

## CAMBRIDGE IELTS 7 – TEST 4 – READING

### READING PASSAGE 1

#### Question 1-7:

1. TRUE (para 1, line 2-3: “ago, and no one knows how. The conventional picture is that tens of thousands of slaves dragged stones on sledges.”)
2. FALSE (para 1, line 6-7: “perusing a book on the monuments of Egypt, she noticed a hieroglyph that showed a row of men standing in odd postures.”)
3. NOT GIVEN
4. TRUE (para 2, last 3 lines: “was a kite,” he says. And since he needed a summer project for his student Emilio Graff, investigating the possibility of using kites as heavy liners seemed like a good idea.”)
5. FALSE (para 3, line 5-7: “the 33.5-tonne column. Even a modest force, if sustained over a long time, would do. The key was to use a pulley system that would magnify the applied force. So they rigged up a tent-shaped scaffold directly”)
6. NOT GIVEN
7. TRUE (para 4, first 3 lines: “Earlier this year, the team put Clemmons’s unlikely theory to the test, using a 40-square-meter rectangular nylon sail. The kite lifted the column clean off the ground”)

#### Question 8-13:

8. (wooden) pulleys
9. stone
10. (accomplished) sailors
11. (modern) glider
12. flight

(para 7, line 2-7: “the wind would not have been a problem for **accomplished sailors** like the Egyptians. And they are known to have used **wooden pulleys**, which could have been made strong enough to bear the weight at massive blocks of **stone**. In addition, there is some physical evidence that the ancient Egyptians were interested in **flight**. A wooden artefact from the step pyramid at Saqqara looks uncannily like a modern glider.”)

13. messages (para 7, last 2 lines: “Chinese were using them to deliver **messages** and dump flaming debris on their foes.”)

## READING PASSAGE 2

### Question 14-20:

14. FALSE (para 1, last 2 lines: “to the north. The islands’ native inhabitants called this land mass Aleyksa, the ‘Great Land’; today, we know it as Alaska.”)
15. NOT GIVEN
16. TRUE (para 3, line 4-5: “of groundfish (cod, sole, perch and pollock) in 2000. The true cultural heart and soul of Alaska’s fisheries, however, is salmon.”)
17. NOT GIVEN
18. TRUE (para 3, last 3 lines: wild salmon in the world. During 2000, commercial catches of Pacific salmon in Alaska exceeded 320,000 tonnes, with an ex-vessel value of over \$US260 million.”)
19. TRUE (para 4, first 2 lines: “Catches have not always been so healthy. Between 1940 and 1959, overfishing led to crashes in salmon populations so severe that in”)
20. FALSE (para 4, last 2 lines: “during the 1990s, annual harvests were well in excess of 100 million, and on several occasions over 200 million fish.”)

### Question 21-26:

21. G (para 5, line 3-7: “throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish”)
22. E (para 5, line 8-9: “but on any given day, one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt.”)
23. B (para 5, first 2 lines: “The primary reason for such increases is what is known as ‘In-Season Abundance-Based Management’”)
24. A (para 6, first 3 lines: “In 1999, the Marine Stewardship Council (MSC)\*\*\* commissioned a review of the Alaska salmon fishery. The Council, which was founded in 1996, certifies fisheries that meet high environmental standards”)
25. K (para 7, last 4 lines: “completely collapsed. In the Yukon and Kuskokwim rivers, chinook and chum runs were probably the poorest since statehood; subsistence

communities throughout the region, who normally have priority over commercial fishing, were devastated.”)

26. F (para 9, line 2-4: “salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products.)

### **READING PASSAGE 3**

#### Question 27-29:

27. D (para 1, line 3-5: “to adjust to sleeping in the mountains or the countryside because it was initially ‘too quiet’, an experience that suggests that humans are capable of adapting to a wide range of noise levels”)
28. C (para 1, line 9-11: “noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise.”)
29. A (para 2, line 6-7: “controller (Broadbent, 1957). Similarly, noise did not affect a subject’s ability to track a moving line with a steering wheel”)

#### Question 30-34:

30. B - unexpected (para 3, line 4: “than to work under circumstances with unexpected intrusions of noise”)
31. D – the same amount of (para 3, line 10-11: “(unpredictable noise). Subjects reported finding the predictable and unpredictable noise equally annoying”)
32. F – performed as about the same level as (para 3, line 11-12: “unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment”)
33. I – made more mistakes than (para 3, line 15-16: “under conditions of no noise. As shown in Table 1 the unpredictable noise produced more errors in the later proofreading task than predictable noise”)

34. B – unexpected (para 4, first line: “Apparently, unpredictable noise produces more fatigue than predictable noise”)

Question 35-40:

35. A (para 1, line 6-8: “this view. For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise”)
36. D (para 6, line 4-7: “noise may produce serious, lasting effects. One study, suggesting that this worry is a realistic one, compared elementary school pupils who attended schools near Los Angeles’s busiest airport with students who attended schools in quiet neighborhoods (Cohen et al., 1980  
Line 13-15: “A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools (Cohen et al, 1981).”)
37. A (para 5, line 4-6: “the individual never actually exercises his or her option to turn the noise off (Glass and Singer, 1972).”)
38. E
39. B (para 2, line 3-6: “one task. For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, 1957).”)
40. C (para 2, last 3 lines: “ability to track a moving line with a steering wheel, but it did interfere with the subject’s ability to repeat numbers while tracking (Finkelman and Glass, 1970).”)