

## **CAMBRIDGE IELTS 9 - TEST 2 - READING**

### **READING PASSAGE 1**

#### Question 1-6:

1. H (first 2 lines: “The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide—ranging consultation process. The strategy recognises that people”)
2. C (last 4 lines: “increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.”)
3. B (first 2 lines: “A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organisation of desks”)
4. I (last 2 lines: “auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future”)
5. D (last 3 lines: “verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD)”)
6. A (last 2 lines: “population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6—10% of children in that country are affected by hearing loss”)

#### Question 7-10:

7. 2 decades (para A, last 2 lines: “population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6—10% of children in that country are affected by hearing loss”)
8. Crowd (noise) (para E, part 2, line 2-3: “information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is”)

9. Invisible (disabilities/disability) (para G, line 8-9: “function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with ‘invisible’ disabilities. Their needs are less likely to be met”)
10. Objective 3 (para H, line 4-8: “function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with ‘invisible’ disabilities. Their needs are less likely to be met”)

Question 11-12:

11. A
12. C  
(para B, line 2-4: “concern for teachers and pupils. Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the”)

Question 13:

13. C

**READING PASSAGE 2**

Question 14-17:

14. F (para F, last 4 lines: “the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January — when Earth is at one point in its orbit — it will seem to be in a different position from where it appears six months later. Knowing the width of Earth’s orbit, the parallax shift lets astronomers calculate the distance”)
15. D (para D, first 3 lines: “Inspired by Halley’s suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren’t helped by Britain and France being at war. The”)

16. G (para G, the whole para: “June 2004’s transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos — detecting Earth-sized planets orbiting other stars”)
17. E (para E, first 2 lines: “While the early transit timings were as precise as instruments would allow, the measurements were dogged by the ‘black drop’ effect. When Venus begins to cross the”)

Question 18-21:

18. D (para F, first 4 lines: “But astronomers laboured hard to analyse the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today’s value of”)
19. A (para B, line 6-8: “differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle — the apparent difference in position of an astronomical body due to a difference in the observer’s position. Calculating this angle”)
20. B (para C, line 2-4: “measurements. Iohannes Kepler, in the early 17<sup>th</sup> century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable. But no-one had found a way to calculate accurate distances to the planets”)
21. C (para D, line 6-8: “Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit — but the ship’s pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping”)

Question 22-26:

22. FALSE (para C, last 5 lines: “larger, and Halley worked out that by would be possible to measure the Sun's distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 - though he didn’t survive to see either.”)

23. FALSE (para D, last 2 lines: “to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience”)
24. TRUE (para E, line 2-3: “measurements were dogged by the ‘black drop’ effect. When Venus begins to cross the Sun’s disc, it looks smeared not circular — which makes it difficult to establish timings.”)
25. NOT GIVEN
26. TRUE (para F, line 7-8: “the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January — when Earth is at one point in its orbit — it will”)

### **READING PASSAGE 3**

#### Question 27-31:

27. C (para 1, line 3-5: “in specific parts of the brain. These discoveries have led to the field known as neuroeconomics, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is”)
28. B (para 2, first 2 lines: “This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social”)
29. D (para 3, line 5-6: “in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens”)
30. C (para 3, the last line: “More than the physical reality of photons or sound waves, perception is a product of the brain”)
31. B (para 4, first 2 lines: “Perception is central to iconoclasm, iconoclasts see things differently to other people. Their brains do not fall into efficiency pitfalls as much as the average person’s brain, iconoclasts, either”)

Question 32-37:

32. YES (para 5, first 2 lines: “The best way to see things differently to other people is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the chains”)
33. YES (para 5, line 3-4: “of past experience and forces the brain to make new judgments. Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation”)
34. NOT GIVEN
35. NO (para 6, line 3-4: “tracks. There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are fear of uncertainty and fear of public ridicule. These may”)
36. NOT GIVEN
37. NO (para 6, line 5-7: “seem like trivial phobias. But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder. It is simply a common variant of human nature, one which iconoclasts do not let”)

Question 38-40:

38. A (para 7, first 2 lines: “Finally, to be successful iconoclasts, individuals must sell their ideas to other people. This is where social intelligence comes in. Social intelligence is the ability to understand and”)
39. B (para 7, line 4-5: “knowledge about the social brain and how the brain works when groups coordinate decision making. Neuroscience has revealed which brain circuits are responsible for functions like”)
40. C (para 8, first 2 lines: “iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules”)