

IELTS

ACADEMIC READING GUIDE

MAXIMISE YOUR SCORE - READINGS, IN-TEXT ANSWERS,
STRATEGIES AND TIPS



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Thank You Page

This page is to say thank you for purchasing the **IELTS Made Easy Reading eBook** and I hope that it will help you with your IELTS test.

It is important that you try to put what you will learn into practice by trying to use some of the tips and strategies that you will be shown. This is the way to improve your score.

Practice makes perfect, and this is certainly the case with reading. You need to make sure you read as much as you can (anything, not just IELTS readings) so you will improve with your understanding of texts, your speed and your knowledge of vocabulary.

Of course everybody has different ways of learning and some people are more comfortable with doing things one way than someone else.

You will be shown various strategies and techniques but don't feel that you have to do everything the way it has been explained in the book – if you like some strategies or techniques then use them. If there are things you do not feel suit you, then do it your own way or another way that you have been taught.

As I hope you will understand, a lot of work has gone into creating and writing this eBook, so please don't share it on the internet or post it anywhere as a free download.

It is a small price to pay for such a book, so if you like it and would like to share it with others, then please recommend it to others in social media such as blogs or on Facebook, and post a link to the sales page on the IELTS buddy website so others can purchase it.

This is the link: [IELTS buddy Reading eBook](#)

Thank you again and good luck with the book and with your preparation.

IELTS buddy

Making the Best of the Reading eBook

Here are some questions you may have about IELTS Reading. Please read them before you use the book.

Should I do the readings under test conditions?

In the test, you have one hour to do 3 readings, which means spending about 20 minutes on each one (and you need to transfer your answers to the answer sheet in this time).

Whether you should do them in those times really depends on your current level and experience.

If you know quite a lot about IELTS reading and the question types (maybe you have done a lot of previous practice or taken the test before) you may want to do it in test conditions.

Doing it under test conditions will tell you if you need more practice and the kind of score you are likely to get.

However, if you are still unsure about the test and the types of questions that come up, you may be better to take your time.

Relax and use the tests as teaching material and as a chance to get to know all the question types and the best ways to answer them. Use them as well to improve your vocabulary.

There is no point in rushing through the tests if you are a very low level or don't really understand the best way to answer some of the questions. You will just end up frustrated and stressed with your low score.

Or another option is to use the material in the eBook for both learning and proper test practice.

Use some of them slowly to learn about the test and the rest of them under test conditions (remember though if you do this you may get some questions you have not tried before as a few only appear once).

You can gradually speed up, using less time for each subsequent reading (this is discussed below)

What strategies should I use to answer the different question types?

With reading and how best to answer the questions, everybody is different. Students often get confused because there is different advice from different teachers or from different websites.

Because one person or site tells you to do it in a different way to another person or site, it does not mean that one of them is right or wrong. There may be more than one strategy to answer a particular question type or to start each reading.

The important thing to remember is that you should *do what you find works best for you*.



There are strategies in the *IELTS buddy Reading Tips Booklet* on how to tackle the different types of questions, so try them out but don't feel like you must do it the way that has been suggested if you feel another way is better and works better for you.

Or maybe you have seen some other tips or strategies on another site or from a teacher that you think is better for you.

Deciding how to approach the test in the best way just comes with practice. The more practice tests you do, the better acquainted you will get with the questions and how to tackle them.

How can I read faster?

A good method of practice is also to gradually increase the amount of time you spend on each reading.

As was mentioned above, the way you use the tests really depends on your current skills and knowledge about the test.

But one way to practice is to gradually decrease the time you spend on each test / reading. So maybe spend 40 minutes on each reading in the first test (or longer if you need and are quite weak at reading) instead of 20 minutes. Then gradually cut this time down.

Reading faster is also about skimming the text. Skimming is when you read something quickly, picking up all the main points rather than reading slowly and in detail. This is more difficult though if you are weaker at reading as they may be quite a lot of words you don't know.

Getting stuck on difficult vocabulary can also slow you down. Remember that you don't need to know all the words in a reading to understand it. If you try to work out every word it will slow you down.

If it seems an important word then try to guess the meaning from the context (looks at the other words and sentences around it).

The more vocabulary you know, the quicker you will be able to read of course. You can learn more vocabulary here: [IELTS Vocabulary](#)

Really faster reading does simply come from practice. The more you read, the more vocabulary you get to know (and the better understanding you have of grammar structures within the reading which can sometimes be confusing) and the better you understand how readings are organised. Then you can skim better and read faster.

Further Resources

Here are some links to other resources from the website for further reading practice and vocabulary building.



Reading:

[Sample Tests](#)

[Reading Lessons](#)

[Reading Tips](#)

[Reading Forum](#)

Vocabulary:

[Learn the Academic Word List](#)

[IELTS Topic Related Vocabulary](#)

[Phrasal Verbs](#)

[Collocations](#)

[Idioms](#)



TEST ONE

READING PASSAGE 1 (Test 1)

You should spend about 20 minutes on questions 1-13, which are based on reading passage 1 below.

Korean High Schools

- A.** South Korean Education has been praised for various reasons, including its comparatively high results and its major role in bringing Korea's economic development. However, its rigid, hierarchical structure has been criticized for lowering innovation. It has also been described as 'intensely competitive', with the system being attributed for the high suicide rate in South Korea. The tiers of education are infant school, primary school, middle school, high school, and post-secondary education.
- B.** High schools in South Korea teach students for three years, from first grade (age 15-17) to third grade (age 17-19), and students commonly graduate at age 18 or 19. High school students are commonly expected to study increasingly long hours each year moving toward graduation, to become competitive and be able to enter attractive universities, such as the top SKY (Seoul National, Korea, and Yonsei Universities). Many high school students wake and leave home in the morning at 5am and return home after studying well after 10 pm, then return to specialty study schools often to 2am, from Monday to Friday and also they often study on weekends.
- C.** It is commonly known in Korea that 'If you sleep three hours a day, you may get into a top 'SKY university;' If you sleep four hours each day, you may get into another university; if you sleep five or more hours each day, especially in your last year of high school, forget getting into any university.' Accordingly, many high school students in their final year do not have any time off, for holidays, birthdays, or vacations before the CATs (National College Scholastic Aptitude Test held by Ministry of Education) - university entrance exams. Surprisingly, some high school students are offered chances to travel with family to enjoy fun and relaxing vacations, but these offers are often refused on the first suggestion, and increasingly on later additional trips if any, due to peer influences and a fear of 'falling behind' in classes. Many high school students seem to prefer staying with friends and studying, rather than going on vacations. The idea of 'skipping classes' for fun is extremely rare in Korea. The rebellious students will often stay in class and use smart phones connected to the internet to chat with friends behind the teacher's back during classes (most often used programs include KaKao Talk, KaKao Story, Cyworld, and Naver Cafes).
- D.** High schools in Korea can be divided into specialty tracks that accord with a student's interest and career path. For example, there are science (Science high school), foreign language and art specialty high schools to which students can attend with prior entrance examinations, which are generally highly competitive. Other type of high schools include public high schools and private high schools, both with or without entrance examinations. These high schools do not report to specialise in a field, but are more focused on sending their students to college. For students who do not wish a college education, vocational schools specialising in fields such as technology, agriculture or finance are available, in which the students are employed right after graduation. Around 20% of high school students are in vocational high schools.



- E.** On noting the schedule of many high school students, it is not abnormal for them to arrive home from school at midnight, or even 3am, after intensive "self-study" sessions supported by the school or parents. The Korean government has tried to crack down on the serious study habits in order to allow a more balanced system, and fined many specialty study schools ('hagwons') for teaching high school students as late (or as early) as 2am or 3am after a full normal day of government operated school. Some specialty study academies also offer classes before normal government schools open each morning.
- F.** The normal government school curriculum is often noted as rigorous, with as many as 16 or so subjects, many focused on Korean, English, maths, memorisation. Core subjects include Korean, English and Math, with adequate emphasis on social and physical science subjects. Students do not typically ask questions in the classroom, but prefer to memorise details. It is critical to note that the type and level of subjects may differ from school to school, depending on the degree of selectivity and specialisation of the school. Specialty, optional, expensive, study schools help students memorise questions and answers from previous years' CAT tests and universities' interview questions.
- G.** High school is not mandatory, unlike middle school education in Korea. However, according to a 2005 study of Organisation for Economic Co-operation and Development (OECD) member countries, some 97% of South Korea's young adults do finish high school. This was the highest percentage recorded in any country.
- H.** It is becoming ever more evident that active student use of the English language in Korean high schools is increasingly necessary for the purposes of helping the students enter top universities in Korea as well as abroad. English is taught as a required subject from the third year of elementary school up to high school, as well as in most universities, with the goal of performing well on the TEPS, TOEIC and TOEFL, which are tests of reading, listening and grammar-based English. For students who achieve high scores, there is also a speaking evaluation. There are more than 100,000 Korean students in the U.S. The increase of 10 percent every year helped Korea remain the top student-sending country in the U.S. for a second year, ahead of India and China. Korean students at Harvard University are the third most after Canadian and Chinese



Questions 1 - 7

Reading passage 1 has eight paragraphs, **A-H**.

Choose the correct headings for paragraphs A-H from the list of headings below.

Write the correct number, **i-xi**, in boxes 1-7 on your answer sheet.

List of Headings

- i** A push to put a stop to such intense study
- ii** The pressure to study for prolonged periods
- iii** An impressive school completion rate
- iv** Preparing for TOEFL
- v** A rebellion against the system
- vi** The growing importance of studying English
- vii** Study schools prove costly for parents
- viii** Missing classes is unusual
- ix** It's not all good in the Korean education system
- x** Subject matter and teaching styles
- xi** The choices of high school

1 Paragraph A

<i>Example</i>	<i>Answer</i>
Paragraph B	ii

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

Questions 8-13

Do the following statements agree with the information given in Reading Passage 2?

In boxes 8-13 on your answer sheet, write

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

8 The more hours students sleep, the less chance they have of getting into a good university.



- 9 Students are rarely given the opportunity to have vacations because their parents want them to study.
- 10 Pupils from vocational schools are more competitive in the jobs market.
- 11 Government fines have meant that most Hagwons are now limiting the amount of student study time, which has decreased the stress on students.
- 12 The curriculum is not the same in every school.
- 13 All Korean universities now have English as a compulsory subject in their curriculum.

READING PASSAGE 2 (Test 1)

You should spend about 20 minutes on **questions 14-26**, which are based on reading passage 2 below.

The Depletion and Protection of Natural Resources

- A.** Natural resources are materials and components (something that can be used) that can be found within the environment. Every man-made product is composed of natural resources (at its fundamental level). A natural resource may exist as a separate entity such as fresh water, and air, as well as a living organism such as a fish, or it may exist in an alternate form which must be processed to obtain the resource such as metal ores, oil, and most forms of energy. Some natural resources such as sunlight and air can be found everywhere, and are known as ubiquitous resources, but most resources only occur in small sporadic areas, and are referred to as localized resources. There are very few resources that are considered inexhaustible i.e. they will not run out in the foreseeable future, and these are solar radiation, geothermal energy, and air (though access to clean air may not be). The vast majority of resources are exhaustible, which means they have a finite quantity, and can be depleted if managed improperly. There is much debate worldwide over natural resource allocations. This is partly due to increasing scarcity (depletion of resources) but also because the exportation of natural resources is the basis for many economies, particularly for developed nations.
- B.** In recent years, the depletion of natural resources has become a major focus of governments and organizations such as the United Nations (UN). This is evident in the UN's Agenda 21 Section Two, which outlines the necessary steps to be taken by countries to sustain their natural resources. The depletion of natural resources is considered to be a sustainable development issue, a term which has many interpretations, most notably the Brundtland Commission's 'to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs'. However, in broad terms it is balancing the needs of the planet's people and species now and in the future. In regards to natural resources, depletion is of concern for sustainable development as it has the ability to degrade current environments and potential to impact the needs of future generations.
- C.** Depletion of Natural Resources is also associated with social inequity. Considering most biodiversity are located in developing countries, depletion of this resource could result in losses of ecosystem services for these countries. Some view this depletion as a major source of social unrest and conflicts in developing nations.
- D.** At present, with it being the year of the forest, there is particular concern for rainforest regions which hold most of the Earth's biodiversity. According to the United Nations, deforestation and degradation affect 8.5% of the world's forests with 30% of the Earth's surface already cropped. If we consider that 80% of people rely on medicines obtained from plants and $\frac{3}{4}$ of the world's prescription medicines have ingredients taken from plants, loss of the world's rainforests could result in a loss of finding more potential life-saving medicines.



- E.** The depletion of natural resources is caused by 'direct drivers of change' such as Mining, petroleum extraction, fishing and forestry as well as 'indirect drivers of change' such as demography, economy, society, politics and technology. The current practice of agriculture is another factor causing depletion of natural resources. For example the depletion of nutrients in the soil due to excessive use of nitrogen and desertification.
- F.** In 1982 the UN developed the World Charter for Nature in which it recognised the need to protect nature from further depletion due to human activity. They state the measures needed to be taken at all societal levels, from international right down to individual, to protect nature. They outline the need for sustainable use of natural resources and suggest that the protection of resources should be incorporated into the law system at state and international level. In addition, The World Ethic of Sustainability, developed by the IUCN, WWF and the UNEP in 1990, set out eight values for sustainability, including the need to protect natural resources from depletion. Since these documents, there have been many measures taken to protect natural resources; some of these ways include Conservation Biology and Habitat Conservation.
- G.** Conservation Biology is the scientific study of the nature and status of Earth's biodiversity with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction. It is an interdisciplinary subject drawing on sciences, economics, and the practice of natural resource management. The term conservation biology was introduced as the title of a conference held by University of California at San Diego in La Jolla, California in 1978 organized by biologists Bruce Wilcox and Michael Soulé. Habitat conservation is a land management practice that seeks to conserve, protect and restore, habitat areas for wild plants and animals, especially conservation reliant species, and prevent their extinction, fragmentation or reduction in range.



Questions 14 – 18

Reading passage 2 has 7 paragraphs, **A-G**.

Which paragraph contains the following information?

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

NB You may use any letter more than once.

- 14** a definition of sustainable development
- 15** an explanation of how farming practices are negatively affecting natural resources
- 16** the importance of having legislation at all levels to preserve natural resources
- 17** reasons why there is international controversy over natural resource allocation
- 18** the possible impacts of resource depletion on people's health

Questions 19 – 22

Complete the summary below.

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

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

Measures to Protect Natural Resources

The need to ensure nature is protected from depletion of its resources as a result of 19 action was recognised in the UN's World Charter for Nature, which set out the steps that should be taken at the international and 20 level. The Charter explained the importance of using resources in a 21 way and also put forward the need to incorporate the protection of resources into law. Eight values for sustainability were also established in 1990 by the IUCN, WWF and the UNEP. Other 22 aimed at protecting natural resources have followed on from these documents.



Questions 23-26

Complete the sentences below.

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

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

- 23 As opposed to localized resources, which are found only in certain areas,
..... resources are all around us.
- 24 Although some resources are inexhaustible, most are exhaustible and could
..... due to improper management.
- 25 It is because of the and exportation of resources that there is
considerable debate around the world over natural resource allocation.
- 26 Agenda 21 Section Two is setting out to ensure
that countries sustain their natural resources.

READING PASSAGE 3 (Test 1)

You should spend about 20 minutes on **questions 27-40**, which are based on reading passage 3 below.

Crime Fiction Writing

Crime fiction is the literary genre that fictionalises crimes, their detection, criminals and their motives. It is usually distinguished from mainstream fiction and other genres such as science fiction or historical fiction, but boundaries can be, and indeed are, blurred. It has several sub-genres, including detective fiction (such as the whodunit), legal thriller, courtroom drama and hard-boiled fiction.

The evolution of the print mass media in the United Kingdom and the United States in the latter half of the 19th century was crucial in popularising crime fiction and related genres. Literary 'variety' magazines like Strand, McClure's, and Harper's quickly became central to the overall structure and function of popular fiction in society, providing a mass-produced medium that offered cheap, illustrated publications that were essentially disposable. What, though, are the differences between crime fiction and mainstream fiction?

When trying to pigeon-hole fiction, it is extraordinarily difficult to tell where crime fiction starts and where it ends. This is largely attributed to the fact that love, danger and death are central motifs in fiction. A less obvious reason is that the classification of a work may very well be related to the author's reputation.

For example, William Somerset Maugham's (1874–1966) novella *Up at the Villa* (1941) could very well be classified as crime fiction. This short novel revolves around a woman having a one-night stand with a total stranger who suddenly and unexpectedly commits suicide in her bedroom, and the woman's attempts at disposing of the body so as not to cause a scandal about herself or be suspected of killing the man. However, as Maugham is not usually rated as a writer of crime novels, *Up at the Villa* is hardly ever considered to be a crime novel and accordingly can be found in bookshops among his other, "mainstream" novels.

A more recent example is Bret Easton Ellis's (born 1964) seminal novel *American Psycho* (1991) about the double life of Patrick Bateman, a Wall Street yuppie and serial killer in New York City in the 1980s. Even though in *American Psycho* the most heinous crimes are depicted in minute detail, the novel has never been labelled a "crime novel", maybe because it is never explicitly mentioned whether Bateman actually commits the crimes or rather just fantasizes about them.

On the other hand, U.S. author James M. Cain is normally seen as a writer belonging to the "hard-boiled" school of crime fiction. However, his novel *Mildred Pierce* (1941) is really about the rise to success of an ordinary housewife developing her entrepreneurial skills and—legally—outsmarting her business rivals, and the domestic trouble caused by her success, with, in turn, her husband, her daughter and her lover turning against her. Although no crime is committed anywhere in the book, the novel was reprinted in 1989 by Random House, alongside Cain's thriller *The Postman Always Rings Twice* (1934), under the heading "Vintage Crime".



When film director Michael Curtiz adapted *Mildred Pierce* for the big screen in 1945, he lived up to the cinemagoers' and the producers' expectations by adding a murder that is not in the novel. As potential cinemagoers had been associating Cain with hard-boiled crime fiction only, this trick—exploited in advertisements and trailers—in combination with the casting of then Hollywood star Joan Crawford in the title role made sure that the film was going to be a box office hit even before it was released.

Seen from a practical point of view, one could argue that a crime novel is simply a novel that can be found in a bookshop on the shelf or shelves labelled "Crime". (This suggestion has actually been made about science fiction, but it can be applied here as well.) Penguin Books have had a long-standing tradition of publishing crime novels in paperback editions with green covers and spines (as opposed to the orange spines of mainstream literature), thus attracting the eyes of potential buyers already when they enter the shop. But again, this clever marketing strategy does not tell casual browsers what they are really in for when they buy a particular book.

As far as the history of crime fiction is concerned, some authors have been reluctant to publish their crime novels under their real names. Some publish pseudonymously because of the belief that since the large booksellers are aware of their historical sales figures, and command a certain degree of influence over publishers, the only way to "break out" of their current advance numbers is to publish as someone with no track record.

In the late 1930s and 40s, British County Court judge Arthur Alexander Gordon Clark (1900–1958) published a number of detective novels under the alias Cyril Hare in which he made use of his profoundly extensive knowledge of the English legal system. In *Tragedy at Law* (1942). Scottish journalist Leopold Horace Ognall (1908–1979) authored over ninety novels as Hartley Howard and Harry Carmichael. When he was still young and unknown, award-winning British novelist Julian Barnes (born 1946) published some crime novels under the alias Dan Kavanagh. Other authors take delight in cherishing their alter egos: Ruth Rendell (born 1930) writes one sort of crime novels as Ruth Rendell and another type as Barbara Vine; John Dickson Carr also used the pseudonym Carter Dickson. The author Evan Hunter (which itself was a pseudonym) wrote his crime fiction under the name of Ed McBain.

Questions 27-30

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

Write the correct letter in boxes 27-30 on your answer sheet.

- 27** William Somerset Maugham's (1874–1966) novella *Up at the Villa*
- A. Is usually considered a crime novel
 - B. Is about a woman who meets a stranger who then kills himself
 - C. Involves a woman who causes a scandal by disposing of a dead body
 - D. Is one of many crime novels written by the author
- 28** Bret Easton Ellis's seminal novel *American Psycho*
- A. Was set in the 1990s
 - B. Is one of the most famous “crime novels” ever written
 - C. Describes some terrible crimes
 - D. Was a very accurate portrayal of Wall Street yuppies in 1980s New York
- 29** The housewife in James M Cain’s novel *Mildred Pierce*
- A. Is successful in her businesses
 - B. Has the support of her family
 - C. Becomes a lawyer to beat her rivals
 - D. Commits a murder
- 30** The film version of *Mildred Pierce*
- A. Followed the book exactly
 - B. Was not as good as what the cinemagoers and producers expected
 - C. Used two strategies to ensure that the film was going to be a hit
 - D. Cast Joan Crawford as the housewife’s daughter

Questions 31-36

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

In boxes 31-36 on your answer sheet, write

- | | |
|------------------|---|
| YES | <i>If the statement agrees with the views of the writer</i> |
| NO | <i>If the statement contracts the views of the writer</i> |
| NOT GIVEN | <i>If it is impossible to say what the writer thinks about this</i> |

- 31** The difference between crime fiction and other types of fiction is not always clear
- 32** The print mass media such as magazines played a key role in the way that fiction developed in the US and UK



- 33 The most clear reason that there is difficulty in classifying crime fiction is because it may be connected to the reputation of the author
- 34 The crimes depicted in American Psycho are described more explicitly than most other crime novels
- 35 The various methods of labelling books by their genre means that potential purchasers know exactly what kind of book they will be reading
- 36 An increasing number of authors are starting to publish under different names to their own

Questions 37-40

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

Write the correct letter, **A-K**, in boxes 37-40 on your answer sheet

Regarding the history of crime fiction, some authors would rather use a **37** than their real name in order to publish as someone **38** a track record. Arthur Alexander Gordon Clark made use of his **39** in English law to publish, and Leopold Horace Ognall wrote more than ninety novels using a different name. Other famous writers who have **40** under names other than their own are Ruth Rendall, John Dickson Carr and Evan Hunter.

A expertise	E pseudonym	I alias
B publish	F without	J ego
C with	G pseudonymously	K authored
D wrote	H knowledgeable	



TEST TWO

READING PASSAGE 1 (Test 2)

You should spend about 20 minutes on questions 1-13, which are based on reading passage 1 below.

Middle Eastern Music

Middle Eastern music spans across a vast region, from Morocco to Iran. Middle Eastern music influenced the music of Greece and India, as well as Central Asia, Spain, the Caucasus and the Balkans, as in Byzantine music and Chalga. The various nations of the region, including the Arabic-speaking countries of the Middle East and North Africa, the Iraqi traditions of Mesopotamia, Iranian traditions of Persia, the Hebrew music of Israel, Armenian music, the varied traditions of Cypriot music, the music of Turkey, traditional Assyrian music, Berbers of North Africa, and Coptic Christians in Egypt, all maintain their own traditions, even though people now listen to popular music.

The Arabic scale is strongly melodic, based around various maqamat or modes (melodic scales). Arabs translated and developed Greek texts and works of music and mastered the musical theory of the music of ancient Greece. This is similar to the dastgah of Persian music. While this originates with classical music, the modal system has filtered down into folk, liturgical and even popular music, with influence from the West. Unlike much western music, Arabic music includes quarter tones halfway between notes, often through the use of stringed instruments (like the oud) or the human voice. Further distinguishing characteristics of Middle Eastern and North African music include very complex rhythmic structures, generally tense vocal tone, and a monophonic texture.

Often, more traditional Middle Eastern music can last from one to three hours in length, building up to anxiously awaited, and much applauded climaxes, or tarab, derived from the Arabic term *تارتاب* tarraba.

Many instruments originate in the Middle East region. Most popular of the stringed instruments is the oud, a pear-shaped lute that traditionally had four strings, although current instruments have up to six courses consisting of one or two strings each. Legend has it that the oud was invented by Lamech, the sixth grandson of Adam. This is stated by Farabi, and it is part of the Iraqi folklore relating to the instrument. Legend goes on to suggest that the first oud was inspired by the shape of his son's bleached skeleton.

Historically, the oldest pictorial record of the oud dates back to the Uruk period in Southern Mesopotamia over 5000 years ago. It is on a cylinder seal currently housed at the British Museum and acquired by Dr. Dominique Collon, Editor of Iraq at the British Institute for the Study of Iraq.

The widespread use of the oud led to many variations on the instrument, including the saz, a Turkish long-necked lute that remains very popular in Turkey. Last of the popular string instruments is the qanoun, developed by Farabi during the Abbasids era. Legend has it that Farabi played qanoun in court, and he made people laugh, cry, and fall asleep. The qanoun developed out of string instruments described in inscriptions that date to the Assyrian period. It has about 26 triple-string courses, plucked with a piece of horn. The musician has

the freedom to alter the pitch of individual courses from a quarter to a whole step by adjusting metal levers.

Percussion instruments play a very important role in Middle Eastern music. The complex rhythms of this music are often played on many simple percussion instruments. The riq (a type of tambourine) and finger cymbals add a higher rhythmic line to rhythm laid down with sticks, clappers, and other drums. An instrument native to Egypt, Palestine, and Lebanon, the doumbek (or tombak), is a drum made of ceramic clay, with a goatskin head glued to the body.

The last section of instruments is the woodwinds. The Moroccan oboe, also called the rhaita, has a double-reed mouthpiece that echoes sound down its long and narrow body. Similar instruments are called zurnas (the Persian oboe) were used more for festivals and loud celebrations. A Turkish influence comes from the mey, which has a large double reed. Bamboo reed pipes are the most common background to belly dancing and music from Egypt. Flutes are also a common woodwind instrument in ensembles. A kaval is a three-part flute that is blown in one end, whereas the ney is a long cane flute, played by blowing across the sharp edge while pursing the lips.

As with many cultures, dance and music go hand in hand in Middle Eastern music. Before the influence of Islam, music in the Arabian Peninsula was associated with prostitution and drunken entertainment. Under the wide rule of Islam, vulgar lyrics and erotic dancing by women became illegal. Much post-Islamic music is used in ceremonial dance and recreation, and meditation, trance, and self-flagellation are often used while listening to music to bring one to a higher sense of God.

The influence of religions such as Islam and Judaism has had a great impact on the musical culture of the Middle East. Religion forms a major background to many traditional styles of music and dance, ranging from classical to more modern. All over the Middle East, you hear songs of praise and prayer. What is conducted by a muezzin, or prayer caller, for example, are the five daily calls to prayer. Only since the nineteenth century have individual reciters started singing the Qur'an while still strictly abiding by the laws and rules. This, however is grossly inaccurate. This form of Quran recital is called Tajwid, which is the Arabic word for elocution.

Questions 1-5

Do the following statements agree with the information given in Reading Passage 1?
In boxes 1-5 on your answer sheet, write:

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

- 1 Popular music remains unimportant compared to traditional music in the many countries of the Middle Eastern region.
- 2 Arabs did not manage to become completely competent in ancient Greek music theory.
- 3 The modal system influenced various types of music.
- 4 Middle Eastern and North African music is more difficult to learn to play than most other types of traditional music.
- 5 Middle Eastern music quickly reaches an exciting and much anticipated climax.

Questions 6-10

Classify the following as typical of:

- A String instruments
- B Percussion instruments
- C Wind instruments
- D String and wind instruments

Write the correct letter, A, B, C or D in boxes 6-10 on your answer sheet

- 6 Have a connection with Turkey
- 7 Had an instrument that inspired a mix of emotions in people
- 8 Include an instrument often used as backing music to a type of dancing
- 9 Had an integral part in the music of this region
- 10 Include an instrument that resulted in the development of a number of similar ones

Questions 11-13

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

Write the correct letter in boxes 11-13 on your answer sheet.

11 The Middle Eastern stringed instrument, the oud

- A has not changed since it was invented.
- B was influenced by the Turkish long-necked lute.
- C can be found in a photograph from the Uruk period.
- D is the subject of legend regarding its origin.

12 The qanoun

- A is the least popular of the stringed instruments.
- B evolved as an instrument based on writings from a previous period.
- C is limited in the range of pitches it provides for a musician.
- D was mainly played in courts.

13 In the Middle East, dancing

- A is quite disconnected from music.
- B was more popular post-Islam than under Islam
- C was banned under Islam if it was erotic.
- D brought people close to God under Islam.

READING PASSAGE 2 (Test 2)

You should spend about 20 minutes on **questions 14-26**, which are based on reading passage 2 below.

Australian Culture

- A.** The culture of Australia is essentially a Western culture influenced by the unique geography of the Australian continent, the diverse input of Aboriginal and Torres Strait Islander peoples, the British colonisation of Australia that began in 1788, and the various waves of multi-ethnic migration that followed. The predominance of the English language, the existence of a democratic system of government drawing upon the British traditions of Westminster Government, Parliamentarianism and constitutional monarchy, as well as American constitutionalist and federalist traditions, Christianity as the dominant religion and the popularity of sports such as cricket and rugby evidence a significant Anglo-Celtic heritage. However, Australian culture has diverged significantly since British settlement in 1788.
- B.** "Mateship", or loyal fraternity is the code of conduct, particularly between men, although more recently also between men and women, stressing equality and friendship. Mateship is seen as an important element of the qualities that the Australian Defence Force values in its troops. The glorification of Australia's early soldiers in the Boer War and World War I reinforces these values. The value of mateship is sourced in the difficulty of subduing the land. Unlike other cultures based on a nurturing landscape that they seek to protect from others, Australian settlers experienced great hardship and had to support each other in order to survive. An aspect of the mateship culture on language is that Australians have a propensity for the diminutive forms of names (e.g. Hargrave -> Hargie; Wilkinson -> Wilko; John -> Johnno; David-> Davo; Hogan -> Hoges; James -> Jimmy -> Jim -> Jimbo). This is a display of affection and acceptance rather than belittlement. Most forms of address are by first name or nickname, and only children regularly use titles such as "Mister" or "Sir" for authority figures.
- C.** One result of the prevalence of the 'mateship' culture is that Australian society is stringently anti-hierarchical. Australians are expected to behave with humility and not think of themselves as better than their peers. Any disloyalty to their 'mates' is treated harshly, and is known as the tall poppy syndrome, where people who grow greater than their peers are harshly criticised as being narcissistic, or "up themselves". Even the most successful and beautiful Australians are eager to proclaim how ordinary they are. This egalitarian social system makes Australian society appear "laid-back" or relaxed to visitors.
- D.** The mateship culture combined with the original convict and then colonial culture has created an irreverence for established authority, particularly if it is pompous or out of touch with reality. Politicians, or "pollies", are generally disliked and distrusted. Politicians who seek to lead must comply with the views of the egalitarian electorate, who will punish any hint of arrogance or glory-seeking behaviour. Voter turnout at elections had in fact been so low that compulsory voting was introduced for the 1925 federal election.



- E.** Australians and New Zealanders have a rivalry, especially in certain sports such as rugby league, rugby union and netball. The rivalry is often compared to brothers in the same family competing against each other. Rivalry between Australia and allies such as the United States, United Kingdom, Canada and New Zealand is friendly and jocular in nature, as Australians often view these nations as members of an Anglosphere cultural tradition which has significant overlap with their own.
- F.** Mirroring the tall poppy syndrome which brings back to Earth the high fliers, the egalitarian Australian society has a traditional Australian support for the "underdog". Australians will show support for those who appear to be at a disadvantage even when the underdog is competing against fellow Australians. This underdog attitude is most evident in sport, as sport is also a large part of Australian culture. Should an Australian be asked to choose between two unknown competitors, very often they will choose the one least likely to win, such as swimmer Eric the Eel during the 2000 Olympics. The success of Steven Bradbury in the 2002 Winter Olympics who won a skating gold medal after all his competitors crashed has coined the expression 'doing a Bradbury' which underpins the spirit of the underdog - positive thinking and never giving up. During the 2003 Rugby World Cup, the Georgian rugby team arrived in Perth with a crowd of Perth residents welcoming them with colourful support, and a similar occurrence was noted in Townsville, Queensland where the Japanese rugby team was preferred to that of the French.
- G.** The belief in a "fair go" is a key part of Australian culture and Australian society. One accepted definition of a "fair go" in this Australian sense is "a chance, an adequate opportunity. Often used to describe a fair and reasonable course of action". The right to "a fair go" has been found to be the most highly rated value on a recent published survey of the opinion of Australian citizens. This belief sustains bipartisan political support for strong public health and education systems in Australia, as well as legislation such as equal opportunity legislation to ensure people are not excluded from jobs or positions by their race, gender or sexual orientation. This value is frequently cited by politicians who wish to associate themselves or their party with the positive connotations of this notion. There has been ongoing public and political discussion of the place and future of "the fair go" in Australian society. This is especially frequent with reference to economic issues and policies.
- H.** The call for "a fair go" is also regularly used by advocates wanting to point out groups who have been overlooked or treated unfairly according to the expectations of treatment by the wider community. Recent examples of this include media presentation of the treatment of illegal immigrants asylum seekers, and refugees, as well as the community campaign in support of "a fair go" for the large group of Australian doctors who have been classified as "non-vocationally registered general practitioners" (non-VR GPs), and are subject to discriminatory pay and conditions compared to their colleagues, for identical work.



Questions 14-17

Reading Passage 2 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

Write the correct letter, A-H, in boxes 14-17 on your answer sheet.

NB You may use any letter more than once.

14 the challenges the first Australians faced when they arrived in the country

15 the value that Australians think is the most important

16 the way that children often refer to those in authority

17 who an Australian would likely pick to win in a sports competition

Questions 18-22

Complete the notes below

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

Mateship

- a) Stresses the importance of equality between men and women
- b) Names tend to take their **18**. such as Hargie instead of Hargrave
- c) Society is anti-hierarchical and the **19**. is the term used to describe the phenomena of criticising those who have achieved.

Rivalry

- a) Although there is **20**. between Australia and its allies in sport, this tends to be friendly in nature.

Underdog

- a) Australians will often support the person who is at a disadvantage.
- b) Positive thinking underpins the spirit of the underdog, as well as **21**.
.....

A “fair go”

- a) A “fair go” means that everyone has an equal opportunity, and it underpins many of the social and economic policies of governments.
- b) It is common for **22**. to use this belief to highlight the unfair treatment of sections of Australian society.

Questions 23-26

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

In boxes 23-26 on your answer sheet, write

- | | |
|------------------|---|
| YES | <i>If the statement agrees with the views of the writer</i> |
| NO | <i>If the statement contradicts the views of the writer</i> |
| NOT GIVEN | <i>If it is impossible to say what the writer thinks about this</i> |

- 23** Australian and British culture have become gradually more similar over the years.
- 24** Politicians have to take the opinions of the electorate very seriously.
- 25** Australians tend to take sport much more seriously than New Zealanders do.
- 26** The majority of residents in Perth supported the Georgian rugby team.

READING PASSAGE 3 (Test 2)

You should spend about 20 minutes on **questions 27-40**, which are based on reading passage 3 below.

Child Labour

Section A

Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organisations. Legislations across the world prohibit child labour, though these laws do not consider all work by children as child labour; exceptions include work by child artists, supervised training, certain categories of work such as those by Amish children, and others.

Section B

The Victorian era in England became notorious for employing young children in factories and mines and as chimney sweeps. Child labour played an important role in the Industrial Revolution from its outset, often brought about by economic hardship. The children of the poor were expected to help towards the family budget, often working long hours in dangerous jobs for low pay, earning 10-20% of an adult male's wage. Factories and mines were not the only place where child labour was prevalent. Home-based manufacturing across the United States and Europe employed children as well.

Systematic use of child labour was common place in the colonies of European powers between 1650 and 1950. In Africa, colonial administrators encouraged traditional kin-ordered modes of production, which is hiring a household for work, not just the adults. Millions of children worked in colonial agricultural plantations, mines and domestic service industries. Sophisticated schemes were promulgated where children in these colonies between the ages of 5-14 were hired as apprentice without pay in exchange for learning a craft.

Although formally banned since 1922, child labour was widespread in the Soviet Union, mostly in the form of mandatory, unpaid work by schoolchildren on Saturdays and holidays. The students were used as a cheap, unqualified workforce on *kolhoz* (collective farms) as well as in industry and forestry. The practice was formally called "work education".

Today, child labour is still common in many parts of the world. Estimates for child labour vary. It ranges between 250 to 304 million, if children aged 5-17 involved in any economic activity are counted. If light occasional work is excluded, the International Labour Organisation (ILO) estimates there were 153 million child labourers aged 5-14 worldwide in 2008. This is about 20 million less than ILO estimate for child labourers in 2004.

Section C

Some 60 percent of the child labour are involved in agricultural activities such as farming, dairy, fisheries and forestry. Another 25 percent of child labourers are in service activities such as retail, hawking goods, restaurants, load and transfer of goods, storage, picking and

recycling trash, polishing shoes, domestic help, and other services. The remaining 15 percent laboured in assembly and manufacturing in informal economy, home-based enterprises, factories, mines, packaging salt, operating machinery, and such operations.

Two out of three child workers work alongside their parents, in unpaid family work situations. Some children work as guides for tourists, sometimes combined with bringing in business for shops and restaurants. Child labour predominantly occurs in the rural areas (70%) and informal urban sector (26%).

Section D

Certain cultural beliefs have rationalised child labour and thereby encouraged it. Some view that work is good for the character-building and skill development of children. In many cultures, particular where informal economy and small household businesses thrive, the cultural tradition is that children follow in their parents' footsteps; child labour then is a means to learn and practice that trade from a very early age. Similarly, in many cultures the education of girls is less valued or girls are simply not expected to need formal schooling, and these girls pushed into child labour such as providing domestic services.

In their book *Asian Informal Workers: Global Risks Local Protection*, Mario Biggeri and Santosh Mehrotra studied the macroeconomic factors that encourage child labour. They focus their study on five Asian nations including India, Pakistan, Indonesia, Thailand and Philippines. They suggest that child labour is a serious problem in all five, but it is not a new problem. Macroeconomic factors encouraged widespread child labour across the world, over most of human history. They suggest that in considering child labour, both the demand and the supply side need to be included. While poverty and unavailability of good schools explain the child labour supply side, they suggest that the growth of low paying informal economy rather than higher paying formal economy is amongst the explanations of the demand side. Other scholars too suggest that inflexible labour markets, the size of the informal economy, inability of industries to scale up and lack of modern manufacturing technologies are major macroeconomic factors affecting demand and acceptability of child labour.

Section E

Some scholars suggest any labour by children aged 18 years or less is wrong since this encourages illiteracy, inhumane work and lower investment in human capital. Child labour, claim these activists, also leads to poor labour standards for adults, depresses the wages of adults in developing countries as well as the developed countries, and dooms the third world economies to low-skill jobs only capable of producing poor quality cheap exports. More children that work in poor countries, the fewer and worse-paid are the jobs for adults in these countries. In other words, there are moral and economic reasons that justify a blanket ban on labour from children aged 18 years or less, everywhere in the world.

Other scholars suggest that these arguments are flawed, ignore history and more laws will do more harm than good. According to them, child labour is merely the symptom of a greater disease named poverty. If laws ban all unlawful work that enables the poor to survive, informal economy, illicit operations and underground businesses will thrive. These will increase abuse of the children. In poor countries with very high incidences rates of child labour - such as Ethiopia, Chad, Niger and Nepal - schools are not available, and the few schools that exist offer poor quality education or are unaffordable. The alternatives for children who currently work, claim these studies, are worse: grinding subsistence



farming, militia or prostitution. Child labour is not a choice, it is a necessity, the only option for survival. It is currently the least undesirable of a set of very bad choices.

Section F

In 1999, the ILO helped lead the *Worst Forms Convention 182 (C182)*, which has so far been signed upon and domestically ratified by 151 countries including the United States. This international law prohibits worst forms of child labour, defined as all forms of slavery and slavery-like practices, such as child trafficking, debt bondage, and forced labour, including forced recruitment of children into armed conflict. The law also prohibits use of a child for prostitution or the production of pornography, child labour in illicit activities such as drug production and trafficking; and in hazardous work. Both the *Worst Forms Convention 182 (C182)* and the *Minimum Age Convention (C138)* are examples of international labour standards implemented through the ILO that deal with child labour.

Questions 27-31

Reading passage 3 has six sections, **A-F**.

Choose the correct heading for sections **B-F** from the list of headings below.

Write the correct number, **i-xi**, in boxes **27-31** on your answer sheet.

List of headings

- i** More laws versus more freedom
- ii** Current employment sectors
- iii** Defining child labour
- iv** The colonial connections
- v** Global initiatives to tackle child labour
- vi** Why is there child labour?
- vii** A lack of education
- viii** Writing about child labour
- ix** A history of child labour
- x** Working for their family
- xi** Freedom from armed conflict

<i>Example</i>	<i>Answer</i>
Section A	iii

- 27** Section B
- 28** Section C
- 29** Section D
- 30** Section E
- 31** Section F

Questions 32-35

Do the following statements agree with the information given in Reading Passage 3?

In boxes **32-35** on your answer sheet, write:

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

- 32** Children in Africa were often taken away from their families in order to work on agricultural plantations
- 33** Compulsory child labour used to be common throughout the Soviet Union

34 These days, children aged 5–17 make up the bulk of those in child labour

35 The majority of children now work in the service sector.

Questions 36-39

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

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

36 Preventing children from getting an education in order to work

37 According to some scholars, introducing more laws to ban child labour

38 The demand and supply of child labour

39 Conventions introduced by the ILO

- A** is giving girls less opportunities than boys
- B** is due to a lack of schools, poverty, and the growing informal economy
- C** will worsen conditions for children
- D** was common in many of the European colonial countries
- E** banned child labour in agricultural and services sectors
- F** provide protection against particularly serious forms of child labour
- G** is seen by many organisations as exploiting children
- H** will worsen the conditions for adults
- I** was acceptable on the collective farms in the Soviet Union
- J** is preventing children from getting an education

Question 40

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

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

Which of the following phrases best describes the main aim of Reading Passage 3?

- A** To warn against the dangers of letting child labour continue
- B** To describe the facts and issues around child labour in the past and the modern day
- C** To track the history of child labour
- D** To explain the problems of and solutions to child labour



TEST THREE

READING PASSAGE 1 (Test 3)

You should spend about 20 minutes on questions 1-13, which are based on reading passage 1 below.

Ecosystems

Ecosystems can be classified in many different ways and the term itself is used in a variety of contexts. Areas as small as intertidal rock pools and as large as entire rainforests can both be described as ecosystems. However, it is generally not possible to state with precision where one ecosystem ends and another begins. The notion of rigidly separable ecosystems is thus a largely artificial one.

Major Ecosystems

Nevertheless, the ecosystem concept has proved very useful in ecology. One way in which it is applied is to describe the world's major different habitat types. Terrestrial ecosystems include: Arctic and alpine ecosystems, dominated by cold areas and lacking trees; forest ecosystems, which can be subdivided into a whole range of types including tropical rainforests, Mediterranean evergreen forests, temperate and boreal forests, and temperate deciduous forests; grasslands and savannahs; and deserts and semi-arid ecosystems. Freshwater ecosystems include lakes, rivers, and marshland. "Hybrid" terrestrial and freshwater systems include swamp forests and seasonal floodplains. Marine ecosystems comprise an enormous range, from coral reefs, mangroves, sea-grass beds, and other coastal and shallow water ecosystems to open-water ecosystems and the mysterious, little-known systems of the abyssal plains and trenches of the world's oceans.

The term ecosystem may also be used to describe geographical areas which contain a wide range of habitat types which are linked by ecological processes. Thus the Serengeti-Seronera region in east Africa, one of the most spectacular wildlife areas in the world, is often regarded as a single ecosystem whose different constituent habitats include open grassy plains, woody savannah, dense thickets, and patches of forest, as well as rocky outcrops (kopjes), rivers, streams, and seasonal pools. Similarly, the most productive parts of the world's oceans have been divided into a series of Large Marine Ecosystems which contain many different habitats. Examples of Large Marine Ecosystems with widely different characteristics include the whole of the Black Sea, the Benguela Current system off the coast of south-western Africa, and the Gulf of Mexico.

Natural Changes in Ecosystems

The physical world is in a constant state of flux. Changes can be seen at all time-scales, from the shortest to the longest. Short-term changes, which are observable by people, are often cyclical and predictable: night and day, the monthly cycle of the tides, the annual change of the seasons, and the growth, reproduction, and death of individuals. Viewed at this level many ecosystems, when not disturbed by humans, appear superficially to be stable and unchanging, maintained in equilibrium by the "balance of nature".

It is becoming increasingly apparent that this is not the case. However, longer-term changes—those running over decades, centuries, millennia, and ultimately over tens of

millions of years—are far less easy for us to track. The science of ecology itself is less than a century old—the merest blink of an eye in the history of most natural ecosystems. Moreover, it is evident that most of these longer-term changes are not regular and predictable at all.

Globally, climate is undoubtedly the most important factor in the short to medium term. On land, temperature, rainfall, and seasonality are the three factors which are most important in determining the distribution of ecosystems. Changes in any one of these can have a lasting effect. In recent geological time the most dramatic example of this is undoubtedly the series of Ice Ages which characterized much of the Pleistocene epoch. These protracted periods of global cooling had a major effect on the world's ecosystems, causing the spread of ice cover in temperate areas and the shrinking of moist forest habitats in parts of the tropics.

Climatic change with a wide geographical influence can also occur over shorter timescales. One of the most striking examples is El Ninos, a cold-water current that periodically sweeps across the Pacific. This has a major impact on marine ecosystems, leading, for example, to the death of reef corals in many parts of the Pacific, and the lowering of fisheries production in the Humboldt Current ecosystem off Chile and Peru. El Ninos occur irregularly and vary in intensity and impact; it is rare for more than 20 years to pass without one and occasionally they may be separated by only 1 or 2 years. El Ninos also affect terrestrial ecosystems through changing rainfall patterns, particularly in the Americas.

Human Impact

The most direct impact of humans on ecosystems is in their conversion or ability to ruin. Clear-cutting (the cutting of all trees within a given forest area) will, obviously, demolish a forest ecosystem. Selective logging may also alter forest ecosystems in important ways. Fragmentation—the division of a once continuous ecosystem into a number of smaller patches—may disrupt ecological processes so that the remaining areas can no longer function as they once did.

It is now widely accepted that humanity's activities are contributing to global warming, chiefly through the accumulation of "greenhouse" gases in the atmosphere. The impact of this is likely to increase in the future. As noted above, a climatic alteration is a natural feature of the Earth. Previously, however, its effects were mitigated as ecosystems could effectively "migrate" by moving latitude or altitude as the weather changed. Today, so much of the world's land surface has been appropriated by people that in many cases there is no such place for the remaining natural or semi-natural ecosystems to migrate to.

Contamination of the natural environment through a range of toxins—herbicides, pesticides, fertilizers, industrial effluents, and human waste products—is one of the most pernicious forms of impact on the natural environment. Noxious wastes are often invisible, and the effects of air and water contamination may not be immediately obvious, although they can be devastating in the long run. The impact of acid rain on freshwater and forest ecosystems in much of northern and central Europe is a case in point.

Human beings have been responsible either deliberately or accidentally for altering the distribution of a vast range of animal and plant species by introducing them into new



environments. This includes not only domesticated animals and cultivated plants but pests such as rats, mice, and many insects and fungi. Species of plants or animals, which become naturalized, may have a devastating impact, through predation and competition, on natural ecosystems, particularly on islands where native species have evolved in isolation. For instance, foxes, rabbits, cane toads, feral cats, and even buffaloes and camels have wreaked havoc in many ecosystems in Australia. Plants such as the South American shrub *Lantana* have invaded natural forests in many tropical and subtropical islands, causing major changes to these ecosystems, while the African water hyacinth *Eichhornia* has similarly disrupted freshwater ecosystems in many of the warmer parts of the world.

Removal of excessive numbers of animals or plants from a system can cause major ecological changes. The most important example of this at present is the excessive fishing of the world's oceans. Depletion of the great majority of accessible fish stocks is undoubtedly a cause of major change, although its long-term impact is difficult to assess.

Questions 1-5

Choose the appropriate letters A-D.

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

- 1 The strict division of ecosystems is
 - A rigidly separable
 - B dependent on the context
 - C mostly inaccurate
 - D a precise approach

- 2 The notion of an ecosystem is used to illustrate
 - A various kinds of environment
 - B areas that are cold
 - C tropical areas
 - D ecological progression

- 3 The Serengeti-Seronera region
 - A cannot be viewed as a single ecosystem
 - B contains fruitful areas of the world's seas
 - C includes many different habitats
 - D is the biggest wildlife area in the world

- 4 Ecosystems are
 - A stable and unchanging
 - B equal in their balance of nature
 - C always changing
 - D regular and predictable in the long-term

- 5 El Ninos
 - A happen frequently
 - B create a lot of rain in the Americas
 - C occur every twenty years
 - D have an important effect on marine life

Questions 6-13

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

In boxes 6-13 on your answer sheet write

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

- 6 The abyssal plains comprise a large range of corals.
- 7 Long periods of global cooling during the Pleistocene epoch have led to the spread of ice in warm areas.
- 8 Changes in the weather can impact on large areas over small periods of time.
- 9 Fragmenting an ecosystem can have negative impacts on the way it functions.
- 10 Ecosystems will continue to migrate in order to mitigate the impacts of climate change.
- 11 It is not always clear how man-made toxins are impacting on the environment.
- 12 Many of Australia's animals have become extinct due to the introduction of new non-native species.
- 13 It is unclear if the depletion of most of the accessible fish stocks will lead to significant ecological change

READING PASSAGE 2 (Test 3)

You should spend about 20 minutes on **questions 14-26**, which are based on reading passage 2 below.

New 'Brain Fingerprinting' Could Help Solve Crimes

- A** A technique called "brain fingerprinting," which seeks to probe whether a suspect has specific knowledge of a crime, could become a powerful weapon in national security, its inventor believes. Lawrence Farwell, a Harvard-educated neuroscientist who founded Brain Fingerprinting Laboratories Inc. 12 years ago and runs the company from a small town in southern Iowa, believes the technique could emerge as the next big thing in law enforcement and intelligence. "From a scientific perspective, we can definitively say that brain fingerprinting could have substantial benefits in identifying terrorists or in exonerating people accused of being terrorists," Farwell said. But first the controversial technique, which has had some success, must overcome the scepticism of some experts who are reluctant to embrace it.
- B** Brain fingerprinting works by measuring and analysing split-second spikes in electrical activity in the brain when it responds to something it recognizes. For example, if a suspected murderer was shown a detail of the crime scene that only he would know, his brain would involuntarily register that knowledge. Under Farwell's system, that brain activity is picked up through electrodes attached to the suspect's scalp and measured by an electroencephalograph (EEG) as a waveform. A person who had never seen that crime scene would show no reaction.
- C** In 1999, Farwell used his technique to solve a 1984 murder in Missouri. Police strongly suspected a local woodcutter, James Grinder, of kidnapping, raping and murdering Julie Helton, a 25 year-old woman, but had lacked the evidence to convict him. He agreed to undergo brain fingerprinting to demonstrate his innocence. Farwell flashed on a computer screen details of the crime that only the murderer would have known, including items taken from the victim, where the victim's body was located, items left at the crime scene and details of the wounds on the body of the victim. "What his brain said was that he was guilty," he said. "He had critical, detailed information only the killer would have. The murder of Julie Helton was stored in his brain, and had been stored there 15 years ago when he committed the murder." Grinder pleaded guilty a week later in exchange for a sentence of life in prison, avoiding the death penalty. He also confessed to three other murders of young women.
- D** In 2000, brain fingerprinting underwent its first legal challenge in the case of Terry Harrington, an Iowa man who had spent 23 years in prison for the 1978 murder of a security guard. Farwell's tests suggested conclusively that Harrington was innocent since he did not have knowledge of the crime scene. The judge in the case admitted the evidence but did not free the suspect, saying it was not clear test results would have led to a different verdict in the original trial. The case is before the Supreme Court of Iowa.



- E** Farwell has done work for both the FBI and the CIA and has been contacted by foreign governments, including some in the Middle East. Still, critics are dismissive. "It's pure conjecture. There's no evidence you can determine evil intent or anything else from brain fingerprinting. It's the 21st century version of the lie detector test, which also doesn't work very well," said Barry Steinhardt, who directs a technology program for the American Civil Liberties Union. A General Accounting Office (GAO) report in 2001 found that CIA, FBI, Department of Defence and Secret Service officials did not at this stage foresee using brain fingerprinting because of the expertise needed to employ the technique and because it would likely be of limited usefulness. The CIA, for example, explained that to administer brain fingerprinting, an investigator would have to know enough details of a particular event to test an individual for knowledge of that event. In counterintelligence, such specific details are not always available.
- F** Farwell countered by citing a 1993 test he conducted for the FBI in which he identified 11 FBI agents from a group of 15 people. "If we can detect someone trained by the FBI, we should be able to detect someone trained by al Qaeda," he said. However, just like lie detector tests, the technique requires the cooperation of the subject. A suspect could simply refuse to cooperate by closing his eyes and refusing to watch the prompts flashed on the screen before him. If and when the technique is widely accepted, a judge may have to decide whether to admit test results as evidence. Independent scientists contacted by the GAO investigators raised various objections to brain fingerprinting and said it needed more work into issues such as how memory was affected by drugs and alcohol, mental illness and extreme anxiety during crime situations.
- G** Still, William Iacono, a professor of psychology and neuroscience at the University of Minnesota, said he was confident that brain fingerprinting would eventually establish itself for many applications, including the investigation of premeditated crimes. Meanwhile, Farwell is pressing on. He wants to explore the use of brain fingerprinting to detect and monitor the onset of Alzheimer's disease. He also sees commercial interest from advertisers anxious to measure how effective their commercials are, which parts are remembered and which forgotten. "It takes time for new technologies to win acceptance, but it's only a matter of time," he said.

Questions 14 - 19

Reading passage 2 has seven paragraphs, **A-G**.

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

Write the correct number, **i-xi**, in boxes 14-19 on your answer sheet.

List of Headings

- i** Solving past crimes
- ii** Curing Alzheimer's disease
- iii** Alternative uses
- iv** Problems and practicalities
- v** Understanding brain fingerprinting
- vi** Further testing before implementation
- vii** Successful brain fingerprinting in the Middle East
- viii** The psychological implications
- ix** A new detection method for the 21st Century
- x** Harvard leads the way
- xi** Freedom has to wait

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

<i>Example</i>	<i>Answer</i>
Paragraph F	vi

19 Paragraph G

Questions 20-26

Look at the following statements (Questions 20-26) and the list of people and organisations below.

Match each statement with the correct person or organisation, **A-F**.

Write the correct letter, **A-F**, in boxes 20-26 on your answer sheet.

NB You may use any letter more than once

- 20** Is sure that brain fingerprinting will be used to investigate crimes that were planned in advance.

- 21 Thinks that there is often not enough specific information about crime cases for the brain fingerprinting to work.
- 22 Believes brain fingerprinting could be used to keep countries safe.
- 23 Was convicted of crimes as a result of brain fingerprinting technology.
- 24 Has been contacted by other countries about using the brain fingerprinting technology.
- 25 Believes that brain fingerprinting technology does not even work as well as older technology used to solve crimes.
- 26 Showed concern about how someone's ability to recall events could be affected by other external factors.

List of people / Organisations

- A Lawrence Farwell
- B James Grinder
- C Barry Steinhardt
- D CIA
- E Independent scientists
- F William Iacono

READING PASSAGE 3 (Test 3)

You should spend about 20 minutes on **questions 27-40**, which are based on reading passage 3 below.

A Balanced Diet

Everyone knows it is important to have a balanced diet to maintain good health. To do so a person should eat foods that contain all the major nutrient groups in the right proportions, so that they do not get too much of one, or too little of another. The nutrient groups are, in order of the amounts that should be eaten, carbohydrates, proteins, fats, minerals and vitamins.

The carbohydrate and fibre group includes starches and sugars and is the major source of metabolic energy. Chemically carbohydrates are composed of carbon, hydrogen and oxygen. The basic carbohydrates are simple sugars, called “monosaccharines”, such as glucose, fructose and galactose. Complex carbohydrates, “disaccharines”, include substances as sucrose and maltose. Both of these types will dissolve in water. Cellulose and starches, which are found in plant cells are “polysaccharines” and are not water-soluble.

The best sources of starches and sugars are grains, fruits, pulses (beans and peas), nuts vegetables and milk. In a well-balanced diet about half of the food eaten should be high in carbohydrates and starch. Grains, fruit and root vegetables such as potatoes are good sources of starch. In addition to providing energy, the high fibre content of these types of foods has a number of benefits. It keeps the bowels healthy and protects against high cholesterol levels. Additionally, it may help reduce the incidence of some types of cancer, gallstones and reduce the risk of obesity.

Proteins are long chains of amino acids composed of carbon, hydrogen, oxygen and, to lesser extent, nitrogen and sulphur. There are about 20 different types. While some proteins, such as hemoglobin, which is a blood red colour, are water soluble, others, such as keratin, which is found in hair and fingernails, are not. Proteins do not provide energy; instead they are vital to our existence by performing many tasks to maintain the body. They are used to build and repair cells and they are also important in controlling the rate of metabolism, the rate at which energy is released. White blood cells need proteins to create antibodies to fight bacterial or viral diseases.

Goods sources of proteins are fruits and vegetables such as peas, beans, grains, nuts and potatoes. Animals are also a source of important proteins, which can be found in milk cheese, meat and eggs.

Fats are made of glycerol and fatty acids and contain carbon, hydrogen and oxygen. There are two types: saturated and unsaturated. Unsaturated fats are found in fish and vegetable oils, while saturated are present in animal fats such as butter or lard. It is worth noting that margarine, contrary to common belief, is saturated as a result of hydrogen being forced through it. Fats are the most concentrated source of energy. They released two times as much energy as carbohydrates per gram, but they are high in cholesterol. It is therefore important to control their intake. Furthermore there is a proven link between fat consumption and heart disease. However, fat is an essential part of the diet. It is useful



because it provides insulation, helps build cells and helps keep the metabolism steady. Fat is vital for good skin, blood circulation, strong bones and healthy nerves and brains.

Most fats can be made in the body, but there are three types, known as “the essential fatty acids”, that have to be obtained from food or oils. They are linolenic acid, linoleic acid and arachidonic acid. Sunflower oil is a rich source of essential fatty acids. These acids are vital for good health as they prevent heart disease, stop blood clots from forming and control stomach secretions.

Minerals are inorganic substances that the body needs in small doses to perform well. For example, calcium which is found in milk, bread and cheese, and phosphorus, found in milk, are important in the formation of strong bones. Iron, which is found in eggs, is vital to making hemoglobin, a lack of which causes anemia.

Vitamins are organic substances that the body manufactures and which are found in food. For example, vitamin D is created when sunlight hits the skin and Vitamin K is made in the bowel by micro-organisms, but vitamin C must be obtained from food.

Vitamin deficiencies can cause a number of diseases and conditions. Not getting enough vitamin A, which is present in eggs, dairy products and liver, can lead to breathing disorders as it is important to building the lining to the breathing system. There are 16 types of vitamin B and these usually occur together in a “vitamin complex”. Good sources of this vitamin are vegetables, whole meal bread and brown rice. They control the release of energy in the body and a lack of vitamin B can lead to tension, nervousness or fatigue. Vitamin C is present in citrus fruit, tomatoes potatoes and green leafy vegetables. The body cannot store it so regular daily intake is important. Lack of vitamin C can lead to scurvy, a skin condition and getting more colds.



Questions 27-32

Complete the sentences below with words taken from the Reading Passage

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

- 27 Disaccarines are which include substances sucrose and maltose.
- 28 Ensuring approximately 50 per cent of the food you eat has high levels of carbohydrates and starch will result in a
- 29 In order to that can combat diseases, white blood cells must have proteins.
- 30 The forcing of though margarine means that it is actually saturated.
- 31 It has been that heart disease is caused by fat consumption.
- 32 One of the best ways to ensure you have enough of the essential fatty acids is by consuming

Questions 33-40

Complete the table below.

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

Nutrient	Description	Good Sources	Function
Carbohydrates and fibre	monosaccarines, disaccarines and 33	grains, fruit, vegetables, pulses, nuts	ensure the bowels remain healthy keep 34 low reduce the occurrence of certain kinds of cancer, gallstones and reduce the risk of obesity.



Proteins	chains of amino acids	fruits, 35 and animals	build and repair cells important in controlling the rate of metabolism,
Fats	glycerol and fatty acids	fish and vegetable oils butter or lard from 36 sunflower oil	provides insulation contributes to the building of cells and maintains 37 vital for skin, blood circulation, bones, nerves and brains.
Minerals	inorganic substances	calcium from milk, bread and cheese, and 38 from milk	Necessary for the body in small amounts in order that it can 39 important in the formation of strong bones. vital to making hemoglobin, a lack of which causes anemia.
Vitamins	organic substances	A variety of foods	A variety of diseases and conditions can occur when there are 40 in vitamins.



TEST FOUR

READING PASSAGE 1 (Test 4)

You should spend about 20 minutes on questions 1-13, which are based on reading passage 1 below.

Aboriginal Tribes

- A** Aboriginal Australians, also referred to as Aborigines, are people whose ancestors were indigenous to the Australian continent—that is, to mainland Australia or to the island of Tasmania—before British colonisation of the continent began in 1788. The category "Aboriginal Australians" was coined by the British after they began their colonization.
- B** The origin of Aboriginal peoples in Australia has been the subject of intense speculation since the nineteenth century. Until recently, no theory of migration had gained wide acceptance. Genetic studies had shown the Aboriginal peoples to be related much more closely to each other than to any peoples outside Australia, but scholars had disagreed whether their closest kin outside Australia were certain South Asian groups or African groups. The latter would imply a migration pattern in which their ancestors passed through South Asia to Australia without intermingling genetically with other populations along the way. A 2009 genetic study in India found similarities among Indian archaic populations and Aboriginal people, indicating a Southern migration route, with expanding populations from Southeast Asia migrating to Indonesia and Australia.
- C** Aborigines inhabiting the large 26,000 square mile island of Tasmania to the south of the Australian mainland were racially different from the inhabitants of the mainland. This was probably due to the formation of the Bass Strait 12,000 years ago, which isolated them from contact with the mainland. The Tasmanians had darker skins and frizzy hair, while the mainlanders were generally lighter skinned and had straight or wavy hair. Most probably, the Tasmanian inhabitants were from an early wave of settlers who were driven south by later arrivals. There were never more than 3000 or 4000 of them. Prior to the Patagonians and the Fuegians populating the southern regions of South America, they would have been the most southerly people in the world.
- D** Australia has never supported a large aboriginal population. The population in 1788 has traditionally been thought to have been 300,000, but some historians now think it may have been as high as a million. However, as the aboriginal people did not farm or herd, a lower figure seems more likely. A reasonable figure could be 500,000. In addition, a number of cultural factors would have controlled the size of the population. Aboriginal children fed on their mother's milk until they were about three, which would have restricted the number of children each woman could have. Men in some areas would not have sex with women who were breast-feeding, which would have ensured this. It is generally assumed that Aborigines did not live to a great age. There would have been many dangers to a people living unprotected in the open. Australia has a large number of poisonous snakes and spiders, not to mention such dangerous animals as crocodiles. Fighting would also have reduced the population.

- E** There were, it is thought, about 500 tribes in the eighteenth century. These tribes varied in size from as small as two or three hundred to as large as several thousand. The tribes were divided into sub-groups, depending on size: tribes into various clans, those into moieties, which were further divided into sections. There was, however, unlike other tribal societies such as the Zulu of Southern Africa or the Cherokee of North America, no centralised authority. Because Aboriginal society lacked centralised authority, sub-groups within tribes were very often self-governing. And because of their nomadic lifestyle and the scarcity of food, some of the larger tribes would never come together as a group at any one time.
- F** Although there were elders, who kept the knowledge and traditions of the tribe, there were no chiefs. All men were equal and there were no slaves or servants. The lack of rank among the men was probably the result of their living off the land and having few possessions to store wealth and create status. The only differences in rank between the members of a tribe was between men and women; men were superior to women. Also, knowledge of the tribal traditions and customs could bring higher status. This knowledge was important as traditions were the laws that governed Aboriginal life. The older men held this knowledge and would only pass it on to younger men when they thought they had shown that they were worthy.
- G** Aboriginal people traditionally adhered to animist spiritual frameworks. Within Aboriginal belief systems, a formative epoch known as 'the Dreamtime' stretches back into the distant past when the creator ancestors known as the First Peoples travelled across the land, creating and naming as they went. Indigenous Australia's oral tradition and religious values are based upon reverence for the land and a belief in this Dreamtime. More recent attempts to establish religious demography among Indigenous Australians has not been conclusive because the methodology of the census is not always well-suited to obtaining accurate information on Aboriginal people. In the 2006 census, 73% of the Indigenous population reported an affiliation with a Christian denomination, 24% reported no religious affiliation and 1% reported affiliation with an Australian Aboriginal traditional religion. A small but growing minority of Aborigines are followers of Islam.
- H** There were more than 250 languages spoken by Indigenous Australians prior to the arrival of Europeans. Most of these are now either extinct or moribund, with only about fifteen languages still being spoken by all age groups. Linguists classify many of the mainland Australian languages into one large group, the Pama–Nyungan languages. The rest are sometimes lumped under the term "non-Pama–Nyungan". The Pama–Nyungan languages comprise the majority, covering most of Australia, and are generally thought to be a family of related languages. In the north, stretching from the Western Kimberley to the Gulf of Carpentaria, are found a number of non-Pama–Nyungan groups of languages which have not been shown to be related to the Pama–Nyungan family nor to each other.

Questions 1-7

Reading passage 1 has eight paragraphs, **A-H**.

Choose the correct headings for reading passage 1 from the list of headings below.

Write the correct number, **i-xii**, in boxes 1-7 on your answer sheet.

List of Headings

- i** Farming as a way of life
- ii** Hierarchy within the tribes
- iii** Linguistic connections
- iv** Independent rule
- v** Connections with India
- vi** Limits to their numbers
- vii** Religion and spirituality
- viii** Divided by the sea
- ix** Debate over ancestry
- x** A dangerous place to live
- xi** Naming the original inhabitants
- xii** A people in decline

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

<i>Example</i>	<i>Answer</i>
Paragraph G	vii

- 7** Paragraph H

Questions 8-11

Complete the table below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Write your answers in boxes 8-11 on your answer sheet.

<i>CAUSE</i>	<i>EFFECT</i>
Formation of Bass Strait	... (8) ... aboriginals different from mainland inhabitants
Breast-feeding / short life expectancy / battles	Low ... (9) ...
Being nomadic and lacking ... (10) ...	Large tribes never congregate
Living off land and not many ... (11) ...	Lack of status

Questions 12-13

Choose the appropriate letter (A-C) and write it in boxes 12 and 13 on your answer sheet.

Knowledge and tribal traditions...

- A improved an individual's status.
- B were important for the Aboriginal government
- C were always passed on to younger men

Aboriginal belief systems...

- A are partly based on Islam
- B are grounded in a deep respect for the land
- C lack adequate information to understand them

READING PASSAGE 2 (Test 4)

You should spend about 20 minutes on **questions 14-26**, which are based on reading passage 2 below.

Conservation of the Panda

The panda (*Ailuropoda melanoleuca*, literally "black and white cat-foot"), also known as the giant panda to distinguish it from the unrelated red panda, is a bear native to south central China. It is easily recognized by the large, distinctive black patches around its eyes, over the ears, and across its round body. Though it belongs to the order Carnivora, the panda's diet is over 99% bamboo. Pandas in the wild will occasionally eat other grasses, wild tubers, or even meat in the form of birds, rodents or carrion. In captivity, they may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food.

In the wild, the giant panda is a terrestrial animal and primarily spends its life roaming and feeding in the bamboo forests of the Qinling Mountains and in the hilly Sichuan Province. Giant pandas are generally solitary, and each adult has a defined territory, and a female is not tolerant of other females in her range. Pandas communicate through vocalization and scent marking such as clawing trees or spraying urine. They are able to climb and take shelter in hollow trees or rock crevices, but do not establish permanent dens. For this reason, pandas do not hibernate, which is similar to other subtropical mammals, and will instead move to elevations with warmer temperatures. Pandas rely primarily on spatial memory rather than visual memory.

The giant panda is an endangered species, threatened by continued habitat loss and by a very low birthrate, both in the wild and in captivity. Its range is currently confined to a small area on the western edge of its historical range, which stretches through southern and eastern China, northern Myanmar, and northern Vietnam.

The giant panda has been a target of poaching by locals since ancient times and by foreigners since it was introduced to the West. Starting in the 1930s, foreigners were unable to poach giant pandas in China because of the Second Sino-Japanese War and the Chinese Civil War, but pandas remained a source of soft furs for the locals. The population boom in China after 1949 created stress on the pandas' habitat, and the subsequent famines led to the increased hunting of wildlife, including pandas. During the Cultural Revolution, all studies and conservation activities on the pandas were stopped. After the Chinese economic reform, demand for panda skins from Hong Kong and Japan led to illegal poaching for the black market, acts generally ignored by the local officials at the time.

Though the Wolong National Nature Reserve was set up by the PRC government in 1958 to save the declining panda population, few advances in the conservation of pandas were made, owing to inexperience and insufficient knowledge of ecology. Many believed the best way to save the pandas was to cage them. As a result, pandas were caged at any sign of decline, and suffered from terrible conditions. Because of pollution and destruction of their natural habitat, along with segregation caused by caging, reproduction of wild pandas was severely limited. In the 1990s, however, several laws (including gun control and the



removal of resident humans from the reserves) helped their chances of survival. With these renewed efforts and improved conservation methods, wild pandas have started to increase in numbers in some areas, though they still are classified as a rare species.

In 2006, scientists reported that the number of pandas living in the wild may have been underestimated at about 1,000. Previous population surveys had used conventional methods to estimate the size of the wild panda population, but using a new method that analyzes DNA from panda droppings, scientists believe the wild population may be as large as 3,000. Although the species is still endangered, the conservation efforts are thought to be working. In 2006, there were 40 panda reserves in China, compared to just 13 reserves two decades ago.

The giant panda is among the world's most adored and protected rare animals, and is one of the few in the world whose natural inhabitant status was able to gain a UNESCO World Heritage Site designation. The Sichuan Giant Panda Sanctuaries, located in the southwest Sichuan province and covering seven natural reserves, were inscribed onto the World Heritage List in 2006.

Not all conservationists agree that the money spent on conserving pandas is well spent. Chris Packham, a wildlife expert who works for the BBC, has argued that the breeding of pandas in captivity is "pointless" because "there is not enough habitat left to sustain them". Packham argues that the money spent on pandas would be better spent elsewhere, and has said he would "eat the last panda if I could have all the money we have spent on panda conservation put back on the table for me to do more sensible things with," though he has apologized for upsetting people who support pandas. He points out, "The panda is possibly one of the grossest wastes of conservation money in the last half century."

In 2012, Earthwatch Institute, a global nonprofit that teams volunteers with scientists to conduct important environmental research, launched a program called "On the Trail of Giant Panda". This program, based in the Wolong National Nature Reserve, allows volunteers to work up close with pandas cared for in captivity, and help them adapt to life in the wild, so that they may breed, and live longer and healthier lives.

Questions 14-17

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

- | |
|---|
| <p>A. bamboo forests
 B. warmer temperatures
 C. endangered species
 D. permanent dens
 E. shelter
 F. defined territory
 G. terrestrial animal
 H. Carnivora</p> |
|---|

- 14 The Giant Panda's diet mainly consists of bamboo, despite the fact that it is classed as a
- 15 Rather than staying in groups, Giant pandas tend to remain alone and have their own
- 16 Instead of hibernating, pandas move to areas that have
- 17 The continued loss of the Pandas habitat and its lack of offspring means that it remains an

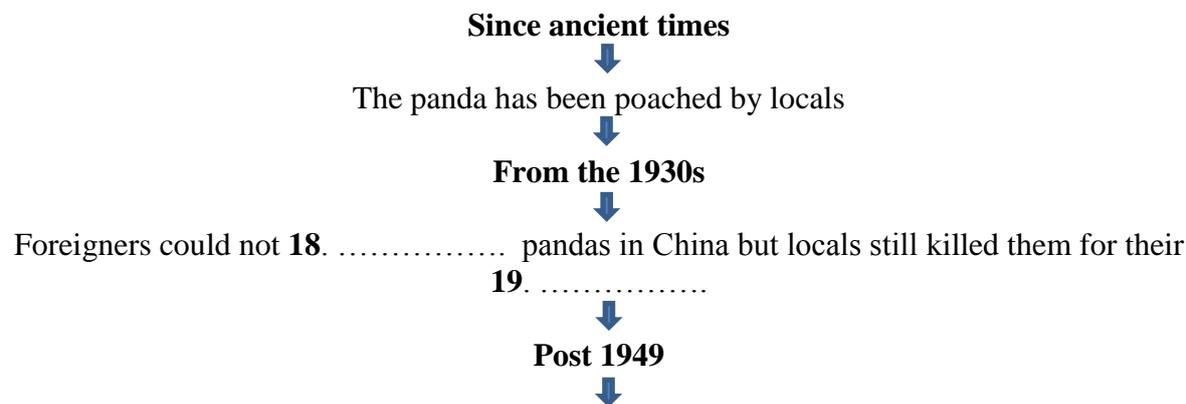
Questions 18-22

Complete the flow-chart below

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

Write your answers in boxes 18-22 on your answer sheet.

The poaching of the Panda





20. resulted in the increased hunting of pandas



During the Cultural Revolution



21. related to the study and conservation of the pandas ceased.



After economic reform



Local officials ignored the illegal poaching to supply 22. to Hong Kong and Japan

Questions 23-26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 23-26 on your answer sheet, write

- | | |
|------------------|---|
| TRUE | <i>If the statement agrees with the information</i> |
| FALSE | <i>If the statement contradicts the information</i> |
| NOT GIVEN | <i>If there is no information on this</i> |

- 23 Prior to the 1990s, human intervention was a factor in for the low levels of breeding of the Giant Pandas.
- 24 New techniques to examine pandas droppings show that the wild panda population has grown from 1000 to as much as 3000.
- 25 Chris Packham believes other types of bear should have been conserved rather than the Panda.
- 26 Earthwatch allows volunteers to work with pandas in the wild to improve their lives.

READING PASSAGE 2 (Test 4)

You should spend about 20 minutes on **questions 27-40**, which are based on reading passage 2 below.

Human Insect Eating

Human insect-eating is common to many cultures in most parts of the world, with over 1,000 species of insects known to be eaten in 80% of the world's nations. The eggs, larvae, pupae and adults of certain insect species have been eaten by man since prehistoric times and continue to be an item of the human nutrition in modern times. In particular, they are a popular food in many developing regions of Latin America, Africa, Asia and Oceania. However, in some societies insect-eating is uncommon or even taboo, such as most countries in the developed world. Some of the more popular insects and arachnids eaten around the world include crickets, cicadas, grasshoppers, ants, various beetle grubs (such as mealworms), the larvae of the darkling beetle or rhinoceros beetle, various species of caterpillar (such as bamboo worms, mopani worms, silkworms and waxworms), scorpions and tarantulas. But what exactly is "insect-eating" and what are the potential benefits?

Entomophagy is the scientific term for the consumption of insects as food. While insects are eaten by many animals, the term "entomophagy" is generally used to refer to humans consumption of insects; animals that eat insects are known as insectivores. There are also some species of carnivorous plants that derive nutrients from insects. Entomophagy is sometimes defined broadly to include the practice of eating arthropods that are not insects, such as arachnids (tarantulas mainly) and myriapods (centipedes mainly). The term is not used for the consumption of other arthropods, specifically crustaceans like crabs, lobsters and shrimp.

Insects are not only eaten in their natural form as insect-based ingredients are beginning to be incorporated into more mainstream foods such as protein bars and baked goods. The primary vehicle for this so far has been powder made from insects utilized as an ingredient (often referred to as insect flour, cricket flour, cricket powder or whole cricket powder). For example, a US company, All Things Bugs, is currently manufacturing hundreds of pounds of whole cricket powder and selling wholesale to other small start-up companies who utilize it in various food products.

Within Western culture, entomophagy is generally seen as taboo. There are some exceptions. Casu marzu, for example, or in Italian 'formaggio marcio', is a cheese made in Sardinia notable for being riddled with live insect larvae. Casu marzu means "rotten cheese" in Sardinian and is known colloquially as maggot cheese. Public health nutritionist Alan Dangour has argued that large-scale entomophagy in Western culture faces "extremely large" barriers, which are "perhaps currently even likely to be insurmountable." The anthropologist Marvin Harris has suggested that the eating of insects is taboo in cultures that have other protein sources that require less work to obtain, such as poultry or cattle, though there are cultures which feature both animal husbandry and entomophagy. Examples can be found in Botswana, South Africa and Zimbabwe where strong cattle-raising traditions co-exist with entomophagy of insects like the mopane worm.

However, edible insects have long been used by ethnic groups in Asia, Africa, Mexico and South America as cheap and sustainable sources of protein. Up to 2,086 species are consumed by 3,071 ethnic groups in 130 countries. While more attention is needed to fully assess the potential of edible insects, they provide a natural source of essential carbohydrates, proteins, fats, minerals and vitamins and offer an opportunity to bridge the gap in protein consumption between poor and wealthy nations. Many insects contain abundant stores of lysine, an amino acid deficient in the diets of many people who depend heavily on grain. Some argue that the combination of increasing land use pressure, climate change, and food grain shortages due to the use of corn as a biofuel feedstock will cause serious challenges for attempts to meet future protein demand, so eating insects is a necessity.

In 2012, Dr. Aaron T. Dossey announced that his company, All Things Bugs, had been named a Grand Challenges Explorations winner by the Bill & Melinda Gates Foundation. Grand Challenges Explorations provides funding to individuals with ideas for new approaches to public health and development. The research project is titled "Good Bugs: Sustainable Food for Malnutrition in Children". Director of pediatric nutrition at the University of Alabama at Birmingham Frank Franklin has argued that since low calories and low protein are the main causes of death for approximately 5 million children annually, insect protein formulated into a ready-to-use therapeutic food could have potential as a relatively inexpensive solution to malnutrition.

According to the United Nations Food and Agriculture Organization (FAO), animal agriculture makes a "very substantial contribution" to climate change, air pollution, land, soil and water degradation, land use concerns, deforestation and the reduction of biodiversity. The high growth and intensity of animal agriculture has caused ecological damage worldwide; with meat production predicted to double from now to 2050, maintaining the status quo's environmental impact would demand a 50 percent reduction of impacts per unit of output. As the FAO states, animal livestock "emerges as one of the top two or three most significant contributors to the most serious environmental problems, at every scale from local to global." Some researchers argue that establishing sustainable production systems will depend upon a large-scale replacement of traditional livestock with edible insects; such a shift would require a major change in Western perceptions of edible insects, pressure to conserve remaining habitats, and an economic push for food systems that incorporate insects into the supply chain.



Questions 27-33

Answer the questions below using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 27 Entomophagy tends to refer to the eating of insects by whom?
- 28 Who are the main purchasers of All Things Bugs LLC's cricket powder?
- 29 Which country does the cheese that is well-known for being full of live insect larvae come from?
- 30 According to Marvin Harris, what is it that some countries can get elsewhere, which means that insect eating is generally avoided?
- 31 How many ethnic groups in Asia, Africa, Mexico and South America eat insects?
- 32 Who believes that millions of children could be fed each year by the use of insect protein?
- 33 According to the FAO, what is having a major impact on ecological systems around the world?

Questions 34 – 39

Complete the summary below.

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

Write your answers in boxes 34-39 on your answer sheet.

Insects provide a good source of protein, and 34 have consumed them for many years. If poor nations are provided with this protein, it may bring their consumption in line with 35 Insects are particularly rich in the 36 called lysine, which is lacking in the diets of those who eat a lot of 37 Some people believe that the consumption of insects is a 38 due to climate change, grain shortages and land use pressure limiting future supply. It has also been argued that 39 in children can be solved by the use of insect protein formulated into a ready-to-use therapeutic food.

Question 40

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

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

Which of the following phrases best describes the main aim of Reading Passage 3?

- A** To describe the background and benefits of eating insects
- B** To discuss why eating insects is taboo in some cultures
- C** To compare insect eating with the eating of traditional foods
- D** To examine the eating of insects in developing countries

ANSWER KEY

Reading Test One

<p><i>Reading Passage 1, Questions 1-13</i></p> <p>1 ix 2 viii 3 xi 4 i 5 x 6 iii 7 vi 8 True 9 False 10 Not given 11 Not given 12 True 13 False</p>	<p><i>Reading Passage 3, Questions 27-40</i></p> <p>27 B 28 C 29 A 30 C 31 Yes 32 Yes 33 No 34 Not Given 35 No 36 Not Given 37 E 38 F 39 A 40 K</p>
<p><i>Reading Passage 2, Questions 14-26</i></p> <p>14 B 15 E 16 F 17 A 18 D 19 human 20 individual 21 sustainable 22 measures 23 ubiquitous 24 be depleted 25 (increasing) scarcity 26 (the) necessary steps</p>	

Reading Test Two

Reading Passage 1, Questions 1-13

- 1 Not Given
- 2 False
- 3 True
- 4 Not Given
- 5 False
- 6 D
- 7 A
- 8 C
- 9 B
- 10 A
- 11 D
- 12 B
- 13 C

Reading Passage 3, Questions 27-40

- 27 ix
- 28 ii
- 29 vi
- 30 i
- 31 v
- 32 Not given
- 33 True
- 34 Not Given
- 35 False
- 36 G
- 37 C
- 38 B
- 39 F
- 40 B

Reading Passage 2, Questions 14-26

- 14 B
- 15 G
- 16 B
- 17 F
- 18 diminutive forms
- 19 tall poppy syndrome
- 20 rivalry
- 21 never giving up
- 22 advocates
- 23 No
- 24 Yes
- 25 Not given
- 26 Not given

Reading Test Three

Reading Passage 1, Questions 1-13

- 1 C
- 2 A
- 3 C
- 4 C
- 5 D
- 6 Not given
- 7 Yes
- 8 Yes
- 9 Yes
- 10 No
- 11 Yes
- 12 Not Given
- 13 No

Reading Passage 3, Questions 27-40

- 27 complex carbohydrates
- 28 well-balanced diet
- 29 create antibodies
- 30 hydrogen
- 31 proven
- 32 sunflower oil
- 33 polysaccharines
- 34 cholesterol levels
- 35 vegetables
- 36 animal fats
- 37 (the) metabolism
- 38 phosphorus
- 39 perform well
- 40 deficiencies

Reading Passage 2, Questions 14-26

- 14 ix
- 15 v
- 16 i
- 17 xi
- 18 iv
- 19 iii
- 20 F
- 21 D
- 22 A
- 23 B
- 24 A
- 25 C
- 26 E

Reading Test Four

<p><i>Reading Passage 1, Questions 1-13</i></p> <p>1 xi 2 ix 3 viii 4 vi 5 iv 6 ii 7 iii 8 Tasmanian 9 (aboriginal) population 10 food 11 possessions 12 A 13 B</p>	<p><i>Reading Passage 3, Questions 27-40</i></p> <p>27 Humans 28 (Small) start-up companies 29 Sardinia 30 (other) Protein (sources) 31 3,071 32 Frank Franklin 33 Animal Agriculture 34 ethnic groups 35 wealthy nations 36 amino acids 37 grain 38 necessity 39 malnutrition 40 A</p>
<p><i>Reading Passage 2, Questions 14-26</i></p> <p>14 H 15 F 16 B 17 C 18 poach 19 (soft) furs 20 (subsequent) famines 21 activities 22 panda skins 23 True 24 False 25 Not Given 26 False</p>	