

CAMBRIDGE IELTS 5 - TEST 1 - READING

READING PASSAGE 1

Question 1-3:

1. D (para 6, line 3-8: “hand). Johnson wrote the definitions of over 40.000 words, and illustrated their many meanings with some 114,000 quotations drawn from English writing on every subject, from the Elizabethans to his own time. He did not expect to achieve”)
2. E (para 6, line 8-12: “own time. He did not expect to achieve complete originality. Working to a deadline, he had to draw on the best of all previous dictionaries, and to make his work one of heroic synthesis. In fact, it was very much
3. G (para 6, line 13-16: “more. Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. He adopted his definitions on the”)

Question 4-7:

4. ‘copying clerks’ (para 5, first 5 lines: “James Boswell, his biographer, described the garret where Johnson worked as ‘fitted up like a counting house’ with a long desk running down the middle at which the copying clerks would work standing up.”)
5. ‘library’ (para 6 first 3 lines: “The work was immense; filling about eighty large notebooks (and without a library to hand), Johnson wrote the definitions of”)
6. ‘stability’ (para 8, last 4 lines: “words’. It is the cornerstone of Standard English, an achievement which, in James Boswell’s words, ‘conferred stability on the language of his country’.”)
7. ‘pension’ (para 9, first 5 lines: “The Dictionary, together with his other writing, made Johnson famous and so well esteemed that his friends were able to prevail upon King George III to offer him a pension. From then on, he was to become”)

Question 8-13:

8. TRUE (para 2, first 4 lines: “Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define”)

9. FALSE (para 3, line 8-10: “Dr Samuel Johnson, the very model of an eighteenth century literary man, as famous in his own time as in ours, should have”)
10. NOT GIVEN
11. FALSE (para 4, line 11-14: “usage Johnson decided he did not need an academy to settle arguments about language: he would write a dictionary himself; and he would do it single-handed”)
12. FALSE (para 4, last 4 lines: “1764. He was to be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his ‘dictionary workshop’)
13. TRUE (para 5, last 3 lines: “books. He was also helped by six assistants, two of whom died whilst the Dictionary was still in preparation.”)

READING PASSAGE 2

Question 14-19:

14. F (para F, last 5 lines: “pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.”)
15. A (para A, last 3 lines: “Milgram told each volunteer ‘teacher-subject’ that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils’ ability to learn”)
16. B (para B, line 6-9: “answer. The supposed ‘pupil’ was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to”)

17. D (para D, first 3 lines: “Prior to carrying out the experiment. Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts”)
18. I (para I, last 5 lines: “these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology — to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behavior”)
19. C (para C, line 5-9: “looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil's cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake oi the experiment that the procedure be followed through to the end. His final argument was, ‘You have no other choice. You must go on,’ What Milgram”)

Question 20-22:

20. B (para A, last 3 lines: “Milgram told each volunteer ‘teacher-subject’ that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils‘ ability to learn”)
21. D (para B, line 3-5: “(danger - severe shock)’ in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong”)
22. C (para D, line 4-6: “The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that ‘most subjects would not go beyond 150 volts‘ and they further anticipated that only four per cent would go up to 300 volts”)

Question 23-26:

23. NOT GIVEN
24. TRUE (para F, line 2-4: “aggression instinct that was activated by the experiment, and that Milgram's teacher- subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even”)

25. FALSE (para H: “Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority”)
26. FALSE (para E, first 5 lines: “Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology — to discover the degree to which hard-wired genetic programming dictates”)

READING PASSAGE 3

Question 27-32:

27. YES (the first para: “For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out; that the population is ever growing, leaving less and less to eat; that species are becoming extinct in vast numbers, and that the planet's air and water are becoming ever more polluted”)
28. NOT GIVEN
29. NO (para 2, line 3-5: “Growth’ was published in 1972 by a group of scientists. Second, more food is now produced per head of the world's population than at any time in history. Fewer people are starving. Third, although species are indeed becoming extinct, only about 0.7% of”)
30. NOT GIVEN
31. YES (para 2, line 7-8: “predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient — associated with the early phases of industrialization”)
32. NO (para 2, line 8-9: “been exaggerated, or are transient — associated with the early phases of industrialisation and therefore best cured not by restricting economic growth, but by accelerating it. One”)

Question 33-37:

33. C (para 4, first 2 lines: “One is the lopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy, but it will also create an impression”)
34. D (para 5, last 4 lines: “to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled; ‘Two thirds of the world's forests lost forever’. The truth turns out to be nearer 20%.”)
35. C (para 6, first 4 lines: “Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of scepticism to environmental lobbying as they do to lobby groups in other fields. A trade organisation arguing for, say, weaker pollution controls is”)
36. B (para 7, line 2-3: “about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception. An”)
37. B (para 7, line 3-8: “public wants. That, however, can lead to significant distortions of perception. An example was America's encounter with El Nino in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes and causing 22 deaths. However, according to an article in the Bulletin of the American Meteorological Society, the damage it did was estimated at US\$4 billion but the benefits amounted to some US\$19 billion. These came from higher winter temperatures (which”)

Question 38-40:

38. E - ‘long-term’ (para 8, first 3 lines: “The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America's trash output continues to rise as it has done in”)
para 9: “So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2-3°C in this century, causing considerable problems, at a total cost of US\$5,000 billion.”)
39. D - ‘right’ (para 10, first 3 lines: “Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more

expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased”)

40. I - ‘urgent’ (para 11, line 2-4: “cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world's single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid”)