuming fresh fruit and vegetables every day. Boosting, supplementing, and fortifying products alter people's very perception of what healthy food is; instead of heading for the fresh produce aisle in the supermarket, they are likely to seek out sugary, processed foods with a handful of extra B vitamins as a healthy choice. We cannot supplement our way out of a bad diet.

#### Questions 14-16

Choose the correct letter, A, B, C, or D. Write the correct letters in boxes 14-16 on your answer sheet.

14. The writer does not recommend multivitamin supplementation for \_\_\_\_\_

- A. pregnant woman.
- B. young children.

- C. anyone prone to eye problems.
- D. old people.

15. According to the writer, vitamin E has been shown to \_\_\_\_\_

- A. lead to heart problems.
- B. be good for heart health.
- C. support the immune system.
- D. have no effect.

16. The Medical letter Group believes antioxidant supplementation \_\_\_\_\_

- A. is ineffective in attacking free radicals.
- B. alerts the immune system to the presence of free radicals.
- C. attacks both free radicals and the immune system.
- D. prevents the immune system from responding to free radicals.

### Questions 17-21

Do the following statements agree with the information given in section 2?

In boxes 17-21 on your answer sheet, write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

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

- 17. Some multivitamin tablets have indigestible ingredients.
- 18. Some individual vitamins are better absorbed than others in a tablet form.
- 19. Our bodies cannot distinguish food-based from supplement-based vitamins.
- 20. Multivitamins can lead to poorer overall eating habits in a person's life.
- 21. People typically know that fortified processed foods are not good for them.

### Questions 22-26

Classify the following groups of people according to whether they believe

Write the correct letter A, B or C, in boxes 22-26 on your answer sheet.

- A. the supplementation may have a positive effect
- B. the supplementation may have a negative effect

C. supplementation has no effect

22. The United States Department of Health and Human Services

23. The National Institutes of Health

24. The Food and Nutrition Board of the National Academy of Sciences

25. The National Advisory Board

26. The Heart Protection Group

## **SECTION 3**

### **LONG-TERM FORECAST: HOT AND DRY**

#### **A.**

Melting land ice in the Arctic is set to cause a global rise in sea levels, leading to disastrous effects for both man and wildlife. Many species worldwide are threatened with extinction, and low-lying islands and landmasses will disappear entirely. But the havoc wreaked by the effect of greenhouse gases won't be confined to just too much water, but the absence of it, as well. In other words, desertification. A decrease in the total amount of rainfall in arid and semi-arid areas could increase the total area of drylands worldwide, and thus the total amount of land potentially at risk from desertification.

#### **B.**

Desertification is officially recognised as land degradation in arid, semi-arid and dry sub-humid areas resulting from various factors including climatic variations and human activities. This degradation of formerly productive land is a complex process. It involves multiple causes, and it proceeds at varying rates in different climates. Desertification may intensify a general climatic trend, or initiate a change in local climate, both leading towards greater aridity. The more arid conditions associated with desertification accelerate the depletion of vegetation and soils. Land degradation occurs all over the world, but it is only referred to as desertification when it takes place in drylands. This is because these areas are especially prone to more permanent damage as different areas of degraded land spread and merge together to form desert-like conditions.

#### **C.**

Global warming brought about by increasing greenhouse gas levels in the atmosphere is expected to increase the variability of weather conditions and extreme events. Many dryland areas face increasingly low and erratic rainfalls, coupled with soil erosion by wind and the drying-up of water resources through increased regional temperatures. Deforestation can also reduce rainfall in certain areas, increasing the threat of desertification. It is not yet possible, despite sophisticated technology, to identify with an acceptable degree of reliability those parts of the Earth where desertification will occur. Existing drylands, which cover over 40% of the total land area of the world, most significantly in Africa and Asia, will probably be most at risk from climate change. These areas already experience low rainfall, and any that falls is usually in the form of short, erratic, high-intensity storms. In addition, such areas also suffer from land degradation due to over-cultivation, overgrazing, deforestation and poor irrigation practices.

#### **D.**

It is a misconception that droughts cause desertification. Droughts are common in arid and semi-arid lands. Well-managed lands can recover from drought when the rains return. Continued land abuse during droughts, however, increases land degradation. Nor does desertification occur in linear, easily definable patterns. Deserts advance erratically, forming patches on their borders. Areas far from natural deserts can degrade quickly to barren soil, rock, or sand through poor land management. The presence of a nearby desert has no direct relationship to desertification. Unfortunately, an area undergoing desertification is brought to public attention only after the process is well underway. Often little or no data are available to indicate the previous state of the ecosystem or the rate of degradation. Scientists still question whether desertification, as a process of global change, is permanent or how and when it can be halted or reversed.

#### **E.**

But desertification will not be limited to the drylands of Africa and Asia. According to the environmental organisation Greenpeace, the Mediterranean will suffer substantially, too. If current trends in emissions of greenhouse gases continue, global temperatures are expected to rise faster over the next century than over any time during the last 10,000 years. Significant uncertainties surround predictions of regional climate changes, but it is likely that the Mediterranean region will also warm significantly, increasing the frequency and severity of droughts across the region. As the world warms, global sea levels will rise as oceans expand and glaciers melt. Around much of the Mediterranean basin, sea levels could rise by close to 1m by 2100. As a result,

some low-lying coastal areas would be lost through flooding or erosion, while rivers and coastal aquifers would become saltier. The worst affected areas will be the Nile Delta, Venice in Italy and Thessaloniki in Greece, two major cities where local subsidence means that sea levels could rise by at least one-and-a-half times as much as elsewhere.

## **F.**

The consequences of all this say Greenpeace, are far-reaching, and the picture is a gloomy one. Livestock production would suffer due to a deterioration in the quality of rangeland. Yields of grains and other crops could decrease substantially across the Mediterranean region due to increased frequency of drought. Crop production would be further threatened by increases in competition for water and the prevalence of pests and diseases and land loss through desertification and sea-level rise. The combination of heat and pollution would lead to an upsurge in respiratory illness among urban populations, while extreme weather events could increase death and injury rates. Water shortages and damaged infrastructure would increase the risk of cholera and dysentery, while higher temperatures would increase the incidence of infectious diseases, such as malaria and dengue fever. Serious social disruption could occur as millions are forced from their homelands as a result of desertification, poor harvests and sea-level rise, while international disputes over shared water resources could turn into conflict.

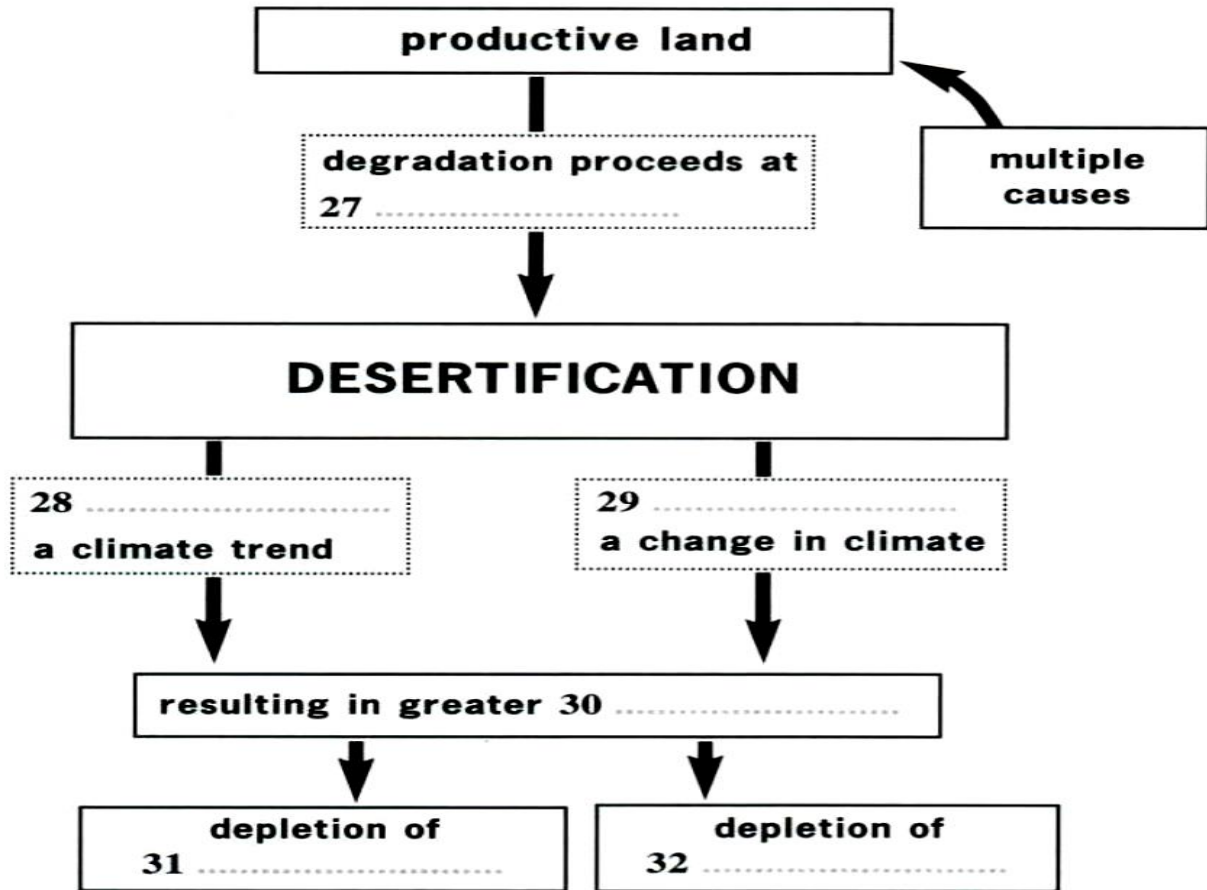
## **G.**

Future climate change could critically undermine efforts for sustainable development in the Mediterranean region through its impacts on the environment and social and economic well-being. While in many respects climate change exacerbates existing problems instead of creating new ones, the sheer magnitude of the potential problem means it cannot be ignored. There is some scope for adaptation, but the fact that many measures would be beneficial irrespective of climate change suggests that radical changes in our policies and practices will be needed. It is also vital that developed countries meet their obligations to assist adaptation in developing countries through access to know-how and financial assistance. Ultimately, however, the long-term sustainability of the Mediterranean region requires keeping climate change within tolerable bounds. Current understanding of safe limits points to the need for prompt international agreement – and action – to make the drastic cuts in emissions of greenhouse gases required to stabilize atmospheric concentrations of these gases.

**Questions 27-32**

Complete the flow-chart below

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



**Questions 33-36**

Section 3 has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter A-G in boxes 33-36 on your answer sheet.

33. Human intervention is a potential solution to a potential disaster.

34. The rate of climate change is set to accelerate dramatically.

35. There is seldom enough information available in some areas to track how fast the effects of climate change have happened in the past.
36. Desertification is attributable to a number of factors.

**Questions 37-40**

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

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

Climate change may have catastrophic effects on the human and animal world. As glaciers melt, sea levels will rise, causing extensive flooding and land 37..... Another consequence of global warming is 38....., which affects areas known as 39..... These areas are subject to irregular weather patterns but also suffer from human intervention or neglect, such as inadequate or inefficient 40..... systems.

- |                   |           |            |
|-------------------|-----------|------------|
| A irrigation      | B cooling | C drylands |
| D cause           | E loss    | F abuse    |
| G desertification | H deserts | I emission |

## Reading Test 3

### SECTION 1

#### Ancient Egypt

**A.**

The people of ancient Egypt emerged as one of the first Western civilisations. Sustained by the River Nile and protected by vast deserts, the Egyptians lived in comparative security, prosperity and peace for thousands of years. When such conditions exist, the civilisation and its arts usually flourish. To this day, many of the Egyptian artistic creations display the wealth, splendour and talent of this great civilisation.

**B.**

Ancient Egypt has been called a land of temples and tombs, and for centuries people have been filled with wonder at the ingenuity of the Egyptians, whose impressive works have withstood the ravages of time so well. Had it not been for the long-lasting nature of their monuments and carved inscriptions in the form of hieroglyphics', much