

CAMBRIDGE IELTS 4 - TEST 3 - READING

READING PASSAGE 1

Question 1-4:

1. A (the first quote: “since I joined the Street Kids International program I have been able to buy my family sugar and burns for breakfast. I have also bought myself decent second-hand clothes and shoes”)
2. D (Introduction, para 2: “Over the past nine years, Street Kids International (S.K.I) has been working with partner organizations in Africa, Latin America and India to support the economic lives of street children. The purpose of this paper is to share some of the lessons S.K.I and our partners have learned”)
3. C (Background, para 1, first 3 lines: “Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family background and violence. The street may be attractive to children as a place to find adventurous play and money. However, it is also”)
4. C (Background, para 2, last 3 lines: “work. Many children ay chose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks.

Question 5-8:

5. ‘Sudan & India’
6. ‘bicycles’
(Street Business Partnerships: “The S.K.I Bicycles Courier Service first started in the Sudan. Participants in this enterprise were supplied with bicycles, with they used to deliver parcels and messages, and which they were required to pay for gradually from their wages. A similar program was taken up in Bangalore, India.”)
7. ‘Shoe Shine collective’ (Street Business Partnerships: “Another successful project, the Shoe Shine Collective, was a partnership program with the Y.W.C.A in the Dominican Republic. In this project, participants were lent money to purchase shoe shine”)
8. ‘life skills’(Street Business Partnerships: “Y.W.C.A Street youths are supported to start their own small business through business training, life skills training and access to credit.”)

Question 9-12:

9. NO (Lessons learned: “Being an entrepreneur is not for everyone, not for every street child. Ideally, potential participants will”)
10. NOT GIVEN
11. NO (Lessons learned: “Small loans are provided initially for purchasing fixed assets such as bicycles, shoe shine kits and basic building materials for a market. As the entrepreneurs gain experience, the enterprises can be gradually expanded and consideration can be given to increasing loans amounts. The loan amounts”)
12. YES (Lessons learned: “All S.K.I programs have charged interest on the loans, primarily to get the entrepreneurs used to the concept of paying interest on borrowed money. Generally the rates have been modest (lower than bank rates)

Question 13:

13. A (Conclusion, line 2-3: “to fulfil economic needs. The provision of small loans to support the entrepreneurial dreams and ambition of youth can be an effective means to help them change their lives. However, we believe that credit”)

READING PASSAGE 2

Question 14-17:

14. iii (part A, para 2, first 3 lines: “Volcanoes are ultimate earth-moving machinery. A violent eruption can blow the top few kilometers off a mountain, scatter fine ash practically all over the globe and hurl rock fragments into stratosphere to darken the skies a continent away”)
15. i (part B, para 2: “Even though the mantle rocks are kept solid overlying pressure, they can still slowly ‘flow’ like thick treacle. The flow, thought to be in the form of convection currents, is powerful enough to fracture the ‘eggshell’ of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, when the collisions occur, are where earthquakes happen. And, very often, volcanoes”)
16. iv (part C, first para: “These zones are lines of weakness, or hot spots. Every eruption is different, but put as it simplest, where there are weaknesses, rocks deep in the mantle,

headed to 1,350°C, will start to expand and rise. As they do so, the pressure drops, and they expand and become liquid and rise more swiftly”

para 2, the first line: “Sometimes it is slow: vast bubbles of magma – molten rock from the mantle”

para 3, the first line: “Sometimes the magma moves very swiftly indeed”)

17. vi (part D, para 1, first 2 lines: “But volcanoes are not very predictable. That is because geological time is not like human time. During quiet periods, volcanoes cap themselves with their own lava”)

Question 18-21:

18. ‘plates/the plates/ the tectonic plates/’ (part B, para 2, last 4 lines: “currents, is powerful enough to fracture the ‘eggshell’ of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, when the collisions occur, are where earthquakes happen. And, very often, volcanoes”)
19. ‘magma’ (part C, para 2, the first line: “Sometimes it is slow: vast bubbles of magma – molten rock from the mantle”)
20. ‘ring of fire’ (part C, para 4, line 5-6: “plates which make up the earth’s crust and mantle. The most dramatic of these is the pacific ‘ring of fire’ where there have been the most violent explosions- Mount”)
21. ‘600 years’ (part D, para 1, last 2 lines: “further eruption until the pressure below becomes irresistible. In the cases of Mount Pinatubo, this took 600 years”)

Question 22-26:

22. ‘water/the water/oceans/the oceans’ (part A, para 3, first 2 lines: “Volcanoes have not only made the continents, they are also thought to have made the world’s first stable atmosphere and provided all the water for the oceans”)
23. ‘magma/lava/the molten rock’ (part C, para 2, first 3 lines: “Sometimes it is slow: vast bubbles of magma – molten rock from the mantle – inch towards the surface, cooling slowly, to show through as granite extrusions (as on Skye, or the Great Whin Sill, the lava dyke squeezed out like toothpaste that”)
24. ‘Western India/India’ (part C, para 2, line 4-7: “carries part of Hadrian’s Wall in northern England). Sometimes – as in Northern Ireland, Wales and the Karoo in South Africa – the magma rose faster, and then flowed out horizontally on to the surface in vast thick sheets.

In the Deccan plateau in Western India, there are more than two million cubic kilometers of lava, some of")

25. 'explodes'

26. 'gases/the gases/trapped gases'

(part C, para 3, first 3 lines: "Sometimes the magma moves very swiftly indeed. It does not have time to cool as it surges upwards. The gases trapped inside the boiling rock expand suddenly, the lava grows with heat, it begins to forth, and it explodes with tremendous forces")

READING PASSAGE 3

Question 27-31:

27. D (para D, line 4-6: "way of making those claims more accurate ('difficult' pieces of speech can be listened to repeatedly). But obtaining naturalistic")

28. E (para E, first 7 lines: "An audio tape recording does not solve all linguist's problem, however. Speech is often unclear and ambiguous. Where possible, therefore, the recording has to be supplemented by the observer's written comments on non-verbal behavior of the participants, and about the context in")

29. C (para C, line 6-9: "small group of large-scale samples. Age, sex, social background and other aspects of identity are important, as the factors are known to influence the kind of language used. The topic of conversation and the char-")

30. D (para D, last 8 lines: "Alternatively, attempts can be made to make the speaker forget about the recording, such as keeping the tape recorder out of sight, or using radio microphones. A useful technique is to introduce a topic that quickly involves the speaker, and stimulates a natural language style (e.g asking older informants about how times have changed in their locality")

31. F (para F, line 4-13: "bilingual informant, or through use of an interpreter, it is possible to use translation techniques ('how do you say table in your language?") A large number of points can be covered in a short time, using interview work sheets and questionnaires. Often, the researcher wishes to obtain information about just a single variable, in which case a restricted set of questions may be used: a")

Question 32-36:

32. '(the) linguists (act)' ((para B, line 7-9: "correctness, or judgements on usage). Often when studying their mother tongue, linguists act as their own informants, judging the")
33. 'foreign languages' (para B, last 4 lines: "enquiry, using non-linguists as informant. The latter procedure is unavoidable when working in foreign language, or child speed")
34. 'quality'/'poor quality' (para D, line 7-9: "good-quality data is never easy. People talk abnormally when they know they are being recorded, and sound quality can be poor. A")
35. 'facial expression(s)/non-verbal behaviour' (para E, line 8-10: "general. A facial expression, for example, can dramatically alter the meaning of what is said. Video recordings avoid these problems to a")
36. 'camera'/'recording'/video recording' (para E, line 10-12: "Video recordings avoid these problems to a large extent, but even they have limitations (the camera cannot be everywhere), and")

Question 37-40:

37. 'frequency of usage'/'usage frequency' (para G, line 3-5: "known as a corpus. A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible")
38. 'particular linguistic feature' (para G, line 7-12: " range and size are variable. Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguist feature. The size of the corpus")
39. 'size' (para G, line 12-14: "particular linguist feature. The size of the corpus depends on practical factors, such as the time available to collect, process and store the")
40. 'intuitions' (para G, last 7 lines: "project can total millions of words. An important principle is that all corpora, whatever their size, are inevitably limited in their coverage, and always need to be supplemented by data deprived from the intuitions of native speakers of the language, through either introspection or experimentation")