

CAMBRIDGE IELTS 4 - TEST 1 - READING

READING PASSAGE 1

Question 1-8:

1. FALSE (para 1, line 7-8: “duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that”)
2. FALSE (para 1, line 9-11: “children will have formed ideas about rainforests — what and where they are, why they are important, what endangers them — independent of any formal tuition. It is also”)
3. TRUE (para 2, first 2 lines: “Many studies have shown that children harbour misconceptions about ‘pure’, curriculum science. These misconceptions do not remain isolated but become incorporated”)
4. TRUE (para 2, line 2-5: “curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the”)
5. FALSE (para 4, line 2-3: “Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were description”)
6. NOT GIVEN
7. TRUE (para 10, first 3 lines: “The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils’ responses indicate some misconceptions in basic scientific knowledge of rainforests’ ecosystems such as their ideas about rainforests as”)
8. NOT GIVEN

Question 9-13:

9. M (para 4, line 5-6: “as damp, wet or hot. The second question concerned the geographical location of rain- forests. The commonest responses Were continents or countries: Africa (given by 43%”)

10. E (para 5, first 3 lines: “Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer”)
11. G Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer”)
12. P (para 9, first 2 lines: “In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive.”)
13. J (para 9, line 2-4: “majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some”)

Question 14:

14. B

READING PASSAGE 2

Question 15-21:

15. ‘taste buds’ (para 1, last 2 lines: “have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary”)
16. ‘baleen’/‘the baleen whale’ (para 3, first 2 lines: “The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater — specifically a grey whale calf in cap”)
17. ‘forward % downward’ (para 4, first 2 lines: “On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater”)

18. 'fresh water dolphin(s)'/ 'the fresh water dolphin(s)' (para 4, line 2-3: "that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that")
19. 'water/the water' (para 4, line 4-5: "what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches")
20. 'lower frequencies'/ 'the lower frequencies' (para 6, line 5: "echolocation. Large baleen whales primarily use the lower frequencies and are often limited")
21. 'bowhead & humpback' (para 6, line 6-7: "in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales.")

Question 22-26:

22. 'touch/sense of touch' (para 2, first 5 lines: "The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free- ranging cetacean individuals of all species (particularly adults and calves, or members")
23. 'fresh water dolphin(s)/ the fresh water dolphin(s)' (para 4, line 2-3: "that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that")
24. 'airborne flying fish' (para 4, line 4-6: "what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air—water")
25. 'clear water(s)/ clear open water(s)' (para 5, line 2-3: "individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The")
26. 'acoustic sense/ the acoustic sense' (para 6, first 3 lines: "Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although")

READING PASSAGE 3

Question 27-29:

27. C (part 1, para 1, first 2 lines: “From a number of recent studies, it has become clear that blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other”)
28. C (part 1, para 1, line 4-7: “This fact was drawn to my attention dramatically when a blind woman in one of my investigations decided on her own initiative to draw a wheel as it was spinning. To show this motion, she traced a curve inside the circle (Fig. 1). I was taken aback. Lines of motion”)
29. A (part 1, para 5, last 3 lines “the task I gave them involved some problem solving. Evidently, however, the blind not only figured out meanings for each line of motion, but as a group they generally came up with the same meaning at least as frequently as did sighted subjects.”)

Question 30-32:

30. E
31. C
32. A

Question 33-39:

33. ‘pairs’ (part 2, para 2, line 1: “We gave a list of twenty pairs of words to”)
34. ‘shapes’ (part 2, para 1, last 2 lines: “China, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning”)
35. ‘sighted’ (part 2, para 2, first 2 lines: “We gave a list of twenty pairs of words to sighted subjects and asked them to pick from”)
36. ‘sighted’
37. ‘deep’
38. ‘blind’
39. ‘similar’
(part 2, para 3, line 5-10: “weak to strong, respectively. And only 51% linked deep to circle and shallow to square. (See Fig. 2.) When we tested four totally blind volunteers

using the same list, we found that their choices closely resembled those made by the sighted subjects. One man, who had been”)

Question 40:

40. B (part 2, para 3, last 3 lines: “opposite partners. Thus, we concluded that the blind interpret abstract shapes as sighted people do.”)