

the U.S. They specifically discuss how the crack-related deaths of two star-athletes which first called wide-spread attention to the problem during the mid-1980's. Since then, the government has reportedly used crack-cocaine as a political scapegoat for many of the nation's larger inner-city problems. Thefts, violence, and even socioeconomic depression have been blamed on crack. They assert that the government has invested considerably in studies whose results could be used to wage the constant "war on drugs" while to politicians, that war has amounted to nothing more than a perceptual war on poverty and urban crime.

D Since politicians have had little else of marketable interest to debate over the years, this aggressive attack on drugs has existed as one of their only colorful means by which to create debate, controversy, and campaign fuel. In other words, when balancing the budget and maintaining an effective foreign policy became too boring to handle, Reinerman and Levine assert that the "crack epidemic" became the focus of politicians with the intent of luring public interest to their flashy anti-drug campaigns.

E Finally, in addition to the media's excess attention on the 'war against drugs,' Reinerman and Levine make the point the constant coverage of crack in the news media has only been counterproductive to the alleged goals of any anti-drug program. With descriptions of the "crack high" that glorify it considerably- the politically-charged media campaigns to fight drugs have worked somewhat ironically as huge advertising campaigns for crack-- increasing public awareness and stimulating the interests of venturesome junkies.

F While Reinerman and Levine are rather adamant about their findings, they do maintain an overt respect for the reality that crack has had other causal factors and outcomes besides those described by them. Their main concern seems to be calling for a more realistic spotlight to be placed upon the problem- so that we can begin to deal with it as no more and no less than what should be.

G The "war on drugs" is indeed based upon an exaggeration of facts. Although it is also evident that substances such as crack-cocaine may serve to pose great health risks to those that use them, there is not any widespread "epidemic" use of the drug nor any validity to the apparent myths that it causes such immediate devastation and is life-wrecking in every single case.

It is obvious that we do indeed need to maintain a greater and more focused emphasis on the important and more widespread problems in society. Important energies and well-needed monies are being diverted from them to fight in an almost-imaginary battle against a controlled substance. Conclusively, we should allow drugs like crack-cocaine receive their due attention as social problems, but let them receive no more than that!.

Questions 1 - 4

Choose the appropriate letter A - D and write your answers in boxes 1 - 4 on your answer sheet.

1. From the media we learn that crack-cocaine ...
 - A. gives us various iconic models to despise and detest. B. represents moral sin can evil.
 - C. is addictive in every case, causes corruption and violence and almost always leads to death.
 - D. bombards us with horror.

2. According to Craig Renarman and Harry Levine, ...
 - A. crack-cocaine is an 'epidemic problem' in our country.
 - B. crack-cocaine does not pose serious health risks for users. C. the current 'epidemic' is really very serious.
 - D. the current 'epidemic' is not so serious despite the serious health risks for the few individual users.

3. Based on Paragraph C, we know that ...
 - A. crack-cocaine became widely know as a problem since the mid - 1980s.
 - B crack-cocaine has caused many problems - from thefts, violence to socio-economic depression.
 - C. the government has invested little fighting the 'war on drugs'. D. drugs have led to political as well as social problems.

4. Politicians use the drug issue ...
 - A. to attack the drug dealers at the market.
 - B. to lure the public interest to their flashy anti-drug campaign.
 - C. to balance the budget and maintain an effective foreign policy. D. to attack drug users only.

Questions 5 - 6

Complete the table below describing the causes and effects. Write your answers in boxes 5 - 6 on your answer sheet.

CAUSES	EFFECTS
Example crack-cocaine	Answer corruption, violence and deaths
media's excess attention on the 'war against drugs'	...5...
Politically-charged media campaigns to fight drugs	...6...

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Questions 7 - 13

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 7 - 13 on your answer sheet write

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer.
NOT GIVEN	if there is no information about this in the passage

7. In our contemporary society, people all over the world should launch a war on drugs.
8. Drug users within our own communities represent moral sin and pure evil.
9. The 'war on drugs' waged by the government is really a perceptual war on poverty and urban crimes.
10. Drug uses may lead to poverty and divorce.
11. We should spend more money and maintain a more focused emphasis on the importance and more wide-spread problems in society rather than on an almost-imaginary battle against drugs.
12. We should not pay too much attention to drug users, instead, we should fight against the drug dealers.
13. Drugs like crack-cocaine has received much more attention than is necessary.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14 - 27 which are based on Reading Passage 2.

Questions 14 - 17

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 14 - 17 on your answer sheet.

Smog is also called haze or ground level ozone. It poses ... 14 ... for millions of people in the world. The term smog was first used to refer to ... 15 ... in urban areas resulting from the emission of sulphur dioxide. Much of the smog problem today is what is known as ... 16 ... The primary health problems associated with smog are ... 17

Smog

Driving by any large city in the world, you will see smog. Sometimes it looks like a big gray or brown cloud hanging in the air. It is called haze or smog or ground level ozone, and it's a genuine health problem for millions of people around the world. Here is a guide for understanding its formation and consequences.

The term smog was first used by H.A. Des Voex in 1905 to describe the foggy conditions in urban areas resulting from the emission of sulfur dioxide from the newly created smokestacks of the industrial revolution. Much of the smog problem today is what is known as photochemical smog. Basically, the term refers to a complex chemical reaction whereby sunlight breaks down chemical compounds such as volatile organic compounds (VOCs) and nitrogen oxides (NO_x) into their constituent parts. Once broken down, the now free oxygen molecules can link up with the oxygen in the air (O₂) and create ozone, which is a variation of oxygen, with one additional oxygen molecule attached to it. Hence, the chemical name of ozone is O₃.

Both VOCs and NO_x occur naturally, and can contribute to ground level ozone problems. However, anthropogenic (human initiated) sources remain the focal point of policy analysis. Volatile Organic Compounds (VOCs) represent a group of chemical compounds that share some common characteristics. First, the organic designation means that the compound is almost always composed of carbon (C) and hydrogen (H) molecules. Volatile means the compound is easily evaporated. A quick reflective moment on the evaporative nature of two primary problematic VOCs in terms of ground level ozone, gas and oil, brings to mind the evaporative quality of the property. You can not fill up you gas tank without noticing the odor. The major man-made source of VOC emissions is motor vehicles. Evaporation of gasoline, solvents, oil-based paints, and hydrocarbons from the petrochemical industry are also significant sources. Interestingly enough, indoor air pollution resulting from VOCs emanating from products such as oil based paint and carpeting represents as great or greater a threat to human health.

Like VOCs, NO_x are mainly produced by oil and gas, but in the case of NO_x contributions to ground level ozone, a combustion process proceeds the emission. For example, the exhaust from fossil fuel combustion in our motor vehicles is the primary source, followed by fuel burning in homes, businesses, factories and power plants.

Respiratory ailments from asthma to bronchitis represent the primary health problems associated with human exposure to ground level ozone. The American Lung Association notes that anywhere from 10,000 to 15,000 people are admitted to emergency rooms each year suffering ozone exposure related illnesses. Children are especially susceptible to ozone related illnesses because on average they spend more time outdoors than adults and their airways are narrower than adults.

Questions 18 - 20

Reading Passage 2 has five paragraphs A - E.

Choose the most suitable headings for Paragraphs B, C, and E from the list of headings below. Write the appropriate numbers (i - v) in boxes 18 - 20 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them. You may use any of the following headings more than once.

List of Headings

- (i) Health problems caused by smog
- (ii) Smog the term and its formation
- (iii) Defining smog
- (iv) NOX and its sources
- (v) VOCs and their sources

Example Paragraph A

Answer (iii)

- 18. Paragraph B
- 19. Paragraph C 20.
Paragraph E

Questions 21 - 24

Complete the notes below with words taken from Reading Passage 2. Use **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 21 - 24 on your answer sheet.

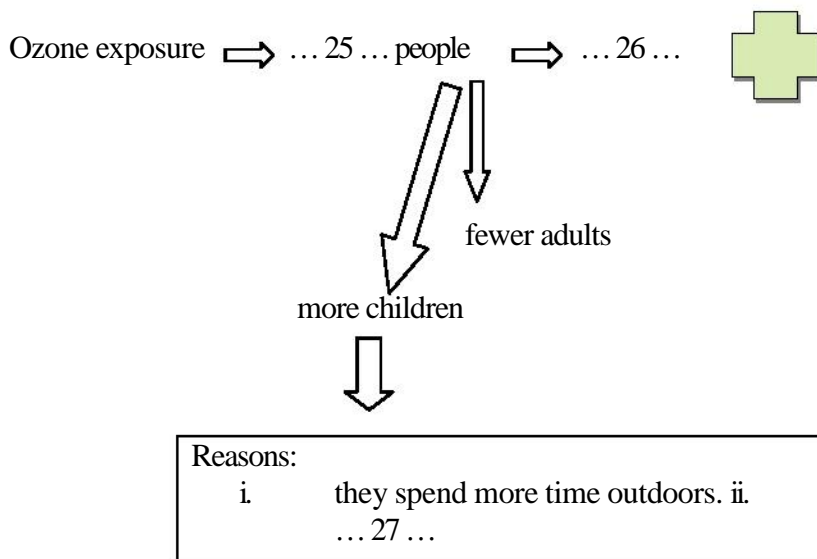
VOCs and NOX



- I. VOC s: sources of emission
 - i. The major man-made source: ... 21 ...
 - ii. ... 22 ... : evaporation of gasoline, solvents etc. iii.
... 23 ... resulting from VOCs emanating from
products like oil-based paint and carpeting.
- II. NOX: mainly produced by ... 24 ...

Questions 25 - 27

Complete the diagram below. Use **NO MORE THAN FIVE WORDS** from the passage. Write your answers in boxes 25 - 27 on your answer sheet.



READING PASSAGE 3

You should spend about 20 minutes on Questions 28 - 40 which are based on Reading Passage 3.

Marine Parks

A The issue of whether we should allow marine parks to stay open has been widely debated in our community recently. It is an important issue because it concerns fundamental moral and economic questions about the way we use our native wildlife. A variety of different arguments have been put forward about this issue. This essay will consider arguments for having marine parks and point to some of the problems with these views. It will then put forward reasons for the introduction of laws which prohibit these unnecessary and cruel institutions.

B *It has been argued that* dolphin parks provide the only opportunity for much of the public to see marine mammals. Most Australians, *so this argument goes*, live in cities and never get to see these animals. *It is claimed that* marine parks allow the average Australian to appreciate our marine wildlife. *However, as some tourists state*, dolphins, whales and seals can be viewed in the wild at a number of places on the Australian coast. *In fact*, there are more places where they can be seen in the wild than places where they can be seen in captivity. *Moreover*, most Australians would have to travel less to get to these locations than they would to get to the marine parks on the Gold Coast. *In addition*, places where there are wild marine mammals do not charge an exorbitant entry fee - they are free.

C Dr Alison Lane, the director of the Cairns Marine Science Institute, *contends that* we need marine parks for scientific research. She *argues that* much of our knowledge of

marine mammals comes from studies which were undertaken at marine parks. The knowledge which is obtained at marine parks, *so this argument goes*, can be useful for planning for the conservation of marine mammal species. *However*, as Jones - director of a marine animal research project *explains*, park research is only useful for understanding captive animals and is not useful for learning about animals in the wild. Dolphin and whale biology changes in marine park conditions. Their diets are different, they have significantly lower life spans and they are more prone to disease. *In addition*, marine mammals in dolphin parks are trained and this means that their patterns of social behaviour are changed. Therefore research undertaken at marine parks is generally not reliable.

D It is the contention of the Marine Park Owners Association that marine parks attract a lot of foreign tourists. *This position goes on to assert that* these tourists spend a lot of money, increasing our foreign exchange earnings and assisting our national balance of payments. *However*, foreign tourists would still come to Australia if the parks were closed down. *Indeed*, surveys of overseas tourists show that they come here for a variety of other reasons and not to visit places like Seaworld. Tourists come here to see our native wildlife in its natural environment and not to see it in cages and cement pools. They can see animals in those condition in their own countries *Furthermore*, we should be promoting our beautiful natural environment to tourists and not the ugly concrete marine park venues.

E Dolphin parks are unnecessary and cruel. The dolphins and whales in these parks are kept in very small, cramped ponds, whereas in the wild they are used to roaming long distances across the seas. *Furthermore*, the concrete walls of the pools interfere with the animals' sonar systems of communication. *In addition*, keeping them in pools is a terrible restriction of the freedom of fellow creatures who may have very high levels of intelligence and a sophisticated language ability. *Moreover*, there are many documented cases of marine mammals helping humans who are in danger at sea or helping fisherman with their work.

F *In conclusion*, these parks should be closed, or at the very least, no new animals should be captured for marine parks in the future. Our society is no longer prepared to tolerate unnecessary cruelty to animals for science and entertainment. If we continue with our past crimes against these creatures we will be remembered as cruel and inhuman by the generations of the future. (685 words)

Questions 28 - 32

Complete the summary of arguments below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 28 - 32 on your answer sheet.

A variety of different arguments have been put forward about marine parks. In the case of dolphin parks, some argue that they provide ... 28 ... to see these animals. Those against

marine parks, on the other hand, claim that these sea animals can be viewed ... 29 ... Another argument for marine parks contends that we need ... 30 ... for scientific research, while those against hold that park research is only useful for animals in captivity. Still another argument put forward by the Marine Park Owners Association is that marine parks attract many ... 31 ... Contrary to this claim are surveys showing that tourists come here for a variety of ... 32

Questions 33 - 34

Answer questions 33 - 35 by writing the appropriate letters A - F in boxes 33 - 34 on your answer sheet.

33. Which paragraph puts forward arguments over the use of marine parks for scientific research?
34. Which paragraph describes the writer's suggestions?

Questions 35 - 37

Choose the appropriate letters A - D and write your answers in boxes 35 - 37 on your answer sheet.

35. The issue of whether we should allow marine parks to stay open ...
A is still controversial and has not been decided in our community. B. has already been decided through debate.
C. has led to the introduction of new laws. D. is unnecessary and cruel.
36. According to those against marine parks, dolphins can ...
A. only be seen in marine parks. B. only be seen in captivity.
C. be seen at more places in the wild than in captivity.
D. only be seen by travelling to remote places on the coast.
37. According to the writer, dolphins ...
A. live a better life in pools.
B. are restricted in marine parks.
C. do not like the communication systems of the ponds. D. roam long distances in the ponds.

Questions 38 - 40

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

In boxes 38 - 40 on your answer sheet write

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer.
NOT GIVEN	if there is no information about this in the passage

38. At marine parks visitors have to pay a high entry fee to see the animals.
39. Keeping dolphins and whales in pools will reduce the animal's intelligence and sophisticated language ability.
40. Marine animals can still be used for science and entertainment only.

Academic Writing Practice 1

Task 1

You should spend a maximum of 20 minutes on this task.

In June 1996, an experimental flu vaccine was trialed in a large country town on females only. Write a report for a university tutor describing the information shown in the diagrams below. You should write at least 150 words.

Figure 1. Deaths from Flu
(March to May, and June to August)

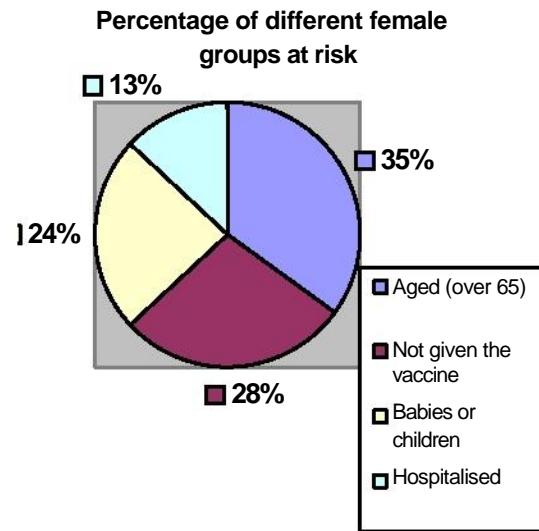
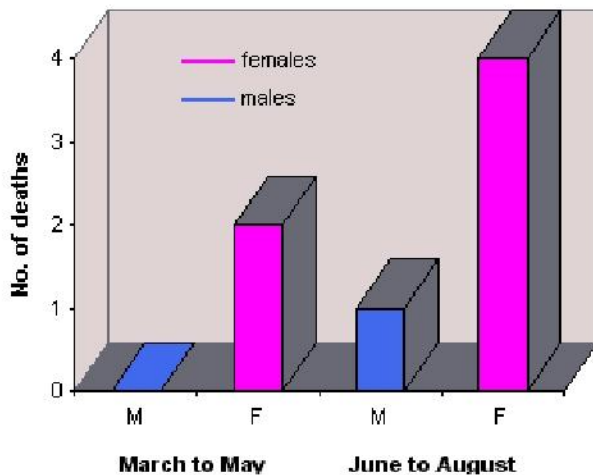
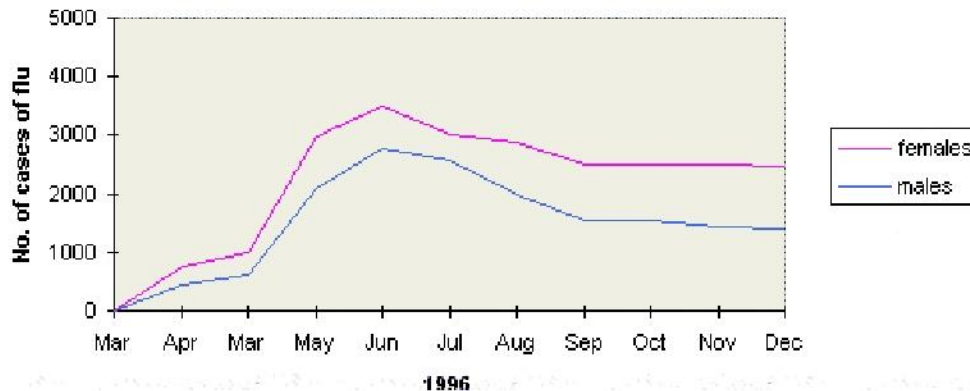


Figure 3. Flu Rates for Males and Females



IELTS Practice Reading 2
TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 15 <input type="checkbox"/> |
| Reading Passage 2 | Questions 17 - 31 <input type="checkbox"/> |
| Reading Passage 3 | Questions 32 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

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

Renewable Energy

A What is renewable energy? The term has two basic components, neither of which necessarily defines itself. Any discussion of renewable energy must first deal with the more general concept, energy. The term is often used quite loosely in everyday conversation. For example, we speak of ourselves or others as folks who need energy just to get out of the bed in the morning or kids who are "bundles of energy".

B Everyday living aside, the concept of energy also has a technical side and science commonly represents it abstractly, referring to it as an ability to perform work. From an even more technical scientific starting point, the first law of thermodynamics states, "In all physical and chemical changes, energy is neither created nor destroyed, but may be converted from one form to another." Using science as a starting point, energy can be defined as things around us that change forms in order to perform a task.

C Discussions of energy as it relates to renewable energy commonly refer to the types of fuels we use to perform the tasks associated with modern life. Fuels run our transportation system and they produce the electricity for our homes and offices and factories. Overwhelmingly, fossil fuels, coal, oil and natural gas have been the fuels of choice for performing these tasks. Fossil fuels are distinguished from renewables in the sense that they are finite resources, i.e., there's x amount under the earth and once used will run out unless you're willing to wait the millions of years for the fossilization process to create more.

D Renewable energy, on the other hand, refers to fuel sources more consistently available than their fossilized counterparts. Sources for this energy commonly fall under five categories: biomass (organic matter), geothermal (heat from under the earth), solar, water and wind.

E In theory these sources are infinitely available. As long as the earth continues to revolve around the sun, the sun will continue to produce harvestable energy. Heat from the sun additionally creates atmospheric conditions conducive to wind and water production, although not in even quantities throughout the world or with scientific precision in any one particular location. Finally, the sun produces the light necessary for growing the plants and trees which constitute the biomass category.

F Long before the beginning of the industrial revolution, mankind used the natural resources at hand to serve as energy sources for everyday tasks. Historical records of watermill and windmill use dates back to ancient China, Greece and Rome. Renaissance thinkers and builders expanded their use, creating machines to grind grain, create cloth and produce metal products. Today's versions of those same machines, while more technologically advanced to meet the energy needs of a larger population, operate on similar principles, harvesting the energy of the world around us.

G Cleanliness is perhaps renewable energy's biggest draw. Whereas fossil fuels require a combustion process (the use of an engine or turbine) to convert the energy into a form capable of performing the task at hand, renewable energy sources require none. No combustion means no emissions byproducts that cause the most common types of air pollution today, acid rain, smog and climate change. How much cleaner are renewables? There is probably no single answer, however, consider the following two examples related to solar (photovoltaic systems) and wind energy.

H Based on the National Renewable Energy Laboratory reports, an average U.S. household uses 830 kilowatt-hours of electricity per month. On average, producing 1000 kWh of electricity with solar power reduces emissions by nearly 8 pounds of sulfur dioxide, 5 pounds of nitrogen oxides, and more than 1,400 pounds of carbon dioxide. During its projected 28 years of clean energy production, a rooftop system with 2-year payback and meeting half of a household's electricity use would avoid conventional electrical plant emissions of more than half a ton of sulfur dioxide, one-third a ton of nitrogen oxides, and 100 tons of carbon dioxide.

I In the wind power area, the American Wind Energy Association claims that a single 660-Kw wind turbine will displace emissions of 1,100 tons of carbon dioxide (the leading greenhouse gas), 6 tons of sulfur dioxide (the leading component of acid rain), and 4 tons of nitrogen oxides (the leading component of smog) every year, based on the U.S. average utility fuel mix. 375 acres (more than half a square mile) of forest would be needed to absorb the same amount of CO₂.

Questions 1 - 7

Reading Passage 1 has 9 paragraphs A - I.

Choose the most suitable headings for Paragraphs B - G, and I from the list of headings below. Write the appropriate numbers (i -ix) in boxes 1 - 7 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them. You may use any of the following headings more than once.

List of Headings

- (i) Defining energy in scientific terms
- (ii) Renewable energy as a general concept
- (iii) Types of energy that are finite
- (iv) Human history in the use of natural resources
- (v) Types of renewable energy
- (vi) Theoretical principles on renewable energy
- (vii) Wind power and environment
- (viii) The advantage of renewable energy
- (ix) What does the National Renewable Energy Laboratory say?

Example	Paragraph A	Answer (ii)
	1. Paragraph B	
	2. Paragraph C	
	3. Paragraph D	
	4. Paragraph E	
	5. Paragraph F	
	6. Paragraph G	
Example .	Paragraph H	Answer (ix)
	7. Paragraph I	

Questions 8 - 11

Choose the appropriate letter A - D and write your answers in boxes 8 - 11 on your answer sheet.

8. When the writer says '_kids who are bundles of energy', he means ...
A. kids are lack of energy. B. kids are full of energy. C. kids need more energy. D. kids are not so strong.
9. '_Energy is neither created nor destroyed' is similar in meaning to ...
A. we can create energy but we cannot destroy energy. B. we cannot create energy, we cannot destroy it either. C. we can both create and destroy energy. D. we can destroy energy but cannot destroy it.
-

10. In this passage fossil fuels, coal, oil and natural gas are mentioned as examples ...
A. non-renewable energy. B. renewable energy.
C. fuels for homes, offices and factories. D. non-fossilised energy.
11. 'There is X amount under earth...' means ...
A. the amount under earth is unlimited.
B. the amount under earth can be added to. C. the amount under earth is too little. D. the amount under earth is fixed.

Questions 12 - 14

Classify the following forms of energy. Use **NO MORE THAN TWO WORDS** taken from the passage. Write your answers in boxes 12 - 14 on your answer sheet.

Example: windmills

Answer: wind power

12. heat from the sun
13. organic matter
14. heat from the earth

Questions 15 - 16

Answer questions 15 - 16 using **NO MORE THAN THREE WORDS** from the passage. Write your answers in boxes 15 - 16 on your answer sheet.

15. China, Greece and Rome are mentioned as places that used what in ancient times?
16. What is the effect upon the environment if a fuel does not involve a combustion process?

READING PASSAGE 2

You should spend about 20 minutes on Questions 17 - 31 which are based on Reading Passage 2.

Acid Rain

A Acid rain is a broad term used to describe several ways that acids fall out of the atmosphere. A more precise term is acid deposition, which has two parts: wet and dry.

B Wet deposition refers to acidic rain, fog, and snow. As this acidic water flows over and through the ground, it affects a variety of plants and animals. The strength of the effects depend on many factors, including how acidic the water is, the chemistry and buffering capacity of the soils involved, and the types of fish, trees, and other living things that rely on the water.

C Dry deposition refers to acidic gases and particles. About half of the acidity in the atmosphere falls back to earth through dry deposition. The wind blows these acidic particles and gases onto buildings, cars, homes, and trees. Dry deposited gases and particles can also be washed from trees and other surfaces by rainstorms. When that happens, the runoff water adds those acids to the acid rain, making the combination more acidic than the falling rain alone.

D Prevailing winds blow the compounds that cause both wet and dry acid deposition across state and national borders, and sometimes over hundreds of miles.

E Scientists discovered, and have confirmed, that sulfur dioxide (SO₂) and nitrogen oxides (NO_x) are the primary causes of acid rain. In the US, About two-thirds of all SO₂ and one-fourth of all NO_x comes from electric power generation that relies on burning fossil fuels like coal.

F Acid rain occurs when these gases react in the atmosphere with water, oxygen, and other chemicals to form various acidic compounds. Sunlight increases the rate of most of these reactions. The result is a mild solution of sulfuric acid and nitric acid.

G Over the past two decades, there have been numerous reports of damage to automotive paints and other coatings. The reported damage typically occurs on horizontal surfaces and appears as irregularly shaped, permanently etched areas. The damage can best be detected under fluorescent lamps, can be most easily observed on dark colored vehicles, and appears to occur after evaporation of a moisture droplet. In addition, some evidence suggests damage occurs most frequently on freshly painted vehicles. Usually the damage is permanent; once it has occurred, the only solution is to repaint.

H The general consensus within the auto industry is that the damage is caused by some form of environmental fallout. "Environmental fallout," a term widely used in the auto and coatings industries, refers to damage caused by air pollution (e.g., acid rain),decaying insects, bird droppings, pollen, and tree sap. The results of laboratory experiments and at least one field study have demonstrated that acid rain can scar automotive coatings. Furthermore, chemical analyses of the damaged areas of some exposed test panels showed elevated levels of sulfate, implicating acid rain.

I The popular term "acid rain" refers to both wet and dry deposition of acidic pollutants that may damage material surfaces, including auto finishes. These pollutants, which are released when coal and other fossil fuels are burned, react with water vapor and oxidants in the atmosphere and are chemically transformed into sulfuric and nitric

acids. The acidic compounds then may fall to earth as rain, snow, fog, or may join dry particles and fall as dry deposition.

J Automotive coatings may be damaged by all forms of acid rain, including dry deposition, especially when dry acidic deposition is mixed with dew or rain. However, it has been difficult to quantify the specific contribution of acid rain to paint finish damage relative to damage caused by other forms of environmental fallout, by the improper application of paint or by deficient paint formulations. According to coating experts, trained specialists can differentiate between the various forms of damage, but the best way of determining the cause of chemically induced damage is to conduct a detailed, chemical analysis of the damaged area.

K Because evaporation of acidic moisture appears to be a key element in the damage, any steps taken to eliminate its occurrence on freshly painted vehicles may alleviate the problem. The steps include frequent washing followed by hand drying, covering the vehicle during precipitation events, and use of one of the protective coatings currently on the market that claim to protect the original finish. (However, data on the performance of these coatings are not yet sufficient.)

L The auto and coatings industries are fully aware of the potential damage and are actively pursuing the development of coatings that are more resistant to environmental fallout, including acid rain. The problem is not a universal one-- it does not affect all coatings or all vehicles even in geographic areas known to be subject to acid rain-- which suggests that technology exists to protect against this damage. Until that technology is implemented to protect all vehicles or until acid deposition is adequately reduced, frequent washing and drying and covering the vehicle appear to be the best methods for consumers who wish to minimize acid rain damage.

Questions 17- 20

Complete the summary of arguments below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 17 - 20 on your answer sheet.

Acid rain is a broad term used to describe the ways that acids fall. More precisely, it should be called ... 17 ... The primary causes of acid rain are ... 18 ... and nitrogen oxides (NOX). ...19 ... occurs when these gases react in the atmosphere with chemicals. Acid rain may ... 20 ... material surfaces.

Questions 21 - 24

Answer questions 21 - 24 using **NO MORE THAN FOUR WORDS** from the passage. Write your answers in boxes 21 - 24 on your answer sheet.

21. How many parts does acid deposition have?
22. What does acidic water affect when it flows over and through the ground?
23. What does dry deposition refer to?
24. What makes dry deposition travel long distances?

Questions 25 - 28

Complete the table below. Use **NO MORE THAN THREE WORDS** from the passage. Write your answers in boxes 25 - 28 on your answer sheet.

In the US ... 25 ... of all SO ₂	come from electric power generation
One-fourth of ... 26 ...	
Sunlight increases	... 27
The damage to automotive paints typically occurs	28 ...

Questions 29 - 31

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 29 - 31 on your answer sheet write

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

29. 'Environmental fallout' refers to damage specifically caused by air pollution.
30. It is still not clear exactly how much damage acid rain does, and how much other forms of environmental fallout cause?
31. Frequent washing and drying and covering the vehicle will remain the best methods to minimise acid rain damage at least for a period of ten years in the future.

READING PASSAGE 3

You should spend about 20 minutes on Questions 32 - 40 which are based on Reading Passage 3.

Natural Proteins in Brain Wipe 'Fear' Slate Clean

A According to a recent study, the brain contains naturally-occurring substances that can wipe away fearful memories and with time may help soften the jolt of fear that can become associated with innocuous triggers.

B The compounds are known as cannabinoids, and they share some similarities with the active ingredient in marijuana, THC. Mice that lacked a particular cannabinoid receptor in the brain stayed forever fearful of a certain sound that once was accompanied by an electric shock. In contrast, normal mice quickly lost their fear of the sound if it was no longer heard in tandem with the painful jolt.

C The discovery may lead to a better understanding, and perhaps treatment, for people who experience post-traumatic stress disorder (PTSD)--a condition that can affect survivors of natural disasters, violent crimes and serious accidents. Symptoms of PTSD include flashbacks to the trauma, nightmares and emotional withdrawal.

D In the study, Dr. Beat Lutz of the Max Planck Institute of Psychiatry in Munich, Germany and colleagues looked at mice genetically engineered to lack a particular cannabinoid receptor known as CB1. The researchers conditioned the mice to associate a sound with an electric shock. The mice were repeatedly exposed to the sound and the shock for several days. All of the mice that lacked CB1, as well as normal mice, developed a fear response to the sound.

E The mice were later exposed to the sound without the shock and the researchers noted a different response in those lacking CB1. The normal mice "quickly recovered from (their) fear reaction," Lutz explained. In contrast the CB1-deficient mice, showed little reduction in fear and seemed unable to forget their past experience.

F "Until now, the function of the endogenous cannabinoid system in memory processing has not been clear," Lutz said. "Our work could assign, for the first time, a specific function of memory processing to the endogenous cannabinoid system--extinction of aversive memories."

G With regard to people, the authors note that ordinarily healthy people are equipped with "balanced" emotional responses to potentially dangerous situations. For example, if a person sees a poisonous snake, they relax relatively quickly once the imminent threat of being bitten has passed. An individual who has a phobia, on the other

hand, cannot adapt to such situations and may develop an uncontrollable over-reaction, which could lead to an anxiety or panic attack. Similarly, individuals with PTSD may have uncontrollable emotional reactions to triggers that others might find innocuous.

H "We think that our work could stimulate novel therapeutic approaches for the treatment of phobias or post-traumatic stress disorder," Lutz added. However, Lutz stressed, "we do not recommend to smoke marijuana to get rid of bad memories or to treat PTSD or phobics."

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I The compounds found in marijuana are unlikely to have the same effect because they are not specific enough for these receptors. The active ingredient in marijuana, THC, binds to all cannabinoid receptors in the body, irrespective of whether or not they are involved in extinction in aversive memories. However, it might be possible that the combined action of psychiatrist or trained psychologists together with pharmacological interventions targeting the endogenous cannabinoid system may lead to novel therapeutic concepts to treat above mentioned conditions.

Questions 32- 35

Answer questions 32 - 35 using **NO MORE THAN FOUR WORDS** from the passage. Write your answers in boxes 32 - 35 on your answer sheet.

32. What is the naturally-occurring substance in the brain that can wipe away fearful memories?
33. Flashbacks to trauma, nightmares and emotional withdrawal are symptoms of what?
34. Which mice showed little reduction in fear and seemed unable to forget their past experience?
35. With regard to potentially dangerous situations, what are ordinarily healthy people equipped with?

Questions 36 - 38

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

In boxes 36 - 38 on your answer sheet write

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement does not agree with the writer. |
| NOT GIVEN | if there is no information about this in the passage |

36. According to Lutz, their work has found therapeutic approaches for the treatment of phobias or PTSD.
37. Lutz and his colleagues did not suggest that people should smoke marijuana to get rid of bad memories or to treat PTSD or phobics.
38. The findings of the study will help a drowning person overcome the fear of water.

Questions 39 - 40

Choose the appropriate letter A - D and write your answers in boxes 39 - 40 on your answer sheet.

-
39. When mice were repeatedly exposed to a sound and an electric shock, ...
- A. only the mice that lacked CB1 developed a fear response to the sound.
 - B. only normal mice developed a fear response to the sound.
 - C. both groups of mice developed a fear response to the sound.
 - D. neither of the two groups developed a fear response to the sound.
40. When a normal person sees a poisonous snake, he ...
- A. is frightened at first but relax quickly when the threat is gone.
 - B. remains fearful of the snake for ever.
 - C. does not respond to the situation.
 - D. will try to catch the snake.

IELTS Academic Reading Practice 3

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 17 <input type="checkbox"/> |
| Reading Passage 2 | Questions 18 - 29 <input type="checkbox"/> |
| Reading Passage 3 | Questions 30 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 - 17 which are based on Reading Passage 1.

Sweeteners

A Sweeteners also have alternative names, such as sugar, sugar substitutes, and artificial sweeteners. There are two kinds of sweeteners: nutritive and non-nutritive. Nutritive sweeteners supply calories and energy to the body. Nutritive sweeteners, like sugar, have 4 calories per gram. Non-nutritive sweeteners do not provide energy to the body. They have no calories. They are called sugar substitutes. Aspartame is a sugar substitute. Most do not breakdown in the body like sugar does. They simply leave the body in the urine.

B What food source is the nutrient found in? Some sweeteners are found naturally in fruits, and in vegetables such as sugar beets. Others are artificially manufactured. How does the nutrient affect the body? Nutritive sweeteners include sugar and sugar alcohols. Nutritive sweeteners make foods taste sweet. They also enhance moisture, tenderness, and the "mouth feel" of food, especially baked goods. These sweeteners can preserve some foods, which improves flavor and freshness. Non-nutritive sweeteners provide sweetness without calories. Most non-nutritive sweeteners do not improve the moisture or tenderness of baked goods.

C All nutritive sweeteners, except sugars found in alcohol, provide 4 calories per gram, or 16 calories per teaspoon. Compared with fat, which has 9 calories per gram, sugars, like other carbohydrates are lower in calories. The problem comes when people eat too many sugary foods. The average American eats 20 teaspoons of sugar per day. Sugar is added to many foods to improve flavor. People often are not aware they are eating so much sugar. Government guidelines recommend eating sugar and sugary foods only occasionally. Fatty foods and sweets appear at the top and smallest part of the Food Guide Pyramid.

D Nutritive sweeteners include:

- all types of sugar. These include brown, powdered, granulated, and raw. These sugars come from sucrose made from sugar cane or sugar beets.
- corn sweeteners made from corn. These provide 60 percent of average sugar consumption. High-fructose corn syrup is a major ingredient in sweetened foods including sodas and juice drinks.
- dextrose, or glucose combined with water
- fructose, which is found naturally in fruits, now sold in granulated form
- honey made by bees, which is a mixture of fructose, glucose and water
- maple sugar, a natural sugar from trees
- molasses, a sweet syrup from the residue of making sugar cane into sugar
- sugar alcohols including sorbitol, mannitol and xylitol.

E These sweeteners are used in candy, chewing gum, and in some baked goods. Sugar alcohols have about half the calories of other nutritive sweeteners. They are called sugar alcohols because of their chemical structure. They do not contain alcohol. They are not included on the food label under grams of sugar but they are included in the ingredient list. Unlike sugar, they are not cavity producing. Sugar alcohols don't break down completely in the body, so they do not affect blood sugar.

F The FDA has approved four non-nutritive sweeteners. The four non-nutritive sweeteners are:

Saccharin, which was developed in 1879. It is made from a substance that occurs naturally in grapes, and is 300 times sweeter than sugar. Saccharin is the sweetener used in Sweet 'N Low and Sugar Twin. It is also used in fountain sodas combined with aspartame. The FDA proposed a ban on saccharin in 1977, when it was found that it could cause cancer in laboratory animals. But this was only if taken in very large amounts. The FDA decided that the amount consumed would be very difficult for someone to actually consume on a daily basis. They withdrew the ban in 1991 but products made with saccharin must have warning labels. The label reads: "Use of this product may be hazardous to your health. This product contains saccharin, which has been determined to cause cancer in laboratory animals."

Acesulfame-K (Ace-K), which is 200 times sweeter than sugar. The "K" stands

for potassium. This sweetener does not breakdown when heated, so it can be used in cooking and baking. It does not provide bulk like sugar does so it may not work in some recipes. The brand name of the tabletop sweetener is Sweet One or Sunette. The FDA approved Ace-K in 1988.

Aspartame, is made from amino acids, the building blocks of protein. It is about 200 times sweeter than sugar. It is the most popular sugar substitute. It is used in more than 150 different types of products. Aspartame is available as a packaged sweetener called Equal or is added to foods under the name NutraSweet. The FDA approved aspartame in 1981. All foods or drinks that contain aspartame must have a warning that states that the product contains phenylalanine. This is for people that have a rare genetic order called phenylketonuria, or PKU. All babies are tested for this shortly after birth. People with PKU cannot properly breakdown phenylalanine in the body, which can be toxic. People with PKU must be careful about products containing Aspartame. www.edisongroups.com

Sucralose, is the newest non-nutritive sweetener. Sucralose is made from table sugar but it cannot be digested, so it adds no calories. It is 600 times sweeter than sugar. It is approved for use in desserts, candies, and non-alcoholic beverages. It does not breakdown when heated, so it can be used in cooking and baking. It is marketed under the trade name Splenda. The FDA approved Sucralose in 1998.

G More sugar substitutes are being developed and reviewed. Sugar substitutes must go through safety evaluations before the substitutes are put on the market. The FDA approves and constantly re-evaluates them. It can take up to as many as 10 years for a sweetener to go through intensive reviews. (936 words)

Questions 1 - 6

Choose the heading which best sums up the meanings of Paragraphs A, B, C, D, E, F and G of the text. Write the appropriate numbers (i - vii) in boxes 1-6 on your answer sheet.

List of Headings

- i. New sugar substitutes and how they come to the market.
 - ii. Defining sweeteners.
 - iii. Different types of nutritive sweeteners.
 - iv. Origin of the nutritive sweeteners and their functions.
 - v. Different types of non-nutritive sweeteners.
 - vi. Use of nutritive sweeteners and their nutrition information.
 - vii. Nutrition facts about nutritive sweeteners and how they can be unhealthy.
1. Paragraph A
 2. Paragraph B
 3. Paragraph C
 4. Paragraph D

- 5. Paragraph E
- 6. Paragraph F

Questions 8-12

Complete the table below using information from the reading passage. Write no more than three words for each answer. Write your answers in boxes 8-12 on your answer sheet.

Name of sweetener	Nutrition information	Relation to body
Nutritive sweeteners	supply ...8...	Harmful when eating too much
Non-nutritive sweeteners	... 9... calories	Can be harmful
...10...	do not break down	...11... in the urine
Compared with other nutritive sweeteners, sugar alcohols	contain about ... 12... the do not	affect blood sugar

Questions 13 - 17

Choose the appropriate letters A-D and write your answers in boxes 13-17 on your answer sheet.

13. In terms of the source in which the nutrients are found, the sweeteners are
 - A. either man-made or found naturally.
 - B. either nutritious or non-nutritious C. not toxic and harmful.
 - D. intensively reviewed through a period of 10 years.

14. Apart from providing calories, another major difference between nutritive and non-nutritive sweeteners is that
 - A. the former are always healthy.
 - B. most non-nutritive sweeteners improve the moisture or tenderness of baked goods while nutritive sweeteners do not.
 - C. most nutritive sweeteners improve the moisture or tenderness of baked goods while most non-nutritive sweetener do not.
 - D. non-nutritive sweeteners provide only half the calories that nutritive sweeteners provide.

15. According to the passage, which of the following best describes the government guidelines?
 - A. People should eat sugary foods regularly but do not eat too much. B. People eat sugary foods occasionally.
 - C. People should eat too much sugary foods but not regularly. D. People should not eat sugary foods at all.

16. Of the four non-nutritive sweeteners, Saccharin and Aspartame
- A. do not contain many nutrients.
 - B. can cause cancer.
 - C. are not permitted to add to foods.
 - D. can be hazardous to health.
17. According to the passage, new sweeteners
- A. will no longer be developed.
 - B. will be banned from market because of the their potential dangers.
 - C. will be produced rapidly to meet the market demand.
 - D. will not be put to market before they pass safety evaluations.

READING PASSAGE 2

You should spend about 20 minutes on Questions 18 - 29 which are based on Reading Passage 2. www.edisongroups.com

SMART Technology: Moon Mission to Test Solar Engine with No Limits

Electric power and ion propulsion are about to combine for only the second time to propel a spacecraft beyond Earth orbit. Next April the European Space Agency's SMART-1 lunar satellite will head off to explore the Moon from an orbital position.

Electric propulsion has been used in low-Earth telecommunications satellites for years, and a high-tech ion engine powered NASA's Deep Space 1 test craft from 1998 until late last year. But before this technology is ready for prime-time missions to other planets and beyond, more tests are needed.

While SMART-1 is slated to perform science experiments at the Moon, its main mission is to test this technology. The engine being built for SMART-1 was originally designed by the Soviet space program in the 1970s. It does not burn fuel like chemical rockets; instead solar panels convert sunlight into electricity, which powers the atomic-scale propulsion system.

Most spacecrafts use rockets for propulsion, but the rocket fuel hydrazine is enormously heavy. Burdensome fuel tanks limit payloads, from how many scientific instruments can be carried to the number of astronauts. It's virtually impossible to embark on any voyage beyond the Moon without the help of gravity assist -- looping around a planet for a slingshot effect -- which limits launch windows and creates long, meandering trajectories.

Electric propulsion avoids these problems.

"To get rid of gravity assist, a more efficient propulsion system is needed, so that a craft can fly directly to Saturn for example, and not have to spend the time it takes go from Earth and then to Venus and then back again, before it finally travels out to Saturn," said John Brophy, a propulsion engineer at the Jet Propulsion Laboratory. The limits so far will be less than those imposed by chemical rockets.

Electric-ion propulsion is more efficient because its energy source (the solar panels) and the propulsion chemical (xenon) are separate. This way, the xenon atoms are used at an atomic scale, not on a massive scale like rocket fuel, which is both the fuel and energy source.

The atomic scale of the mechanism means the thrust on SMART-1 will be very small, equivalent to the pressure a sheet of paper applies to the palm of your hand. But because the xenon will be energized so much more efficiently than in a rocket, the ion engine will run much longer.

Over time the momentum of the craft will increase, eventually gaining speeds faster than a rocket would be able to produce.

Imagine SMART-1 is a car that uses 10 times less gas. The car may also go very slow when it starts, but it gains a certain velocity every hour that it runs.

The ability to run continuously, all the while gaining velocity, will aid energetically demanding missions such as the upcoming ESA trip to Mercury. This journey will demand more energy output than a trip to Mars or Venus.

An electric propulsion spacecraft would take two-and-a-half years to reach Mercury, beating a conventional spacecraft by a year and four months. The extra weight of the rocket fuel would require gravity assists from both Earth and Venus. "There is no limit to where this technology may take us," said Denis Estublier, the propulsion engineer for the mission.

The low thrust of electric propulsion has another advantage: maneuverability. The tiny push of the thruster, pointed in different directions, will make for more precise orientation of the craft.

NASA's Deep Space 1 mission tested the maneuvering capability of its thruster after an onboard star-tracking device broke down last year. The thruster's soft touch was able to

control pitch and roll with more stability than the original steering mechanisms. Brophy said the images taken at that time were less shaky because of it. (632 words)

Questions 18 - 22 www.edisongroups.com

Using no more than three words, answer the following questions. Write your answers in boxes 18 - 22 on your answer sheet.

18. According to the passage, in what area has the electric propulsion has been used for a number of years?
19. Apart from exploring the Moon, what is the main mission of Smart-1?
20. In the space technology at the present time, what do most of spacecrafts use for propulsion?
21. As a new type of space technology, what are the two advantages of electric-ion propulsion?
22. With the new technology, what will the pictures taken from spacecraft be like?

Questions 23 - 27

Complete the summary below. Choose your answers from the box and write them in boxes 23 - 29 on your answer sheet.

NB There are more words than spaces so you will not use them all. You cannot use any of the words more than once.

List of words			
burdensome	a number of	technology	mature
tests	burning	complete	turn
1.3	run	carry	spacecrafts
2.5			

Smart Technology

Electric power and ion propulsion are about to combine for only the second time to propel a spacecraft beyond Earth orbit. This technology has been used in low-Earth telecommunications satellites for many years. However, before it is ... 23... for prime-

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time missions to other planets and beyond, numerous ... 24 ... need to be done. With the new technology, the engine will ... 25 ... solar energy into electric power instead of ... 26 ... fuel like chemical rockets. By removing the ... 27 ... fuel tanks which limit payloads, the new engine will be able to ... 28 ... more scientific instruments and astronauts. A spacecraft with the Smart technology will travel about ... 29 ... years to reach Mercury.

READING PASSAGE 3

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

SOCIAL, SEXUAL AND RACIAL FACTORS IMPACT RISK FOR HEART DISEASE

According to three recent presentations at an international conference, people who do not have good social relations and/or have incomes near the poverty level are at a much greater risk for developing heart problems and dying much earlier than their natural lifespan. A cardiac patient's race and sex also seem to determine whether certain life-saving procedures will be performed.

In the first presentation, "The Role of Social Relations in Cardiovascular Disease Prevention," Dr. Redford B. Williams examines why people without good social relations are at an increased risk for developing cardiovascular disease and have recurrent heart problems once the disease already exists.

In a study of 1,368 patients with coronary disease at Duke University, Dr. Williams found that 50 percent of the patients who reported feeling very isolated were not married and had no one in whom they could confide died within five years. During the same time span, only 17 percent of those with either a spouse or confidant died. "These higher death rates among socially isolated heart patients could not be explained by any differences in the severity of the underlying heart disease," said Dr. Williams.

Much of the current research shows that those who harbor too much hostility -- a general mistrust, frequent angry feelings and aggressive behavior -- and those who suffer from depression have a lot more trouble initiating and maintaining social relations. "Hostility drives people away and depression keeps a person from wanting any social interactions," says Dr. Williams. "Also, having a job that places a high demand on producing a product or service with very little decision-making power has also been found to further fuel hostility, depression and social isolation. These four factors can definitely increase one's risk for cardiovascular disease," he said.

"Add some stress to this picture and you end up with a person with increased adrenaline, cortisol and blood pressure levels and an overwhelming desire to fight off the stressors. It can also lead to more smoking and alcohol use to relieve the feelings of stress," said Dr. Williams.

"The news is not all bad," said Dr. Williams. "Clinical trials research has shown that interventions that provide social supports directly or training in anger management and communication skills that enhance a patient's ability to obtain social support lead to improved prognosis in heart patients."

"And laboratory research shows cardiovascular responses to acute mental stressors can be reduced when social support is provided to the experimental subjects," concluded Dr. Williams. "People need to realize that they do need each other to stay healthy."

The second presentation, "Socioeconomic Factors and the Behavioral Epidemiology of Cardiovascular Disease," shows that adult health behaviors are also influenced by a person's socioeconomic status from childhood to adolescence to adulthood. Poverty in childhood has long-term negative health effects," said epidemiologist John Lynch, Ph.D., M.P.H., of the University of Michigan.

The more times a person experienced episodes of economic hardship, the greater their risk for developing serious difficulties with physical, psychological and cognitive functioning, according to a 29-year study of 1,000 adults. This study, conducted by Dr. Lynch, George Kaplan, Ph.D., and Sarah Shema of the University of Michigan, examined adults from Alameda County, California who were classified according to the number of times they experienced economic hardship between 1965 and 1983.

Economic hardship was defined as having a household income of less than twice the poverty line. These adults were examined in 1965, 1974 and in 1983 on income and health factors. Then in 1994, their physical, psychological, social and cognitive functioning was examined.

The more times people were in economic hardship between 1965 and 1983, the worse their health and functioning was in 1994. Compared with men and women who never experienced any economic hardship, those who had incomes less than 200 percent of the poverty line paid the consequences. Those who experienced bad financial times two or three times in 1965, 1974 or 1983 were 2.3 to 4.6 times more likely to report cognitive difficulties, 2.0 to 3.8 times more likely to be suffering physical health problems and 1.7 to 3.2 times more likely to suffer from depression in 1994.

But future employment patterns can make a difference in a person's health. In the Kuopio Ischemic Heart Disease Risk Factor Study of 2,682 middle-aged men from Finland, which looked at income and health behaviors and cardiovascular disease, Dr. Lynch found that low socioeconomic status led to poor health behaviors which increased the risk for disease. "However, those who were born into poor families but who completed their high school education and went on to find white-collar employment had better health behaviors. They did not smoke or drink as much as someone from a poor background who did not complete high school and went on to find employment in manual blue-collar occupations," said Dr. Lynch.

Those who remained economically disadvantaged over their entire lifecourse also had decreased levels of physical activity, ate more fatty and high- sodium foods and had higher levels of depression, hopelessness and cynicism as adults.

The third presentation, "Differential Utilization of Health Care Procedures as a Function of Race," examined the National Hospital Discharge Survey (NHDS) between 1988 and

1990 and found that "invasive cardiac procedures such as cardiac catheterization, percutaneous transluminal coronary angioplasty (PTCA) and coronary bypass surgery (CABS) were being used less on Black patients than on White patients and less on females than on males," said Wayne H. Giles, M.D. of the Centers for Disease Control.

Among 10,348 persons hospitalized for acute myocardial infarction, White men received these procedures the most, followed by White women, Black men and Black women. Age, in-hospital deaths, health insurance and hospital transfer rates were ruled out as influences to the rates of receiving these cardiac procedures. "It is very clear from our findings that a person's race and sex greatly influenced the type of care given. The medical community needs to examine this further," concluded Dr. Giles. (1021 words)

Questions 30 - 33

Choose the appropriate letters A - D and write your answers in boxes 30 - 33 on your answer sheet.

30. The research findings in this passage are the results of

- A. three research projects.
- B. those of Dr. Williams and the researchers at the University of Michigan only.
- C. Those of the researchers at the University of Michigan and Dr. Giles. D. neither those of Dr. Williams nor those of Dr. Giles.

31. The first presentation was based on research of patients who suffer from

- A. mental disorders
- B. physical disorders. C. coronary diseases.
- D. economic hardships.

32. The researchers of the University of Michigan found that

- A. the more a person's hardships are, the more serious his diseases.
- B. the more a person experiences hardships, the more likely he will suffer from physical, psychological and cognitive difficulties.
- C. a person's hardships are closely related to his state of mental health.

D. future employment patterns will significantly decrease a person's risk for heart disease.

33. According to the research of Dr. Giles, which of the following groups of acute myocardial infarction patients used 'invasive cardiac procedures' least? A.

White men.

B. White women. C.

Black men.

D. Black women.

Questions 34 - 37

From the information Reading Passage 3, classify the following individuals as:

A. a person who is most likely to suffer from heart diseases. B.

a person who is least likely to suffer from heart diseases. C. a

person who is not clearly described in the research.

D. a person who is not studied in the research projects mentioned.

Write the appropriate letter A - D in boxes 34 - 37 on your answer sheet.

34. a black male professional doing white-collar jobs and having a steady income.

35. a white female doing casual jobs and is constantly perplexed with financial problems.

36. a black woman housewife who has never been employed. 37.

an Eskimo who lives in the cold region.

Questions 38 - 40

Read the following three statements, and decide whether they agree with the researchers views. In boxes 38 - 40 on your answer sheet, write **YES** if the statement agrees with the researchers, **NO** if the statement contradicts the researchers, and **NOT GIVEN** if it is impossible to say what the researchers think about this.

38. Had the cardiovascular patients been provided social support for, their acute mental stressors would have been reduced, and they could have become fully recovered.
39. Black females who have bad socio-economic status will probably have a longer and healthier life than white males who have good social relations and high income.
40. People who do not harbor hostility -- a general mistrust, frequent angry feelings and aggressive behavior -- and those who often feel happy will more likely to start and keep good have social relations.

Academic Reading Practice Four

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 14 <input type="checkbox"/> |
| Reading Passage 2 | Questions 15 - 30 <input type="checkbox"/> |
| Reading Passage 3 | Questions 31 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 - 14 which are based on Reading Passage 1.

Great Britain

A Britain comprises England, Scotland, Wales, and across the Irish Sea, Northern Ireland. It is Europe's largest island and is 500km wide and nearly 1000km long (roughly the same size as the Japanese island of Honshu). Despite Britain's relatively small area, it has the 18th largest population in the world and a population density well over the European average. In mid-1998 Britain's population was estimated at 59.2 million. England accounted for 49.5 million, Scotland 5.1 million, Wales 2.9 million, and Northern Ireland 1.7 million. While English is the official language, 3 million people from around the world all bring their own languages and cultures with them. Britain's dynamic street culture, nightlife and heritage make it immensely popular with young visitors. Britain attracts 26 million tourists every year.

B Since the 1997 general election, and the rejection of the Conservative party after eighteen years in power, there has been a decidedly upbeat air about England. The election of the "New Labour" government has brought about some genuine changes of atmosphere. There is a lot of talk about the importance of "society", a concept much abused during the laissez-faire years of Thatcherism, and England is now being presented as a component part of Europe, whereas previously the attitude to the continent suggested that the Channel Tunnel was a bridgehead into enemy territory.

C England has maintained its creative momentum consistently from the "Swinging Sixties" to the present day: the music scene is as vibrant as any in the world; the current

crop of young artists has as high a profile as you can imagine; all over Europe there are hi-tech and offbeat postmodern buildings that were born on the drawing boards of London.

D History is constantly repackaged and recycled in England, whether in the form of TV costume dramas or industrial theme parks in which people enact the tasks that once supported their communities. The royal family, though dogged by bad press, continues to occupy a prominent place in the English self-image, a fact demonstrated by the extraordinary manner in which the death of Princess Diana was reported and mourned. The mythical tales of King Arthur and Camelot, the island race that spawned Shakespeare, Drake and Churchill, and a golden rural past - these are the notions that lie at the heart of "Englishness", and monuments of the country's past are a major part of its attraction.

E Contemporary England is at the same time a deeply conservative place and a richly multi-ethnic culture through which runs a strain of individualism that often verges on the anarchic. In essence, England's fascination lies in the tension between its inertia and its adventurousness.

F Scotland presents a model example of how a small nation can retain its identity within the confines of a larger one. Unlike the Welsh, the Scots successfully repulsed the expansionist designs of England, and when the old enemies first formed a union in 1603 it was because King James VI of Scotland inherited the English throne. Scotland has retained its own institutions, notably distinctive legal and educational systems and the national Presbyterian church, along with a radical social and political culture.

G Most of the population clusters in the narrow central belt between the two principal cities: stately Edinburgh, the national capital, with its magnificent architecture and imperious natural setting, and earthy Glasgow, a powerhouse of the Industrial Revolution and still a hard-working, hard-playing place. The third city, Aberdeen, set in one of the rare strips of lowland in the north, is now fabulously wealthy from the proceeds of offshore oil, and its pristine granite buildings and abundant parks and gardens look even more immaculate than ever.

H Yet it is the Highlands, severely depopulated but comprising over two-thirds of the total area, which provide most people's enduring image of Scotland. The dramatic landscapes are further enhanced by the volatile climate, producing an extraordinary variety of moods and colours. Here you will find some of the last wildernesses in Europe, though even the highest mountain, Ben Nevis, is an uncomplicated ascent for the average walker, while much of the finest scenery can be enjoyed without too much effort.

I The relationship between England and Wales has never been entirely easy. Impatient with constant demarcation disputes, the eighth-century Saxon king Offa constructed a dyke to separate the two countries; today, a long-distance footpath running from near Chepstow in the south to Prestatyn in the north follows its route.

J During Edward I's reign the last of the Welsh native princes, Llewelyn ap Gruffyd, was killed, and Wales passed uneasily under English rule. Trouble flared again with the rebellion of Owain Glyndŵr in the fifteenth century, but finally, when the Welsh prince Henry Tudor defeated Richard III at the Battle of Bosworth to become king of England, he paved the way for the 1536 Act of Union, which joined the English and Welsh in restless but perpetual partnership.

K Contact with England has watered down the indigenous Welsh culture: bricked-up, decaying chapels stand as reminders of the days when Sunday services and chapel choirs were central to community life. Festivals of Welsh music, poetry and dance, still take place throughout the country in summer - the International Music Eisteddfodau in Llangollen being the best-known, if corrupted, example - but harp-playing and the carving of love spoons survive more or less courtesy of the tourism industry. Nevertheless, the Welsh language is undergoing a revival, and you will see it on bilingual road signs all over the country but are most likely to hear it spoken in north and mid-Wales.

L Much of the country is relentlessly mountainous and offers wonderful walking and climbing terrain. The biggest towns, including Cardiff, Swansea, Aberystwyth and Caernarfon, cling to the coastal lowlands, but even there the mountains are no more than a bus ride away

M For so long the image of Northern Ireland portrayed by the media to outsiders was of a place divided by sectarian violence. In reality, even at the height of "The Troubles", many Northerners could live relatively unaffected lives.

N Now, although you will still see a significant police presence in pressure points such as Belfast and Derry - cities which should be on any visitor's list of places to go - the peace process means that British Army foot patrols are no longer on the streets. Despite the fact that the North is equally as hospitable as the Republic, it is little frequented by tourists, even though the northern coastline of counties Antrim and Derry, especially the weird geometry of the Giant's Causeway, is as spectacular as anything you will find in Ireland. (1101 words)

Questions 1- 5

Choose the appropriate letters A-D and write your answers in boxes 1 - 5.

1. As Europe's largest island, Great Britain is the 18th most populous country in the world, its population density is
 - A. considerably lower than the average in the world.
 - B. much lower than the that of Europe.
 - C. significantly higher than the average in Europe.
 - D. a lot more than the average in the world.

2. Two major changes that the _New Labour|| government has brought about are
- A. At present people are more concerned about _society' and that England is seen as part of the European continent.
 - B. People no longer care about the importance of society and the European continent is regarded as enemy territory.
 - C. Thatcherism is still held as guidelines in the Conservative Party.
 - D. The situation in England is deteriorating and people do not like it anymore.
3. In Paragraph D, Princess Diana was mentioned because
- A. she was respected and deeply loved by the people of the whole country.
 - B. the author wanted to show that the royal family continues to occupy a prominent place in the English self-image.
 - C. there is such a high-level of freedom that the press can report anything - even the royal family.
 - D. the author wanted to demonstrate the extraordinary manner in which the death of Princess Diana was reported and mourned.
4. The national capital of Scotland is described as
- A. one of the largest cities in Great Britain and one that is practical and hardworking.
 - B. one of the two largest cities in Scotland, which is magnificent with its architecture and natural setting.
 - C. one of the three larges cities in Scotland that is located in the lowland in the north.
 - D. a city where most of the population clusters.
5. Which of the following is described as place that is —relentlessly mountainous and offers wonderful walking and climbing terrain||?
- A. England. B. Scotland
 - C. Northern Ireland D. Wales.

Questions 6 - 10

Complete the summary below. Choose your answers form the box, and write them in boxes 6 - 10 on your answer sheet.

NB. There are more words than spaces so you will not use them all. You may NOT use any of the words more than once.

List of words

49.5 million	Honshu	water	59.2 million
non-English speaking	the Irish Sea	5.1 million,	English
Northern Ireland	British	visitors	immigrants
Welsh	officials	thinking	influence

500km wide and nearly 1000km long, Britain is Europe's largest island. Despite Britain's relatively small area, it has the 18th largest population in the world. Britain consists of England, Scotland, Wales, and ...6.... According to the census in the mid 1998, it has a population of ... 7...., of which 3 million are from ... 8.... background and maintain their own culture. Every year over twenty million ...9 ... come to see the dynamic street culture, nightlife and heritage of Britain. As the largest part of Britain, England has a great number of high profile artists who have exercised much ... 10 ... on the architecture of Europe.

Questions 11 - 14

Complete the sentences below using words taken from the reading passage. Use no more than three words for each answer. Write your answers 11 - 14 on your answer sheet.

11. Being part of England's attraction and lying at the heart of —Englishness|| are the notions of mythical tales of King Arthur and Camelot, the island race, and ...11...
12. Inertia and adventurousness are characteristic of England, and the tension between the two forces creates ... 12...
13. By successfully repulsing the expansionist designs of England and retaining its own institutions, Scotland exists an example of how a small nation - within the confines of a larger one - can ... 13 ...
14. Despite the fact that the northern coastline of counties Antrim and Derry, especially the weird geometry of the Giant's Causeway is very spectacular and that there are not many tourists, the North is ... 14 ... the Republic.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15 - 30 which are based on Reading Passage 2.

Endangered Species

Life can be tough when you are not king of the jungle. It is down right dangerous if you couple that less than exalted social status with a temperament comparable to the cowardly lion in the Wizard of Oz. Consider the case of the cheetah. It is the smallest of the 'big cats' with an average size comparable to a big dog (approximately four feet long and eighty to one hundred and forty pounds).

Cheetahs are also as timid as they come, at least as far as the big cat predator family goes. They chirp instead of roar, and in the wild, they would much rather prefer switching to a new food source rather than fighting any other predator for it.

Like their leopard and jaguar cousins, cheetahs are among the spotted big cats. In fact, another common name for the cheetah is the hunting leopard. They are best known for being the fastest land animal in the world, capable of reaching a short sprint speed of seventy miles per hour. Yet even its swiftness of foot has not helped it keep pace with the slow and steady human encroachment on its habitat.



Categorically speaking, cheetahs are not a jungle animal. Grasslands, shrub lands and woodlands are their traditional domain. The wildlife on that domain, especially the gazelle, has been their traditional food source.

Because grasslands are also suited for farms and ranches, increased human populations led to increased domestication of the land for livestock grazing and such. Whereas once cheetahs roamed a territory covering most of the African continent and southwestern Asia, today their habitat has shrunk to a small area in Iran and a few areas in North Africa and sub-Saharan Africa.

At the turn of the twentieth century, scientists estimate there were approximately one hundred thousand cheetahs living in the wild. Over time, their population began to diminish not only because of the domestication of their traditional habitat, but also because the ranchers and farmers considered the cheetah as a danger to their domesticated stocks and killed them as a stock protection measure.

Member states of the Convention on International Trades in Endangered Species of Wild Fauna and Flora (CITES) listed the cheetah on Appendix I (the most endangered list) in 1975. According to the *Redlist* of the International Union for Conservation of Nature and Natural Resources (IUCN), the wild cheetah population currently ranges between nine

and twelve thousand. Namibia is home to the largest cheetah population (approximately 2,500).

Recent history may not have shown man to be the cheetah's best friend, however, wildlife biologists also are quick to point out that cheetahs have not been their own best friends either. For reasons still not quite understood, cheetahs have evolved with a very limited genetic code, hindering their ability to reproduce strong offspring. Juvenile mortality rates in the wild are traditionally high and dwindling populations mean it is only more difficult to breed genetic diversity and strength into the species.

Man, of course, will be the cheetah's only hope for survival. Individual governments and governmental organizations such as CITES provide protection under legislative umbrellas that strictly limit cheetah hunting and trade.

Private groups, often in cooperation with governments, support cheetah conservation and breeding programs. One such organization, the Cheetah Conservation Fund (CCF) also maintains a registry of male cheetahs worldwide in order to help improve genetic diversification efforts. Additionally, the CCF is developing innovative programs focusing on local cooperative efforts. Once such program deals with the Cheetah temperament issue. Because of their timidity, cheetahs would rather switch prey than deal with any potential trouble.

Picking up on this clue, CCF started *The Anatolian Shepherd Livestock Guarding Dog Program*, a program that trains these dogs to guard local livestock against predators, including the cheetah. The dogs are not attack dogs, rather they are trained to bark and posture in order to scare away predators, including the cheetah. Now in its eighth year, with some eighty dogs working on Namibian farms, the program offers a non-lethal livestock management alternative for framers. (674 words)

Questions 15 - 19

Complete the table below using information from the reading passage. Write NO MORE THAN THREE words for each answer. Write your answers in boxes 15 -19 on your answer sheet.

Problem	Cause of the problem	Solved or Not (Write Yes , No , or Doesn't say)
increased domestication of increased the land for livestock grazing and such	increased ... 15 ...	Doesn't say.
shrinking of its habitat.	the slow and steady ... 16 ...	Doesn't say.
Cheetah's population began to diminish	not only because of the ... 18... domestication of their traditional habitat, but also because the ranchers and farmers ... 17 ...	
Due to ... 19 ...	cheetahs would rather switch prey than deal with any potential trouble.	... No...

Questions 20 - 25

The reading passage describes a number of animals and their features or behaviours. Matching each animal (20-25) in List A with its features or behaviours or usefulness in relation to the cheetah (A - E) in List B. Write your answers (A -F) in boxes 20 - 25 on your answer sheet.

List A

20. lion in the Wizard of Oz
21. the cheetah
22. guard dogs *in the Anatolian Shepherd Livestock Guarding Dog Program*,
23. gazelle
24. leopard and jaguar
25. livestock

List B

- A. food source
 - B. trained to scare other animals off the farm.
 - C. closely related to the cheetah.
 - D. cowardly and timid
 - E. swift and fast
 - F. raised on the farms
-

Questions 26 - 30

Using no more than FIVE words to answer the following questions. Write your answers 26 - 30 on your answer sheet.

26. As the smallest of the 'big cats', the cheetah is actually no bigger than what?
27. Also called hunting leopard, the cheetah is well known for what?
28. What are some of the cheetah's traditional habitat?
29. When member states of the Convention on International Trades in Endangered Species of Wild Fauna and Flora (CITES) listed the cheetah on Appendix I, what kind of species is the cheetah, based on this information?
30. According to wildlife biologists, what is the most important yet unknown factor that prevents cheetahs to reproduce strong offspring?

READING PASSAGE 3

You should spend about 20 minutes on Questions 31 - 40 which are based on Reading Passage 3.

WHY WOMEN EXPERIENCE DEPRESSION MORE THAN MEN DO

A Researchers have known for years that women experience depression more often than men do, but the reason for this gender difference has not been clear. A new study, published in the November issue of the American Psychological Association's (APA) *Journal of Personality and Social Psychology*, provides some answers by showing how social conditions and personality characteristics affect each other and contribute to the gender differences in depressive symptoms.

B In the study, psychologists Susan Nolen-Hoeksema, Ph.D., and Carla Grayson, Ph.D., of the University of Michigan and Judith Larson, Ph.D., of Atherton, CA, interviewed 1,100 adults between the ages of 25 and 75 years old from three ethnically diverse California cities. Results suggest that women may more often than men get caught in a cycle of despair and passivity because of the interaction of lower mastery (lower sense of control) over important areas of life and more chronic strain and rumination (chronically and passively thinking about feelings). For these women, more chronic strain led to more rumination over time, and more rumination led to more chronic strain over time.

C The study's authors say the chronic strain the women in the study reported were "the grinding annoyances and burdens that come with women's lower social power. Women carried a greater load of the housework and child care and more of the strain of parenting than did men." The authors also found women felt less appreciated by their partners than men did.

D "Rumination may maintain chronic strain because it drains people of the motivation, persistence, and problem-solving skills to change their situations," said the authors. "Failing to do what one can to overcome stressful situations such as an unfulfilling marriage or an inequitable distribution of labor at home perpetuates these situations." While this study cannot answer the question of which comes first, rumination or chronic strain, the researchers say the interaction of the two makes it more difficult to overcome either one.

E So what is a depressed woman, under chronic strain and ruminating or lacking a belief that she can control her life, to do? The authors conclude "helping women achieve a greater sense of control over their circumstances and engage in problem solving rather than ruminating should be useful. Changing the social circumstances that many women face so that they do not have so much to ruminate about is equally important." (396 words)

Questions 31-35

Choose the appropriate letters A - D and write your answers in boxes 30 - 35 on your answer sheet.

31. According to this study, which of the following factors are responsible for the gender differences in differences in depressive symptoms?

- A. women and men.
- B. researchers and APA.
- C. social conditions and personality characteristics
- D. psychologists and their studies conducted in relation to the men and women.

32. The study ...

- A. focused on three psychologists - Susan Nolen-Hoeksema, Ph.D., and Carla Grayson, Ph.D., of the University of Michigan and Judith Larson, Ph.D., of Atherton, CA.
- B. involved 1,100 adults and lasted for three years in California.
- C. interviewed 1,100 adults between the ages of 25 and 75 years old from three different countries.
- D. interviewed 1,100 adults who are in the age range of 25 -75.

33. According this study,

- A. women did more housework and contributed more to the care of children, yet they felt that their partners were not so thankful to them as they were to their partners.
- B. women carried a greater load of the housework and child care, and their partners were very thankful to them.
- C. men did not do housework, nor did they care for the children, yet still they were not thankful to their wives.
- D. men felt very thankful to their partners, because the women did more housework and also took care of the children.

34. The reason that it is difficult to solve the problem of rumination and chronic strain is that

- A. first, rumination causes chronic strain, which again results in more rumination.
- B. first, chronic strain causes rumination, which again results in more chronic strain.
- C. researchers still do not know the causes of the two situations.
- D. the two forces work together, thus difficult to get rid of anyone of them.

35. In order to help depressed women, the authors suggest

- A. we should help them have more control of their circumstances and let them solve the problems themselves.

- B. they should achieve a better sense of control over their circumstances and engage in problem solving skills, and have their social circumstances changed.
- C. they should control their husbands rather than ruminating.
- D. they should change their social circumstances instead of ruminating.

Questions 36 - 40

Do the following statements agree with the views of the writer(s) in the reading passage.
In boxes 36 - 40 on your answer sheet write:

YES if the statement agrees with writer

NO if the statement contradicts the writer

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

- 36. Researchers know that women experience depression more often than men do, but they do not have a definite answer to this gender difference until this new study is carried out.
- 37. The depressive symptoms demonstrated by women seem to be in a cycle rather than in a simple cause and effect relationship.
- 38. Rumination drains people of the motivation, persistence, and problem-solving skills to change their situations, that is why it may maintain chronic strain.
- 39. Changing the social circumstances of women so that they do not have so much to ruminate about is also helpful to reduce their depression.
- 40. The study will help to provide effective treatment to women who suffer from depression.

IELTS Academic Reading Practice 5

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 14 <input type="checkbox"/> |
| Reading Passage 2 | Questions 15 - 28 <input type="checkbox"/> |
| Reading Passage 3 | Questions 29 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 - 14 which are based on Reading Passage 1.

Food Additives

A Additives are substances that are added to foods either on purpose or by accident. An example of substances that are deliberately added to food includes vitamins that are added to some foods to replace natural vitamins that may be lost when the food is processed. On the other hand, some drugs given to animals and chemicals used on crops are examples of additives that accidentally get into food. Metals from cooking utensils also can leach into food.

B Additives are used in foods for 5 main reasons:

To control food texture. Emulsifiers (i-mul-sah-fie-ers), stabilizers and thickeners give food an even texture. They help keep ingredients and flavors blended in the product. An example of a food is peanut butter. Emulsifiers help keep the peanuts and oil from separating.

To improve nutritional value. Vitamins and minerals, as well as fiber, are added to foods to make up for nutrients that may be lacking in the food supply or lost during processing. Many of the B vitamins are lost when whole-wheat flour is refined. They are added back to white flour. Vitamins A and D are added to milk. This process of adding nutrients to foods has helped reduce malnutrition. When

nutrients are added that were never in the food, the foods are "fortified". When nutrients are replaced that were lost during processing, or are added back, foods are "enriched".

To maintain freshness and safety. Some additives are called preservatives. These are used to prevent foods that are exposed to air, mold and bacteria from spoiling. Antioxidants, such as vitamin E, are added to food to prevent fats and oils from becoming rancid. They also are used in baked goods, cereals, processed foods and salad dressing to prevent rancidity and discoloration. Other examples are BHA and BHT. These two additives are known as GRAS or "generally recognized as safe". Other additives, in this category, are citric acid, sulfites, calcium propionate and sodium nitrate. A small percentage of the population is allergic to sulfites. The US Food and Drug Administration (FDA) has required packaged and processed foods, containing greater than 10 parts/million sulfites, to be indicated on the label.

To help foods rise and to control the acid-base balance of food. Leavening agents cause baked goods, such as bread, to rise. Other additives, such as yeast and sodium bicarbonate, help control the acidity and alkalinity of foods, which affect the flavor, taste and color.

To improve flavor and color. Natural and artificial colors and flavors enhance the appearance and taste of certain foods. Common examples include ginger, fructose, aspartame, FD&C Red No. 40, monosodium (mon-ah-so-dee-um) glutamate (glue-tah-mate) (MSG) and annatto. MSG is a well-known flavor enhancer. In the past people have questioned the safety of MSG. The FDA has considered MSG as GRAS. Some people are sensitive to the flavor enhancer. These people should always read ingredient lists and be careful of ordering food in restaurants, especially Asian ones. There are 33 colors approved for use in foods. Only seven of them are synthetic. The push is towards using natural coloring. The only color that has been known to cause allergic reactions, in a very small amount of people, is Yellow No. 5.

C The US Food and Drug Administration (FDA) regulate the use of food additives. Before the FDA approves the use of a particular food additive, studies must be conducted that prove the substances are safe in large doses when fed to animals. Even then, these substances can only be used at levels 100 times lower than those that have been shown to cause harmful effects in animals.

D Many additives are on the FDA Generally Recognized As Safe (GRAS) list. These substances have been used widely for a long period of time without known problems. A few examples of the 700 items on the GRAS list include salt, sugar, guar gum, and vinegar. Food manufacturers are required to list additives found in foods on the food labels. People who know they have allergies or sensitivities to certain additives should always read the ingredient lists. _____

E Food additives are safe. There are only a very small number of people who are allergic or sensitive to certain additives. In fact, one of the reasons for food additives is to keep foods safe and protect the quality. It is the consumer's choice. All additives, again, are found on packaged foods, in the ingredient list. The effect of certain additives on people is still under scientific testing. (747 words)

Questions 1 - 5

Choose the heading which best sums up the meanings of paragraphs A -E of the text. Write the appropriate letters i-v in the boxes 1 - 5 on your answer sheet.

List of headings

- i. Food Additives and their safety
- ii. What are additives?
- iii. Administration and measures to ensure safety
- iv. The functions of additives
- v. GRAS, manufactures and consumers

- 1. Paragraph A 2.
- Paragraph B 3.
- Paragraph C 4.
- Paragraph D 5.
- Paragraph E

Questions 6 - 10

Choose the appropriate letters A - D and write your answers in boxes 6 - 10 on your answer sheet.

- 6. Additives...
 - A. are substances that are added to foods on purpose.
 - B. refer to either substances added to foods on purpose or substances added to foods by accident.
 - C. refer to neither substances added to foods on purpose nor substances added to foods by accident.
 - D. do not include substances that are added to foods by accident.

 - 7. To keep ingredients and flavors blended evenly in foods is to ...
 - A. control food texture.
 - B. maintain freshness and safety. C. give food excellent flavors. D. improve nutritional value.
-

8. When vitamins and minerals are added to foods that do not have contain these substances, the foods are ...A. processed. B. enriched. C. fortified. D. manufactured.
9. Preservatives ...
A. are additives to keep foods fresh and prevent them from spoiling. B. are GRAS foods and do not cause allergies among people.
C. are additives that are used only to keep salad from discoloration. D. are additives that are used to make foods more nutritional.
10. Ginger, MSG and FD&C Red No. 40 are examples of additives...
A. that are used to cause foods to rise and make them more flavorful. B. to make foods hot and red.
C. to improve the appearance and taste of certain foods. D. to make foods more flavorful.

Questions 11 - 13

Using no more than three words, answer the following questions. Write your answers in boxes 11 -13 on your answer sheet.

11. Of the 33 colors approved for use in foods, which causes allergies?
12. Before the FDA approves the use of a particular food additive, the additive should be tested on what?
13. Altogether, how many additives are currently on the GRAS list?
14. In what section of the food packaging label is the consumer most likely to find additives used?

READING PASSAGE 2

You should spend about 20 minutes on Questions 15 - 28 which are based on Reading Passage 2.

Glimmer of Hope to Save Fertility

- A. Japanese researchers have removed ovaries from fetal mice and matured the eggs in a test tube, a technique that someday could save the fertility of girls being treated for cancer.
- B. The Japanese research involved removing the ovaries from mice fetuses and placing them in test tubes. The immature eggs were isolated and cultured for 28 days. The nuclear DNA material was then removed from the immature eggs and transferred into mature eggs. The eggs were then fertilized and the embryos were inserted into the surrogate mothers to develop normally. The scientists removed genetic material from the immature eggs and transferred it into mature eggs. Those eggs were then fertilized and the embryos were inserted into the wombs of surrogate mothers. Of the 64 embryos, 16 pups — or 25 percent — were produced by seven adult mice. None of the offspring displayed abnormalities, and all were fertile following development.
- C. While the technique has not been tried on humans, the study's author says it could work because female mammals of all kinds are born with a full complement of eggs, and the ability to freeze eggs for later use is already available. "This is specifically effective for childhood cancer patients because they don't have any fully mature eggs," says author Issue Hatada of the Gene Research Center at Gunma University, Gunma, Japan.
- D. Other scientists who did not participate in the experiment were cautiously optimistic, although they said the method raises some of the same concerns that surround cloning human tissue. "It's promising research with clinical applications," said Jamie Grifo, director of reproductive endocrinology at New York University Medical School. He has performed similar work that involved transferring nuclear material from an older woman's eggs into a younger woman's eggs and producing an embryo.
- E. Reproductive damage is not as common in children as in adults with cancer. However, a higher occurrence does appear in children who undergo certain types of chemotherapy or radiation treatment for bone marrow transplants and ovarian cancer. "There are subgroups where this sort of technology would be very important because there really aren't good alternatives for these young girls," said Charles Sklar, director of a program for survivors of childhood cancer at Memorial Sloan-Kettering Cancer Center.

F But if it is tried on humans, the Japanese technique could run into some of the same ethical and legal complications that Grifo experienced. He said the U.S. Food and Drug Administration pulled the plug on his research in 1999 because the procedure was similar to controversial cloning techniques, even though the embryo would not have resulted in an exact copy of one parent.

G Robert Lanza, medical director of Worcester, Mass.-based Advanced Cell Technology says the science involved may differ somewhat from cloning, but the same dangers exist. "It's the same procedure as used for cloning, therefore it could pose many of the same risks, such as developmental abnormalities and genetic defects," he said. "I think the FDA and most medical scientists, including myself, would very strongly counsel against using this technology in humans."

H Lanza said he would support using the research once such techniques are proven to produce more positive results. "As soon as cloning technology is safe, this technology would be safe," he said. "You could use the cloning procedure to generate a child without it being an identical copy of one of the parents. It would be the natural mix just like it would occur through normal sexual reproduction."

I Hatada also said the research could help save endangered species by inserting eggs into animals in the same family. Similar techniques have already been used by Lanza's firm when it sponsored research in 2001 for cloning an endangered Asian ox called a gaur. A cow gave birth to the animal, which died two days later of dysentery. (632 words)

Questions 15 - 18

Reading Passage 2 has 9 paragraphs labeled A - I.

Answer questions 15 - 17 by writing the appropriate letters A -I in boxes 15 - 17 on your answer sheet.

15. Which paragraph describes the experiment of the Japanese scientists?

16. Which paragraph explains why this technique may work on human beings?

17. In which paragraph will you find information about reproductive damage, young and adult patients, and method of treatment?

Questions 18 - 22

Complete the summary below describing the scientific experiments. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 18 - 22 on your answer sheet.

The Japanese scientists ... 18 ... the ovaries from mice fetuses and placed them in test tubes. The nuclear DNA material of the immature eggs - isolated and cultured for 28 days - was then removed from the immature eggs and ...19 ... mature eggs. The eggs were

then fertilized and ... 20... were inserted into the surrogate mothers to develop further. None of the offspring ... 21.... Similar techniques have already been used by Lanza's firm in 2001. In this case a cow give birth to an ... 22 ...

Questions 23 - 26

Choose the appropriate letters A - D and write them in boxes 23 - 26 on your answer sheet.

23. The Japanese scientists conducted the experiment ...
A. on fetal and mature mice. B. on mice and young girls. C. on mice and a cow.
D. on mice and an endangered Asian ox.
24. The possibility that this technique may work on humans is based on the fact that ...
A. female mammals of all kinds are born with a full complement of eggs, and scientists are already able to freeze eggs for later use.
B. mice and humans are both mammals and their reproduction is similar.
C. modern science and technology are developing very fast. D. An endangered Asian ox has already been born.
25. According to the director of Memorial Sloan-Kettering Cancer Center, young girl cancer patients lose their reproductive ability ...
A. because of the particular types of cancer they are suffering from. B. because they are still young when they suffer from cancer.
C. because they are given certain types of chemotherapy or radiation treatment.
D. because there really are not good alternatives for these young girls.
26. Despite that the embryo would not have resulted in an exact copy of one parent with this technique, the Japanese technique, if tried on humans, will also face ...
A. more challenging cloning techniques. B. the challenge of US scientists.
C. the regulation of the US Food and Drug Administration. D. ethical and legal complications

Questions 27 - 28

Answer questions 27 - 28 using NO MORE THAN FIVE WORDS from the passage. Write your answers in boxes 27 - 28 on your answer sheet.

27. According to Robert Lanza, medical director of Worcester, Mass.-based Advanced Cell Technology, what are some of the risks this technique could pose?

28. What is the term used by Lanza, which is similar to and also closely related to natural mix?

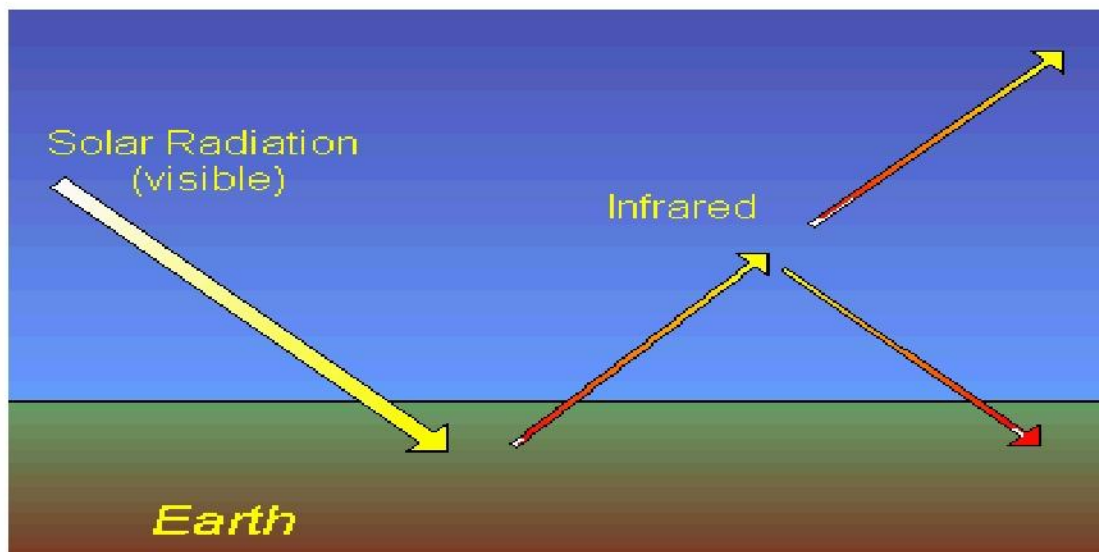
READING PASSAGE 3

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

How Greenhouse Gases Make it Warmer

A Certain trace gases in the atmosphere maintain the Earth's temperature at the average level that we have today. These gases are commonly referred to as "greenhouse gases", and the most important ones that may be influenced directly by human activity are carbon dioxide, methane, nitrous oxide, and CFC's - chlorinated fluorocarbons such as Freon. In addition, water vapor is a powerful greenhouse gas, but its concentration depends mainly on evaporation and rainfall, not on human activity. All these constituents are distributed in the atmosphere from the surface to high altitude.

B Incoming radiation energy from the Sun, mostly visible light, penetrates the atmosphere and reaches the Earth's surface, where it is partly absorbed. The heated surface radiates some energy back to space, but at infrared wavelengths, much longer than visible light. The figure shows the path of radiation. The greenhouse gases in the atmosphere transmit the incoming visible light, but stop some of the outgoing infrared, trapping it between the atmosphere and the surface.



C This trapped infrared energy heats both the atmosphere and the surface and maintains the mean global temperature of the Earth at a "warm" 59° F (or 15° C).

Without these greenhouse gases, all the infrared radiation would be lost to space, and the Earth's global temperature would be near 0° F (or -18° C), a very inhospitable environment. Also, without the blanket of the atmosphere including the greenhouse gases, the day side of the earth would be hot and the night side very cold like a desert or the Moon.

D The name "greenhouse" comes from analogy with a glass greenhouse for plants. Here the visible solar radiation penetrates the glass, but some of the infrared re-emitted by the interior of the greenhouse is trapped by the glass and allows the interior air of the greenhouse to be maintained at a comfortably warm temperature. (The interior of a car in the summer is similar.) Of course a greenhouse also keeps plants warm by sheltering them from the wind, which is a different effect.

E The amount of greenhouse gas is a balance between how fast the gas is put into the atmosphere (source) and how rapidly it is lost. We are interested in how human activities are altering the naturally occurring levels of carbon dioxide (CO₂) and methane (CH₄). Before factories were common (the pre-industrial age 1750-1800), levels of CO₂ were about 280 ppmv (parts per million volume) whereas in 1990, levels were at 353 ppmv. Pre-industrial levels of methane were 0.8 ppmv whereas in 1990, levels were at 1.72 ppmv. We think that human activity has caused much of the increase. Major sources of CO₂ include fossil fuel burning and biomass (plants) burning, both natural and by humans. Volcanic gases are another source of carbon dioxide. Sources of methane include rice fields, digestive waste from ruminant animals (cattle, sheep, wild animals), coal mining, wetlands and natural gas venting, and biomass burning (incomplete combustion). Industrial processes are the only source of CFC's.

F Natural processes also remove CO₂ from the atmosphere. Plants absorb the gas as they grow, trapping it until they die and decay. So reduction of forests and other agricultural practices by humans may change the absorption of carbon dioxide. The ocean absorbs large amounts of CO₂ from the atmosphere. After absorption the CO₂ ultimately converts to calcium carbonate, or is re-emitted to the atmosphere. Human activity doesn't change absorption by the ocean. There are almost no processes that remove CFCs from the atmosphere. They have a long lifetime - possibly more than a century.

G In the absence of other effects the global average temperature is related to the amount of CO₂ and CH₄ in the atmosphere. Hence human activities, which have likely increased the levels of CO₂ and CH₄ in the atmosphere, may very well result in an increase in the mean global temperature. Large-scale computer models developed to study the Earth's climate predict this effect.

H The situation is not simple since there are other factors involved. For example, water vapor is a powerful greenhouse gas. You might think that if it is warmer the ocean would evaporate more, putting more vapor into the air, which would make it still warmer. However, a warmer and moister climate might make more plants grow, and these tend to remove carbon dioxide. Moreover, if the water vapor condenses into clouds (which are not vapor but liquid water drops or ice crystals) the white clouds reflect sunlight back

into space (an effect called **albedo**) before it can warm the Earth. You can see that the Earth's atmosphere is part of a complicated system.

Questions 29 - 32

Reading Passage 3 has 8 paragraphs **A - H**.

Choose the most suitable headings for paragraphs **B - D** and **G** from the list of headings below. Write the appropriate numbers (i - viii) in boxes 29- 32 on your answer sheet.

NB. There are more headings than paragraphs so you will not use all of them. You may use any of the headings more than once.

List of Headings

- i. Complications
- ii. What are the possible effects of human activities on levels of CO₂ and CH₄ in the atmosphere?
- iii. How do greenhouse gases and radiation work?
- iv. Greenhouse gases
- v. Amount and source of greenhouse gases
- vi. Removal of CO₂ by nature
- vii. Origin of the term —greenhouse||
- viii. The role of infrared energy, atmosphere and greenhouse gases

29. Paragraph B 30.

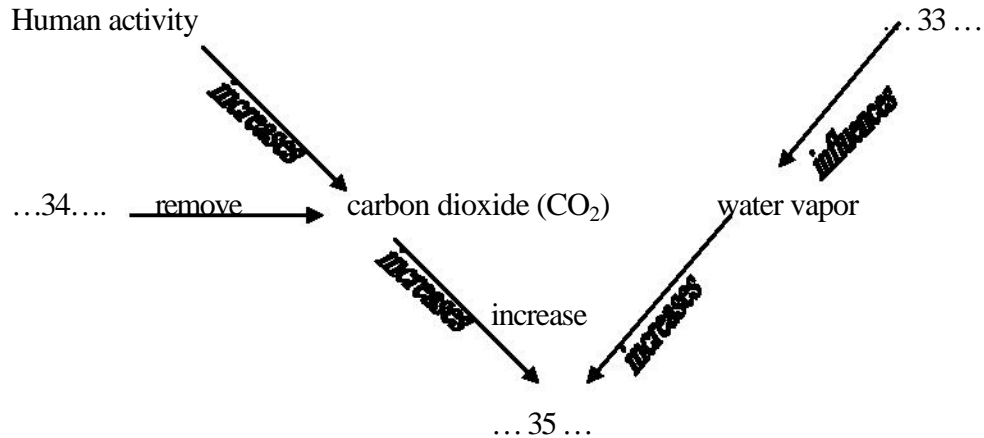
Paragraph C 31.

Paragraph D 32.

Paragraph G

Questions 33 - 35

Complete the diagram below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 33 - 35.



Questions 36 - 40

Answer the questions below, using **NO MORE THAN FIVE WORDS** from the passage. Write your answers in boxes 36 - 40 on your answer sheet.

36. Without these greenhouse gases, what would be the Earth's global temperature?
37. What do the following things and activities create - rice fields, digestive waste from ruminant animals (cattle, sheep, wild animals), coal mining, wetlands and natural gas venting, and biomass burning (incomplete)?
38. In relation to plants, what is the one effect that makes a real greenhouse different from the greenhouse of the Earth's atmosphere?
39. How long may CFCs stay in the atmosphere?
40. The water vapor in the atmosphere may condense into clouds (which are not vapor but liquid water drops or ice crystals), then the white clouds may reflect sunlight back into space before it can warm the Earth - what do we call this effect or phenomenon?

IELTS Academic Reading Practice Test 6

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 15 <input type="checkbox"/> |
| Reading Passage 2 | Questions 16 - 27 <input type="checkbox"/> |
| Reading Passage 3 | Questions 28 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

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

DEPRESSION: IT IS REAL, AND IT IS TREATABLE

A People with symptoms of diabetes or other physical problems see their doctors for treatment. Those with depression more often than not try to duke it out alone, according to southwest Minnesota mental health professionals, who say the ailment is prevalent in the region. Depression affects more than 19 million Americans annually, according to the National Institute of Mental Health (NIMH). Yet only one in three people seeks medical treatment.

B Depression is nondiscriminatory, affecting all ages, sexes and races, local health professionals say. It is a disease -- not a weakness -- that depletes the brain of the chemical serotonin, and it rarely goes away by itself.

C Females suffer from depression and seek treatment twice as often as males, according to data from the NIMH. Hormones play a role, as do a combination of genetic, psychological and environmental factors. The institute also reports that although depression is associated with an increased risk of coronary heart disease in both sexes, only men suffer a high death rate.

D The Surgeon General estimates that one in five people will experience a depressive episode during their lifetime. "It is much more common than people realize," said Johnson, a licensed marriage and family therapist. "Sometimes people get so

depressed that they're unable to function at all, or they become depressed and self medicate with alcohol, and then another problem is created." Depression is one of the main reasons people come to the Southwest Mental Health Center. However, far greater numbers rely on family doctors to sort them out and probably just as many or more go untreated. "They don't want to cross over into the mental health field," Johnson said. "They worry about what others will think, or about the cost. It's more difficult in rural areas because everybody knows you and there is a stigma of asking for help."

E Treatment takes time. People who do seek help often expect a quick fix, but medication helps the body replace serotonin slowly. It is subtle improvement that you almost have to be watching for, or you have to look back to how you were a month ago, or six weeks ago. Improvement comes gradually, as does the disorder. How long it takes depends on how well people can change events in their lives, how they interpret things. It depends on what skills you develop to manage the next stressors that comes your way. Many adults will take antidepressants for the rest of their lives and some won't. With kids, it can be more of a short-term treatment, but again it depends on the intensity and longevity of the disorder.

F According to Terry Pankow, a licensed independent clinical social worker in Montevideo, the elderly are among the hardest to diagnose because their symptoms often take the form of physical complaints for which no medical cause or ideology exists. The Centers for Disease Control reports that as many as three out of every 100 people over 65 suffer from clinical depression.

G Children and adolescents also are special cases, and they can carry depression into adulthood before getting treatment. One of the things that makes depression so hard to diagnose or sort out with children is that they don't have the verbal skills, knowledge and sophistication to talk about 'I feel sad or this is making me miserable.' So many times what you see in children is rather than them verbalizing their feelings, they act their feelings out in terms of behavior. And so, lots of kids who are labeled as naughty are really depressed.

H The NIMH estimates that up to 2.5 percent of children and up to 8.3 percent of adolescents in the U.S. suffer from depression. A study of 9- to 17-year-olds found that more than six percent experience some depression in any six-month period and nearly five percent have major depression.

I Depression falls into two categories, Back said. Endogenous depression comes from a chemical imbalance, and exogenous depression arises from difficult situations and circumstances.

J Depression affects different age groups and people within each age group differently. Symptoms include:

- Difficulty concentrating, remembering or making decisions
- Feeling angry or moody, crying easily or worrying a lot
- Alcohol or drug use to mask feelings
- Fatigue or loss of energy
- Loss of interest in ordinary activities
- Eating and sleeping disorders
- Feeling sad, empty or numb
- Feeling hopeless, helpless, guilty or worthless
- Thoughts of suicide, suicide plans or attempts
- Frequent doctor visits without relief in symptoms; all tests negative.

Children and adolescents might exhibit some of the same symptoms, as well as aggression, frustration, marked disobedience, extreme self-consciousness, fluctuating energy levels, a fascination for guns and knives, and a preoccupation with music, movies and literature with death themes. They also might complain about dizziness, headaches, stomachaches and body aches.

Questions 1 - 7

Reading Passage 1 has 9 paragraphs A - I.

Choose the most suitable headings for Paragraphs B - G, and I from the list of headings below. Write the appropriate numbers (i -ix) in boxes 1 - 7 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them. You may use any of the following headings more than once.

List of Headings

- (i) Depression and the Americans
- (ii) Defining depression
- (iii) Long treatment
- (iv) Depression and sex
- (v) Depression and the elderly
- (vi) Commonality of depression
- (vii) Types of depression
- (viii) NIMH statistics about adolescents
- (ix) Depression and the children

1. Paragraph A

Example	Paragraph B	Answer (ii)
---------	-------------	-------------

- 2. Paragraph C
- 3. Paragraph D
- 4. Paragraph E
- 5. Paragraph F
- 6. Paragraph G

Example	. Paragraph H	Answer (viii)
---------	---------------	---------------

7. Paragraph I

Questions 8 - 11

Complete the sentences below using words taken from the passage. Use **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 8 - 11 on your answer sheet.

- 8. Depression affects more than 19 million Americans annually, among whom only one-third ... 8 ...
- 9. Affecting people of all ages, sexes and races, depression is ... 9 ...
- 10. According to the surgeon general, one-fifth of the people will experience a depressive episode ... 10 ...
- 11. As the treatment of depression takes time, its improvement ... 11 ...

Questions 12 - 15

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 12 - 15 on your answer sheet write

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer.
NOT GIVEN	if there is no information about this in the passage

12. People with depression go to see their doctor more often than people suffering from physical problems.
13. There are more women suffering from depression than men.
14. In addition to the fear of being known by others, in rural areas fewer people go to see the doctor for depression because they do not have as much money as the city people.
15. Among the elderly, children and adolescents, the elderly are the hardest to diagnose.

READING PASSAGE 2

You should spend about 20 minutes on Questions 16 - 27 which are based on Reading Passage 2.

Baleen Whales

A Baleen whales are the largest animals on earth, yet they feed on some of the smallest animals in the ocean. There are 12 baleen whale species divided into 4 families: right, pygmy right, gray and rorqual whales.

B Right whales were called the "right" whales to catch by early hunters because they are large, swim slowly, have long baleen plates, contain lots of oil, and float when killed. Right whales do not have dorsal fins or throat grooves. The taxonomy of this family is rather confusing, but currently there are three species of right whales: the Northern right whale, Southern right whale and bowhead whale. The pygmy right is in a separate family although it shares similarly characteristics to right whales.

C Gray whales have their own taxonomic family, genus, and species. They are the most coastal of the baleen whales and are often found within a few miles of shore. Each year gray whales migrate between their summer feeding grounds in the Bering, Chukchi, and Beaufort Seas to their winter breeding grounds off Baja California, Mexico. This is one of the longest migrations by a mammal species. Gray whales are gray in color and their skin is encrusted with barnacles and a unique species of small crustaceans known as "whale lice." They have 2-3 short throat grooves and instead of a dorsal fin they have a low dorsal hump followed by 6-12 "knuckles" or bumps. Whalers used to call gray whales "devil fish" because of their aggressive response to being hunted.

D Rorqual whales are relatively streamlined in appearance and have pointed heads and small pointed fins. They can be distinguished from other whales by many (25-90) deep grooves along their throats that expand when they feed. There are 8 species of rorqual whales: the humpback whale, fin whale, Bryde's whale, blue whale, northern minke, antarctic minke, Eden's ("small-type") whale.

E Baleen whales are some of the largest animals on earth. Characteristic baleen plates and paired blowholes help distinguish baleen whales from toothed whales. All cetaceans have a long, strong diaphragm which allows them to rapidly exhale as they surface and quickly inhale before submerging. The phrase "Thar she blows!" was coined by whale hunters who spotted the column of vapor as the whales exhaled.

F How were baleen whales named? Baleen whales were named for the long plates of baleen which hang in a row (like the teeth of a comb) from their upper jaws. Baleen plates are strong and flexible; they are made of a protein similar to human fingernails. Baleen plates are broad at the base (gumline) and taper into a fringe which forms a curtain or mat inside the whale's mouth. Baleen whales strain huge volumes of ocean water through their baleen plates to capture food: tons of krill, other zooplankton, crustaceans, and small fish.

G Early humans hunted whales for food and oil. But in the 19th and early 20th centuries, before the invention of plastic, whales were hunted commercially for their baleen or "whalebone" as well as for their oil. The whalebone was used to make women's corsets, buggy whips, and umbrella ribs. Most baleen whale species remain severely depleted because of this commercial whaling.

Questions 16 - 20

Complete the table below. Use **NO MORE THAN THREE WORDS** from the passage. Write your answers in boxes 16 - 20 on your answer sheet.

B A L E E N W H A L E S	Right	...17...
		Southern right
		...18...
	Pigmy right	
	...16...	genus
		species
	Rorqual	humpback
		fin
		Bryde's
		...19...
		Northern minke
		... 20 ...
		Eden's

QUESTIONS 21 - 23

Answer questions 21 - 23 using **NO MORE THAN FIVE WORDS** from the passage. Write your answers in boxes 21 - 23 on your answer sheet.

21. What whales are the largest on earth?
22. Before commercial whaling started in the 19th and early 20th centuries, what did early humans hunt whales for?
23. What did baleen whales feed on?

Questions 24 - 25

Choose the appropriate letters A - D and write your answers in boxes 24- 25 on your answer sheet.

24. Right whales are called right whales because they ...
- A. float when killed.
 - B. have long baleen plates C. are large.
 - D. are thought as the right whales to catch by the hunters.
25. Sharing characteristics similar to the right whales, the pygmy right is ...
- A. a member of the right whale family. B. in a separate family.
 - C. younger than white whales
 - D. more powerful than other whales.

READING PASSAGE 3

You should spend about 20 minutes on Questions 26 - 40 which are based on Reading Passage 3.

The Impact of TV vs. Print Media on Public Opinion

A When assessing the impact that certain media will have on public audiences, one must consider the audience themselves and their preference towards a certain form of entertainment or education. Individuals who are in need of information, entertainment, and escape or any number of other uses can turn to television for gratification of that need. Among college students, for example, this preference can be explained best in terms of *social theories*-- which would suggest that TV is the more 'socially accepted' media with a greater appeal to young crowds than radio. Therefore, the advertisers using a TV ad is more likely to influence public opinion among members of this one niche crowd than is the advertiser who places a similar piece in print. Television is indeed most popular among young people and "Generation Xers" but magazines and newspapers are more common among seniors. The company seeking to appeal to the opinions of either public must be cognizant of this.

B Nevertheless, there are several advantages and disadvantages of each group that remain constant regardless of the target market variable. And there are certain types of ads that all of us more readily seek out in print than we do on television. Where as a news print ad for clothing store might tells us all about which specific items are on a sale, the television version will usually only quickly alert us to the fact that there is a sale. Thus our opinion about purchases will not be as strong. But when we want to see some musical, "happy-go-lucky" reminder of why we "deserve a break" at McDonald's, our opinions are much more likely to be swayed by a television ad.

C When advertising through print, public opinion can be influenced over a greater period of time. Consider the fact that television ads are only in front of us for an average of thirty seconds; we see the entire thing and then it vanishes from our screen. Often, our recollection of key aspects will often vanish just as quickly. Print ads do not have the advantage of voice or animation, but they do have a greater mental/perceptive longevity. Although many of us will flip past an ad rather quickly, the option still remains to review it in greater detail. A print ad is more the equivalent of a beautiful museum-held work of art whereas a television ad is the movie version of a good play.

D What both forms of ads can do, however, is deal with sociocultural issues. Television will usually attempt to influence the opinions of the public by appealing to very direct target markets as well; i.e., an African-American spokesperson might represent a product geared towards a same-culture audience. In the case of the print ad for Microsoft, the advertisement attempts to deal with several sociocultural myths. For example, it takes the common idea that computers are complex and have various intricate functions and soothes the viewer by making them feel as though Microsoft Office is the answer to this intricate complexity.

E In conclusion, it cannot escape mention that television does have certain inherently advantages of its own to influencing public opinion and it is for these reasons that advertisers spend so much money to use this contemporary media: For one thing, television reaches more people at once and is the more commonly-favored media of today. For another thing, television gets the attention of more potentially-interested people than magazines or newspapers. The newspaper ad that attempts to influence public opinion is likely to be skipped over by a person who is hurrying to get to a page containing a certain article. But the individual involved in one television program is at least more likely to a certain extent to keep the same channel on and at least *hear* the ad in the background. They might now recall it consciously, but an ad that repeats a brand name many times may very well indeed influence their opinion when shopping. And so despite the artistic advantages of print ad, new media really does have more advantages than the written word and the state picture. A wise company will certainly seek to employ both. (897 words)

Questions 26 - 27

Reading Passage 3 has 5 paragraphs labeled A - E. Choose the appropriate letters A - E and write your answers in boxes 26- 27 on your answer sheet.

26. Which paragraph describes things both TV and print media can do?
 27. Which paragraph makes the point that TV has more advantages than print ad?
-

Questions 28 - 31

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

In boxes 28 - 31 on your answer sheet write

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer.
NOT GIVEN	if there is no information about this in the passage

28. Advertisers using a TV ad is more likely to influence young people, such as college students.
29. A company seeking to appeal to the seniors should use magazines and newspapers for their ads.
30. One advantage of the TV ad is that it can influence the public opinion for a longer period of time.
31. As a modern form of entertainment, TV certainly has some advantages over the old-fashioned magazines and newspapers.

Questions 32 - 40

Choose the appropriate letter A - D and write your answers in boxes 32 - 40 on your answer sheet.

32. When assessing the impact of certain media, people should take into account ...
 - A. the audience and their preference.
 - B. the form of entertainment or education
 - C. social theories
 - D. colleges students.
33. Television is most popular among ...
 - A. old people.
 - B. young people and 'generation xers'.
 - C. Individuals.
 - D. Advertisers.
34. Compared with TV, a news print ad might tell us ...
 - A. what specific items are on sale.
 - B. there is a sale somewhere.
 - C. what others think about the sale.
 - D. advertiser's opinion about the sale.

35. —Going to McDonald' is mentioned as an example to show the influence of ...
A. print ad. B. TV ad.
C. both A and B.
D. neither A nor B.
36. —Voice and animation' are the advantages of ...
A. print ad. B. TV ad.
C. newspapers. D. magazines.
37. A print ad is described by the writer as ...
A. the equivalent. B. a good play.
C. a beautiful museum-held work of art. D. the movie version of a good play.
38. Television usually attempts to influence the public by ...
A. an African-American. B. a spokesperson.
C. showing the product.
D. appealing to the direct target markets.
39. —More commonly-favored media|| means media ...
A. that is better liked by the general public. B. that few people have voted against. C. that is very ordinary. D. in favor of the public.
40. Based on the information in the passage, a good company manager will use ...
A. TV ad.
B. print ad.
C. neither of A and B. D. both A and B.
-

IELTS ACADEMIC READING PRACTICE TEST 7

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 16 <input type="checkbox"/> |
| Reading Passage 2 | Questions 17 - 27 <input type="checkbox"/> |
| Reading Passage 3 | Questions 28 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 - 16 which are based on Reading Passage 1.

SINGLE AND SATISFIED

A Being in a loving relationship has its benefits, no doubt about it. Someone to talk to at any given moment, someone to rub your sore shoulders after a hard day's work, someone to do things with, someone to keep you warm at night, someone to buy you gifts at Christmas time and Valentine's Day, someone to make you feel special, and someone to whisper "sweet nothings" in your ear. And don't forget, someone to satisfy those pervasive sexual desires. Financially, couples are better off than individuals, and child-rearing is a lot easier with two parents. Also, being in a relationship helps us feel "normal." You don't have to worry about playing the dating game or trying to figure yourself out (maybe); you're okay because someone else says you are. Right?

B Is there anything wrong with being in a relationship? Of course not, if both parties feel the same way towards one another and share the same commitment, values, and goals. A relationship can be terrific if both people are in touch with who they and their partners are and are okay with being alone. A dyad is great if both people share honestly with each other and are relatively healthy (for who of us is totally healthy 100% of the time?). Couplehood can be marvelous as long as there is mutual respect and some communication and conflict-management skills. Unfortunately, few relationships share all of these points leaving many people dissatisfied. What about being single? Typically, society views it as being out of our control. If we're single, it's because someone left us or

doesn't want us. Seldom seen as a choice, loneliness is more often seen as boring, depressing, sad, negative, and something to remain in for only a short period of time or to be altogether avoided if possible.

C Socially inept recluses isolated in dimly lit rooms devoid of furniture and warmth, lacking friends and family, hating their jobs and life in general are the usual way in which single people are portrayed. Or, single people (typically men) are seen as bar flies, squandering money, buying outlandish gifts for themselves (to make up for dwindling self-confidence), and engaging in meaningless acts of sex with strangers. Either way, singles lack a positive image.

D However, being single can be a life-saving, rejuvenating experience. In fact, one can't truly be successful in a relationship without being single for a time. Being single allows us to do what we want, when we want, and with whom we want without having to answer to anyone. Being single allows us to take full responsibility for paying our bills, cleaning and decorating, cooking our meals, planning our activities, and entertaining ourselves. It allows us the time to sit in quiet solitude, to run naked around the living room, to belch as loud as we want, and secretly watch shows that no one else would actually ever admit to watching. This is because we have more time on our hands and are not avoiding looking at ourselves by focusing our energies on someone else.

E Basically, being single affords each of us the opportunity to discover who we are, what we do and don't like, how we deal with things, what we want out of life, what our expectations are, what our potentials and limitations are, what energizes and empowers us, and what discourages and disappoints us. The goal of being alone should not be to prepare us for couplehood. Rather, the goal of being single should be to learn to fulfill ourselves, to meet our needs, and to develop as a human being regardless of whether or not we choose to enter into a relationship. By learning to love and care for ourselves, we diminish the risk of starving for someone else to fill the void within our souls; a void that only we can truly fill. The purpose of entering into a relationship should be to share oneself with another person as opposed to trying to get from someone what is lacking in ourselves. Expecting someone else to fill in the gaps usually results in grave disappointments, a sense of failure, and endless resentment.

F Being in an unhealthy relationship is no more admirable than being alone and isolated. However, choosing to be single can be just as satisfying (if not more so) than thriving in a healthy relationship. With the advent of increased divorces, delayed marriages, fewer births, and growing female independence, more and more people will find themselves single. So, why not make the most of it? Sit back, have a soda, and try belching as loud as you can! You'll never know what you can accomplish until you try!

Questions 1 - 5

Reading Passage 1 has 6 paragraphs A - F.

Choose the most suitable headings for Paragraphs B - F from the list of headings below.

Write the appropriate numbers (i -vi) in boxes 1 - 5 on your answer sheet.

List of Headings

- (i) Benefits of having a good partner
- (ii) The goal of being single
- (iii) Benefits of being single
- (iv) Images of single people
- (v) Why not try to be single?
- (vi) Couplehood and being single

Example

Paragraph A

Answer (i)

- 1. Paragraph B
- 2. Paragraph C
- 3. Paragraph D
- 4. Paragraph E
- 5. Paragraph F

Questions 6 - 9

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 6 - 9 on your answer sheet.

Being in a loving relationship has some benefits. However, there is nothing wrong with being single. Instead, ...6... can be life-saving and rejuvenating. It ...7... us to do what we want. It gives use the time to sit ...8.... Being single affords us ...9... to discover who we are. The goal of being alone should be to learn to fulfil ourselves.

Questions 10 - 13

Choose the appropriate letters A - D and write your answers in boxes 10 - 13 on your answer sheet.

10. Being in a loving relationship means partly ...
- A. you are isolated.
 - B. you take the full responsibility for paying the bill.
 - C. you will have someone to keep you warm at night.
 - D. you will engage in meaningless acts of sex with strangers.
11. —Socially inept recluses isolated in dimly lit rooms devoid of furniture and warmth|| means ...
- A. active people in bright, warm, and well-furnished rooms.
 - B. inactive people alone in cold, dark rooms with little furniture.

- C. incapable people in society.
- D. lazy people who have no friends and no jobs.

12. —Bar flies|| most probably means ...
- A. flies in the bar.
 - B. bars that have flies.
 - C. bar people who bring flies into the bar. D. people frequently visiting the bar.
13. In paragraph D, the writer talked about —belching as loud as we want|| and — run naked around ...|| in order to show ...
- A. the freedom of being single.
 - B. that single people are not normal. C. single people have little to do.
 - D. single people are physically and mentally ill.

Questions 14 - 16

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 14 - 16 on your answer sheet write

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement does not agree with the writer. |
| NOT GIVEN | if there is no information about this in the passage |

14. Being in a relationship is financially better and makes children rearing easier than being single.
15. Being in a good relationship and having lovely children are better than being in a relationship only.
16. Being single means you do not have other choices.

READING PASSAGE 2

You should spend about 20 minutes on Questions 17- 27 which are based on Reading Passage 2.

Food Poisoning - and How to Prevent It

A Changing lifestyles in the modern world have resulted in an increased demand for ready-to-eat foods, fast foods and dining out. This change in demand has, in turn, brought with it new and increased problems. One of these is the risk of bacterial food poisoning.

B How does food poisoning occur? Usually, it takes large numbers of food poisoning bacteria to be present in food in order to cause illness. However, given the right conditions, bacteria can multiply very rapidly. These conditions include:

- Time**- In ideal conditions, one bacterium can multiply to 2,097,152 within seven hours.
- Temperature** - Food poisoning bacteria grow best in the temperature range 5 degrees C - 60 degrees C. (*See side diagram.*) This is called the temperature danger zone. Food should not be left in the temperature danger zone.
- Nutrients** - Bacteria need their own food source to grow and multiply. The types of foods which bacteria prefer include dairy products, egg products, meat and poultry, smallgoods (not including salami), processed meat and chicken products, fish, shellfish and fish products.

Because bacteria multiply rapidly in these foods, they are known as high risk foods. High risk foods which have been contaminated with food poisoning bacteria and then left in the temperature danger zone can cause food poisoning to anyone who consumes them.

- Water** - Without moisture, the growth of bacteria slows down and may stop. Drying is an effective form of food preserving.

C How does food become contaminated? Food is contaminated through poor handling and storage and through lack of personal hygiene by the people who prepare and serve it. Food poisoning bacteria is very widespread. It can be found in the soil, on animals and on people. Because of this, it is possible for foods such as raw meat, poultry and vegetables to contain these bacteria from the start. A common way that food can become contaminated, is through *cross contamination*. This can occur in two ways:

- During food preparation*, hands, utensils and equipment such as cutting boards can become contaminated with bacteria from raw food. If these utensils, equipment and hands are then used to prepare ready-to-eat or cooked food, without first being thoroughly washed, then this food can become contaminated with bacteria from the raw food. As this food is not cooked again before being consumed, the bacteria in it will not be killed by cooking.

- During storage*, bacteria from raw food can contaminate ready-to-eat or cooked food if the later are not stored separately. If they are stored in the same refrigerator, raw food should always be stored in the lowest part of the refrigerator and ready-to-eat or cooked food on the shelves above. This prevents liquids from the raw food dripping on to the cooked food. Store food in clean non-toxic washable containers or cover with foil or plastic film.

D How can food poisoning be prevented? Food poisoning can be prevented by:

- (1) Preventing food from becoming contaminated.
- (2) Preventing the bacteria in the food growing and multiplying.

We can think of food poisoning as being a chain of circumstances:

- There must be bacteria on the food.
- The bacteria have the right conditions to growæwarmth (between 5 degrees C and 60 degrees C), moisture and food.
- The bacteria have time to grow and multiply.

If this chain of events can be broken, food poisoning can be prevented.

Some of the ways of breaking this chain are:

- Making sure your hands are clean before handling food.
- Thoroughly washing all equipment used for preparing raw foods.
- Storing raw foods below cooked foods in the refrigerator.
- Storing food correctly - not in the Temperature Danger Zone.
- Making sure food is served as soon as possible after preparation.

E Some Common Food Poisoning Bacteria

Salmonella

Commonly found in: meat, poultry, eggs and egg products.

Symptoms: nausea, stomach cramps, diarrhea, fever and headache.

Onset: 6-72 hours after consuming contaminated food. Symptoms can last from 3 - 5 days.

Bacillus

Commonly found in: Cereals, rice, meat products, packet soups.

Symptoms: nausea, vomiting, diarrhoea and stomach cramps.

Onset: 1-6 hours after consuming the contaminated food. Symptoms usually last no longer than 24 hours.

Note: These bacteria produce spores which are not killed during cooking. When cooked food containing these spores, has been left in the temperature danger zone, the spores produce toxins (poisons) in the food which can cause food poisoning.

Staphylococcus aureus

Commonly found in: Meat and poultry dishes, egg products, mayonnaise-based salads, cream or custard filled desserts.

Symptoms: acute vomiting, nausea, occasionally diarrhoea and cramps.

Onset: 30 minutes-8 hours after consuming the contaminated food. Symptoms usually last about 24 hours.

Note: These bacteria produce toxins in food. The toxin is not destroyed during cooking so correct storage of food before and after cooking is essential. These bacteria is commonly found on the skin and in the nose and mouths of healthy people.

Therefore, it is important that you maintain high standards of personal hygiene when working with food. People with open cuts or wounds on their hands and arms must ensure that the injury is completely protected by a waterproof bandage.

Other common food poisoning bacteria include:

- Clostridium perfringens.
- Vibrio parahaemolyticus.
- Listeria monocytogenes.

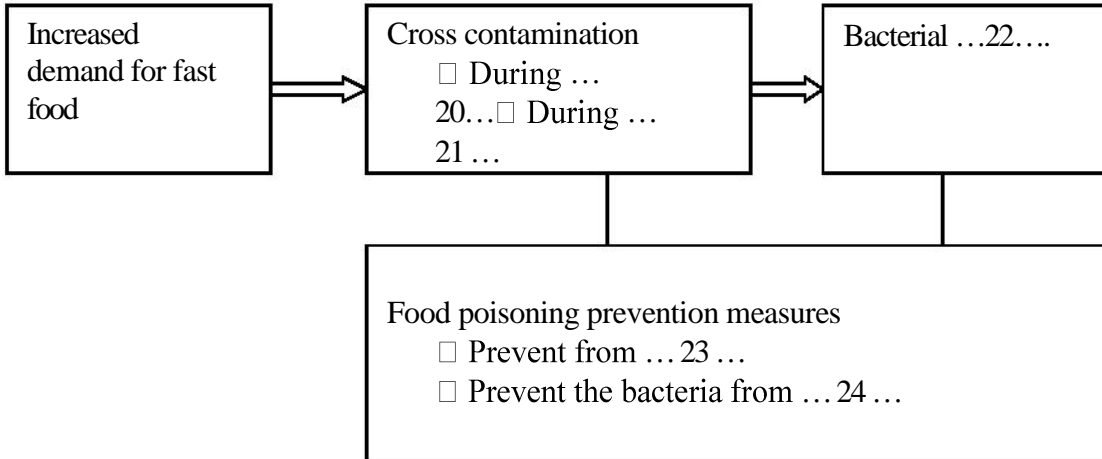
Questions 17 - 19

Answer questions 17 - 19 using **NO MORE THAN FIVE WORDS** from the passage. Write your answers in boxes 17 - 19 on your answer sheet.

17. What has caused the demand for fast foods?
18. What are the four conditions bacteria need in order to multiply rapidly?
19. What is the name of the bacterium whose onset may take 6-72 hours to happen and the symptoms may last longer than 24 hours?

Questions 20 - 24

Complete the diagram below. Use **NO MORE THAN THREE WORDS** from the passage. Write your answers in boxes 20 - 24 on your answer sheet.



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Questions 25 - 27

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 25 - 27 on your answer sheet write

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement does not agree with the writer. |
| NOT GIVEN | if there is no information about this in the passage |

25. Given the right conditions, bacteria grow very quickly. 26. Usually one bacterium is sufficient to cause illness. 27. Fruit that is not fresh can also cause food poisoning.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28 - 40 which are based on Reading Passage 3.

DEPRESS YOUR DEPRESSION

A Each year millions of people suffer from some form of depression. Researchers estimate as many as one out of every three people will develop depression at some point in their lives. Although the average depression lasts around six months, those with severe major depression or constant dysphoric depression may have symptoms that last for years. Some depressed individuals resort to suicide as a way of alleviating their anguish. Given the frequency with which depression occurs in our society, the length of time it can last, and the extent of debilitation that can result, methods for coping with this illness are essential. This article will provide several steps one can take in order to manage and overcome depression.

B One of the most common treatments for depression is medication. There are several different drugs on the market that function by preventing the re-uptake of serotonin, dopamine, or some combination of neurotransmitters believed to be associated with depression. Different drugs have different effects on different people. One drug may work well for one person and have absolutely no effect for another.

C Each medication can cause various side effects including, but not limited to, dry mouth, nausea, anxiety, insomnia, dizziness, sexual dysfunction, apathy, heart palpitations, and headaches. Some people may experience several side effects while others experience none. The more recently developed antidepressants typically produce fewer side effects. Usually, side effects dissipate in a few weeks after the body has become adjusted to the medication. Consumers are advised to start at the lowest dosage with small increments over a period of time until improvement is noticed. An antidepressant's effect may take several weeks before a positive result is noticed.

D As antidepressants have to be prescribed by a psychiatrist or a physician, one should follow the drug regimen as advised. If a drug is taken irregularly or at the improper dosage, its effects may go unnoticed and side effects may appear. Once the proper medication at the most effective dosage has been obtained, drug therapy is typically maintained for a period of six months. However, some individuals may need to remain on the medication for a longer period of time or indefinitely. Regular appointments must be kept with one's doctor in order to monitor the drug's impact and one should never suddenly stop taking an antidepressant as this often results in drastic withdrawal reactions.

E Psychotherapy or counseling is another common treatment for depression. Oftentimes, medication and psychotherapy are used together for optimum results. Psychotherapy involves meeting with a professional regularly in order to examine the possible causes of one's depression, to alter one's negative way of thinking, and to

actively engage in activities that promote a healthier way of living. Most depressed people have negative thoughts about themselves and hold a very narrow view of the world. A therapist can assist an individual in identifying such negative self-talk and replacing it with positive self-talk, learning to view the world differently, and brainstorming solutions to his or her issues.

F Group therapy is another avenue of treatment for people with depression. Such therapy provides structure and a sense of belonging in addition to allowing the exchange of participant ideas and feelings. Group therapy is typically led by a professional counselor and the group size varies. Number of sessions, length of each session, and participant age and gender varies between groups. There are also support groups available to help those with depression. Such groups allow members to openly share their feelings and receive acceptance from other group members. There is no leader (professional or otherwise) to direct such groups and there is no maximum number of sessions that one can attend.

G Some people have found reading various self-help books to be of benefit in overcoming their depression. There are dozens of books out there and some even contain workbooks. One needs to be cautious regarding the qualifications of the author and of the "advice" given. Further, simply reading a book or two is unlikely to be of any assistance if the depression is severe or prolonged.

H One cannot separate the mind from the body and treat them individually. Instead, a thorough treatment regimen should examine all aspects of a person's life. For instance, excessive amounts of caffeine consumption or otherwise poor eating habits may be a contributing factor in one's depression. Drinking alcohol and smoking cigarettes are depressants that should be avoided. Restricting one's food intake will inevitably negatively impact one's mood and state of mental health as food is essential for proper brain and body functioning. Hence, developing a healthy eating plan (NOT diet) may also help with one's depression.

I Lack of exercise is also associated with depression. Regular exercise causes the brain to release endorphins and other chemicals that naturally help elevate mood. One need not run 20 kilometers a day or lift weights six hours a day to reap such benefits. Simply scheduling to go for a brisk walk 30 minutes a day four days a week will help a person's overall health.

J Depression may be caused by one or a combination of factors and can take many forms. Depression often leaves sufferers immobilized and helpless as to solutions. Help is available in several forms with much success. All it takes is for you to initiate the first step for you are the only one responsible for your health. There was a life before depression and there can be a better life after it. If one avenue doesn't help, try another one and don't stop until something does. Remember, don't allow depression to depress you. Take control of your life and depress your depression!

Questions 28 - 32

Reading Passage 3 has ten paragraphs A - J.

Choose the most suitable headings for Paragraphs A - C and H, J from the list of headings below. Write the appropriate numbers (i - x) in boxes 28 - 32 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them. You may use any of the following headings more than once.

List of Headings

- (i) Side-effects of medication
- (ii) Advice on antidepressants
- (iii) Depression and its impacts as a disease
- (iv) Medication as a common treatment
- (v) Psychotherapy
- (vi) Role of exercise
- (vii) Book reading as a therapy
- (viii) Balancing the mind and the body
- (ix) What to do with depression
- (x) Group therapy

Example	Paragraph D	Answer (ii)
	28. Paragraph A	
	29. Paragraph B	
	30. Paragraph C	
	31. Paragraph H	
	32. Paragraph J	

Questions 33 - 34

Complete the sentences below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 33 - 34 on your answer sheet.

33. On the average, depression usually lasts ... 33 ...

34. Typically the more recently developed depressants have ... 34 ...

Questions 35 - 40

Choose the appropriate letter A - D and write your answers in boxes 35 - 40 on your answer sheet.

35. In order to reduce their sufferings, some depressed individuals ...

- A. kill themselves.
 - B. try to be successful by taking drugs. C. hope to have a good result.
 - D. seek some ways other than death.
36. Different drugs ...
- A. are designed specifically for different forms of depression. B. will have the same effect upon different people. C. work differently upon different people.
 - D. are manufactured by different companies.
37. Usually in a few weeks the side-effects of a drug will ...
- A. remain the same.
 - B. disappear gradually. C. become stronger.
 - D. suddenly disappear.
38. Depressed patients should ...
- A. choose drugs that have no side-effects.
 - B. Start a lower dosage and gradually increase. C. Stop taking drugs all at once.
 - D. Take drugs irregularly and at a big dosage.
39. To achieve the best results of treatment, psychotherapy should ...
- A. be used independently.
 - B. Be used together with exercise. C. Be used with counseling.
 - D. Be used in combination with medication.
40. Alcohol and cigarettes can ...
- A. depress people and should be avoided. B. reduce depression. C. stop depression.
 - D. improve depression and should be used.

IELTS ACADEMIC READING PRACTICE TEST 8

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET

The Test is divided as follows:

- | | |
|--|--|
| <input type="checkbox"/> Reading Passage 1 | Questions 1 - 13 <input type="checkbox"/> |
| Reading Passage 2 | Questions 14 - 27 <input type="checkbox"/> |
| Reading Passage 3 | Questions 28 - 40 |

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

READING PASSAGE 1

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

Reading Passage 1

THE POST-WAR IMMIGRATION PROGRAMME

A The post-World War Two large-scale immigration programmes were set in motion by the Labor government of Prime Minister Ben Chifley, who had appointed Arthur Calwell as Minister for Immigration to formulate and develop the new migration policies.

B As Calwell later stated, "The Pacific War of 1940-45 forced Australia to face ultimate reality for the first time in her brief history ... the 1940's really brought home to her how easily she could be annihilated. The Japanese had bombed Darwin, their midget submarines had entered Sydney Harbour, their soldiers had almost won New Guinea as a springboard for a land assault on the mainland. The shock was decisive, the resolution had been made. The 7.5 million population had to be boosted - urgently."

C It has been explained by Rhonda Smith that "Near invasion by Japan during the Second World War proved Australia's vulnerability and reinforced the traditional fear of the "yellow peril". Arthur Calwell wrote in 1945 "We face the gloomy future of being a small nation surrounded by many millions of other people looking enviously at our large continent". It was argued that in the interests of national security it was essential to

increase Australia's population rapidly. In order to ensure enough people to provide troops and to support an economy capable of providing advanced armaments, it was estimated that a population of 25 million was required while the current population was only 7.3 million.

D Defence was not the only reason for initiating the immigration programme at the end of the war. Calwell argued "We need it [population growth] for reasons of defence and for the fullest expansion of our economy". Later he wrote "We need increased population to develop fully our great country and to assist the expansion of its economy." Indeed, war, by demonstrating the problems of a narrow economic base, had shown that economic development and national security were not separate issues." Greg Patmore states that "The near invasion of Australia by Japan during the Second World War and Australia's inability to defend itself altered Labor's attitude towards large scale assisted immigration.

E Calwell and his colleagues hoped that immigration would allow the full development of national resources necessary for Australian defence. The federal government's commitment to full employment and the maintenance of the White Australia Policy also alleviated union fears that the immigration program would allow cheap labor to be dumped in Australia. Calwell promised to obtain the majority of migrants from the U.K., but the proposed ratio of ten British migrants for every one non-British migrant was never achieved."

F Patmore says, of the post-war immigration programme, that "Australian governments had to go beyond the UK to meet immigration targets and provide sufficient labour for the expansion of industry during the postwar boom. A shortage of shipping after the war limited the availability of British migrants. After failing to attract sufficient immigrants from France and Scandinavia, Calwell obtained war refugees from camps in Western Europe."

G Due to the lack of available shipping to carry migrants, Australia spent several million pounds on renovating damaged ships. Also, the International Refugee Organisation chartered many foreign-owned ships to move displaced persons to new countries. These refugees included survivors of the Holocaust and people fleeing from the Soviet occupation of Eastern Europe. In the 1950s Northern Europe (especially Germany and the Netherlands) and Southern Europe (especially Italy, Greece and Malta) became important sources of European immigration as the refugee intake from Eastern Europe had virtually stopped by 1951.

H The federal government gave assistance to the preferred migrants from the UK and Northern Europe. Despite assistance, the economic prosperity of the UK during the 1950s reduced the British intake to a third of the total. Although British immigration revived in the 1960s, the establishment of the European Economic Community and the

economic recovery of Europe reduced immigration from both Northern and Southern Europe.

I Greater assistance with passage costs was extended to Greeks, Italians, Spaniards and Portuguese and the White Australia Policy began to crumble. Immigration officials allowed "Asians", which included migrants from Turkey, Lebanon, Israel, India and Japan, to enter Australia; and Australia concluded an agreement with Turkey in 1967 to provide assisted passages for selected Turkish citizens. (711 words)

Questions 1 - 5

Choose the appropriate letter A - D and write your answers in boxes 1 - 5 on your answer sheet.

1. From Reading Passage 1 we know the large-scale immigration programmes were carried out because ...
 - A. Australia needed manpower for World War II.
 - B. Australia needed cheap workforce.
 - C. Australia needed more population to provide for troops and economic expansion.
 - D. Australia needed more troops to defeat the Japanese invaders.

2. Before the post-World War II immigration, Australia's population was ...
 - A. less than 7.5 million.
 - B. 25 million.
 - C. mainly made up of people from Italy.
 - D. mainly made up of people from Scandinavia.

3. In Paragraph C, the phrase 'yellow peril' most probably means ...
 - A. the yellow desert in central Australia.
 - B. threat from the yellow race in Asia.
 - C. refugees from Eastern Europe.
 - D. yellow smoke from the Japanese bombs in Darwin.

4. From the very beginning, the government ...
 - A. had closely maintained and realized the goal of accepting only one-tenth of non-British migrants.
 - B. had failed to realise its proposed policy of obtaining the majority of migrants from the UK.
 - C. had intended to bring more people from non-British backgrounds .
 - E. had disliked people from the UK.

5. The government was not able to attract sufficient people from the UK because ...
- A. of lack of ships and the economic prosperity of the UK.
 - B. of the economic recovery of southern Europe.
 - C. the Government preferred Greeks, Italians, Spaniards and Portuguese.
 - D. an agreement was signed with Turkey.

Questions 6 - 9

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 6 - 9 on your answer sheet.

The near invasion by Japan proved Australia's ... 6 In order to ensure enough people for troops and economic growth, the government formulated new immigration policies. Despite the White Australia Policy and preference for UK migrants, Australian had to go beyond ... 7 ... to meet immigration targets, and had to obtain ... 8 ... from camps in Western Europe. Then the government had to provide financial assistance to the target population. Later ... 9 ... was also extended to other groups, including Greeks and Italians.

Questions 10 - 13

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 10 - 13 on your answer sheet write

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement does not agree with the writer. |
| NOT GIVEN | if there is no information about this in the passage |

10. During the Second World War, the Japanese invaded Sydney Harbour and occupied some places in north Australia, including Darwin.
 11. According to the estimation at that time, Australia required more than 20 million to sustain its defence and economic development.
 12. The union was at first worried that the immigration programmes would bring too much cheap labour into Australia.
 13. By allowing the Asians to Australia, the immigration officials had also brought in a large number of Chinese migrants.
-

Reading Passage 2

You should spend about 20 minutes on Questions 14 - 27 which are based on Reading Passage 2.

How Toxic is Your Diet?

A Health experts have long warned of the dangers of high-fat foods that can lead to heart disease or cancer. New studies show that each fatty bite may also carry a dose of highly toxic chemicals.

B Man-made chemicals, including traces of highly carcinogenic dioxins released into the environment, are turning up in fast-food and grocery store staples such as meat, fish and dairy products in industrialized countries at levels that exceed U.S. government standards by 200 percent or more, according to the studies.

C "In industrialized countries you can avoid the intake of dioxins, to a certain extent, by eating food that is low in fat," says Dr. Arnold Schecter, an international medical expert on dioxins and an advisor to the World Health Organization (WHO). "But it is more desirable to avoid producing dioxins in the first place. Developing countries can avoid this problem completely if they do not follow the same polluted industrialized path as we have."

D Dioxin is a toxic waste product formed when municipal and hazardous waste is burned, and when chemicals containing chlorine, such as pesticides and paper products, are manufactured. Once an animal has eaten these toxic chemicals that are in the environment as a by-product of industrialization and incineration, they accumulate in the fat. WHO and the U.S. Environmental Protection Agency agree that dioxins cause cancer.

E Two recent studies on the subject conducted by Schecter at the State University Health Science Center in Binghamton, New York, have been published in the British journal *Chemosphere*. He concludes that dioxins, and dioxin-like substances like PCBs and furans, are getting into food supplies at levels that are highest in high-fat foods, and lowest in low-fat foods such as fruits and vegetables. According to Schecter, besides cancer, minute amounts of these chemicals have been shown to lead to nervous system and liver damage, as well as to mimic hormones that disrupt reproduction and human development.

F He points to a study in Japan and Taiwan of persons who ingested rice oil that had been contaminated with PCBs and furans during the 1960s and 1970s. They suffered from a combination of higher cancer mortality, increased frequency of lung infections, numbness and other nervous system effects.

G From ice cream and fish bought in the grocery store to Kentucky Fried Chicken and McDonald's Big Mac, all samples collected from across the United States contained trace amounts of dioxin that well exceed many government regulations, according to the

studies. While vegetables and fruits also contained trace amounts of these chemicals, the dose was significantly less than high fat foods.

H Advocacy groups such as the American Public Health Association (APHA) believe that governments should be doing more to protect people's health, especially in light of these new scientific findings. "The U.S. government and many other countries are not looking at the health effects of dioxin and other synthetic chemicals that end up in our food," says Richard Levinson, senior policy analyst with APHA. "Food agencies are not carefully monitoring these chemicals. we need a more consistent approach."

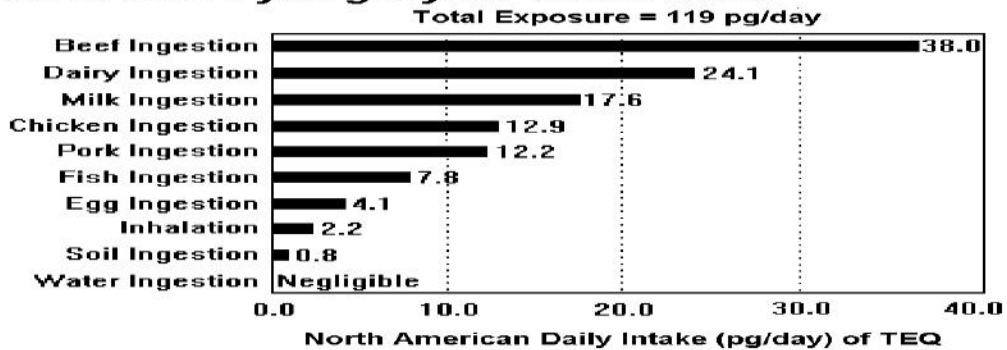
I According to the studies, developing fetuses and infants are most at risk from the effects of dioxins. Birth defects, learning disabilities and other development problems have been linked to dioxin exposure. This is because these chemicals "mimic" or "block" estrogen and progesterone, natural hormones which instruct the body on how it should develop.

J The amount of chemicals required to disrupt normal development could be as low as one part in a trillion. The equivalent of a single drop of liquid placed in the center car of a 10-kilometer long cargo train. Dioxins are also highly persistent in the environment and extremely resistant to chemical or physical breakdown.

K Schechter, who has been involved with dioxin and PCB studies in Russia, China, Cambodia, the Middle East, and Vietnam as well as the United States, points to the widespread contamination by dioxin. "From penguins in Antarctica to rains that fall in South East Asia to the milk of a nursing mother in Germany, synthetic chemicals have been found."

L Despite his gloomy conclusions, Schechter remains hopeful that the problem can be overcome. For the most part, these synthetic chemicals are historically new, they have only been around the later half of this century. We must take every step to stop putting dioxins into our environment and our food supplies. We can reverse this trend. (741 words)

This is where you get your dioxin from:



Is this a good case for vegetarianism or what?
 [A TEQ is a dioxin Toxic Equivalent]

Questions 14 - 18

Reading Passage 2 has twelve paragraphs A - L.

Choose the most suitable headings for Paragraphs C - E, G and L from the list of headings below. Write the appropriate numbers (i - v) in boxes 14 - 19 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them. You may use any of the following headings more than once.

List of Headings

- (i) Man-made chemicals and fast food
- (ii) Effects of dioxin upon fetuses and infants
- (iii) Widespread traces of dioxin in a wide range of fast foods
- (iv) Findings of two recent studies
- (v) Dioxin and its origin
- (vi) Choices for industrialized and developing countries
- (vii) Prospect for solving the problem

Example Paragraph B

Answer (i)

- 14. Paragraph C
- 15. Paragraph D 16.
- Paragraph E 17.
- Paragraph G 18.
- Paragraph L

Questions 19 - 22

Answer questions 19 - 22 using **NO MORE THAN FOUR WORDS** from the passage. Write your answers in boxes 19 - 22 on your answer sheet.

- 19. According to health experts, what kinds of disease can high-fat foods cause?
- 20. Compared with the intake of dioxins, what is more desirable?
- 21. Who are most at risk from the effects of dioxins?
- 22. What have been found in the vast regions including Antarctic, Southeast Asia, and Germany?

Questions 23 - 27

Complete the table below. Use **NO MORE THAN FIVE WORDS** from the passage. Write your answers in boxes 23 - 27 on your answer sheet.

Dioxins	are highest in high-fat food, but lowest in low-fat foods such as ... 23 ...
Minute amount of these chemicals	may cause ... 24 ... as well as to mimic hormones.
Developing problems such as learning disabilities	are also linked to ... 25...
Dioxins	are highly persistent and extremely resistant to ... 26 ...
For the most part, ... 27 ...	are historically new.

READING PASSAGE 3

You should spend about 20 minutes on Questions 28 - 40 which are based on Reading Passage 3.

ATTITUDES and GENETICS

A American Psychological Association has announced a study that shows that attitudes are earned, but that differences between people in many attitudes are also partly attributable to genetic factors. These include attitudes as diverse as whether one likes roller coaster rides to controversial social issues such as attitudes toward abortion and the death penalty for murder.

B They surveyed 336 pairs of adult Canadian twins (both fraternal and identical) to explore the role of genetic factors in creating differences between individuals in attitudes. By comparing the responses to attitude questions between the identical and fraternal twins, (for example, "My overall attitude toward doing crossword puzzles is" with answers ranging from "extremely unfavorable" to "extremely favorable") the researchers were able to determine which attitudes were more influenced by genetic factors.

C Of the 30 individual attitude items on the survey, 26 of them showed some genetic influence. The five which produced the largest genetic connection were attitudes toward reading books, abortion without restrictions, playing organized sports, roller coaster rides, and the death penalty for murder. The four items found to have no genetic effect were attitudes toward separate roles for men and women, playing bingo, easy access to birth control and being assertive.

D Putting the individual attitude items into broader categories, the three factors having the largest genetic influence were attitudes toward the preservation of life (including attitudes toward abortion without restrictions, voluntary euthanasia and organized religion), attitudes toward equality (including attitudes toward making racial discrimination illegal, open-door immigration policies and getting along well with others), and attitudes toward athleticism (including attitudes toward doing athletic activities, playing organized sports and exercising). Factors having the smallest genetic

influence included attitudes toward intellectual pursuits (including attitudes toward reading books, doing crossword puzzles and playing chess).

E Given that direct gene-to-attitude connections are extremely unlikely, what are the mechanisms that might account for the genetic component of attitudes? The researchers found that several personality traits and related characteristics--themselves highly heritable--may play a role. Sociability, in particular, showed a strong genetic connection with several attitudes. Athletic ability and physical attractiveness also produced significant genetic connections with certain attitudes.

F Presumably, these characteristics predisposed individuals to form particular kinds of attitudes, thereby contributing to the genetic determination of individual differences in those attitudes. For example, a person with inherited physical abilities such as good coordination and strength might be more successful at sports than less athletically inclined individuals, resulting in the more athletic person developing favorable attitudes toward sports.

G The researchers say it is important to keep in mind that nonshared environmental factors (unique experiences of each member of a twin pair) had the most powerful contribution to attitudes. However, more research is needed on the role of biological influences, including genetic factors, in the formation and change of attitudes. In the long run, we will gain the most understanding from perspectives that integrate biology and experience in accounting for individual differences. (493 words)

Questions 28 - 31

Answer questions 28 - 30 by writing the appropriate letters A - G in boxes 28 - 30 on your answer sheet.

28. Which paragraph explains how the survey was done?
29. Which paragraph states the researchers' findings on gene-to-attitude connections?
30. Which paragraph mentions factors that had the most powerful contribution to attitudes?

Questions 31 - 35

Complete the table below. Use **NO MORE THAN FOUR WORDS** from the passage. Write your answers in boxes 31 - 35 on your answer sheet.

The five attitudes that produced the genetic connections include broader categories, the three factors having attitudes toward :	Putting the individual attitude items into largest categories, the three factors having the largest genetic influence were attitudes toward :
reading books,	... 34....
... 31....	... 35
playing organized sports	athleticism
...	
32.....	

33 ...

Questions 36 - 40

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

In boxes 36 - 40 on your answer sheet write

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

- 36. Attributes are earned; genetic factors have no role in fostering a person's attitude.
- 37. The survey was conducted by Canadian scientists while result of the survey was announced by the American Psychological Association.
- 38. Of the 30 individual attitude items on the survey, there were four items that were found to have no genetic effect.
- 39. With human beings, there are a number of personality traits and related characteristics that are heritable.
- 40. Researchers still need to determine the role of biological influences in the formation