

CAMBRIDGE IELTS 8 - TEST 4 – READING

READING PASSAGE 1

Question 1-5:

1. vii (para B, line 2-6: “from the seventh grade (age 13) to the ninth grade (age 15). Virtually all pupils at this stage attend state schools: only 3 per cent are in the private sector. Schools are usually modern in design, set well back from the road and spacious inside. Classrooms are large and pupils sit at single desks in rows”)
2. i (para C, line 5-8: “education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed”)
3. v (para D, first 4 lines: “Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle”)
4. ii (para E, line 3-9: “schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other — anyway, it is in their interests since the class progresses together.”)
5. viii (para F, line 4-6: “an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy”)

Question 6-9:

6. YES (para A, line 4-7: “the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of ‘low’ attainers in England, where, incidentally, the variation in attainment scores was much greater”)
7. NO (para A, line 8-11: “much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?”)
8. NOT GIVEN

9. NO (para D, line 3-4: “teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle”)
10. B (para C, line 6-8: “free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed”)
11. C (para D, line 9-11: “After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration”)
12. A (para E, line 13-16: “almost anything’. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to 'juku' (private evening tuition) if extra help is needed and encouraging them to work harder”)
13. C (para F, line 4-6: “an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy”)

READING PASSAGE 2

Question 14-17:

14. B (para 1, last 3 lines: “proving to be counter-productive. Apart from engendering widespread ecological disorders, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly lethal superbugs”)
15. A (para 2, first 2 lines: “According to a recent study by the Food and Agriculture Organisation (FAO), more than 300 species of agricultural pests have developed resistance to a wide range of potent chemicals”)
16. D (para 4, line 4-5: “agriculture, the farmers avidly took to pesticides as a sure measure to boost crop yield. The insecticide was applied eight times a year in”)
17. D (para 5, first 4 lines: “By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides.”)

Question 18-21:

18. NOT GIVEN

19. YES (para 2, last 3 lines: “resistance to a wide range of potent chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become immune to a variety of insecticides now in use.”)

20. NO (para 3, last 3 lines: “Because of their tremendous breeding potential and genetic diversity, many pests are known to withstand synthetic chemicals and bear offspring with a built-in resistance to pesticides.”)

21. YES (para 7, last 2 lines: “When handled by experts, bio-control is safe, non—polluting and self-dispersing.”)

Question 22- 26:

22. D (para 9, last 2 lines: “that prey on ‘disapene scale’ insects — notorious defoliant of fruit trees in the US and India”)

23. H (para 10, line 5-6: “predator indigenous to India, Neodumetia sangawani, was found useful in controlling the Rhodes grass-scale insect that was devouring forage”)

24. C (para 10, line 2-3: “by the following examples. In The late 1960s, when Sri Lanka’s flourishing coconut groves were plagued by leaf-mining hispides, a larval parasite”)

25. E (para 9, line 5-6: “supported by CIBC, is now trying out an Argentinian weevil for the eradication of water hyacinth, another dangerous weed”)

26. B (para 10, last 3 lines: “12-kilometre- long canal from the clutches of the weed *Salvinia molesta*, popularly called ‘African Payal’ in Kerala. About 30,000 hectares of rice fields in Kerala are infested by this weed.”)

READING PASSAGE 3

Question 27-30:

27. TRUE (para 1, line 5-8: “of the collections. For taxonomy, or classification, long series, from a single nest, which contain all castes (workers, including majors and minors, and, if present, queens and males) are desirable, to allow the determination of variation within species”)
28. NOT GIVEN
29. TRUE (para 1, line 8-10: “determination of variation within species. For ecological studies, the most important factor is collecting identifiable samples of as many of the different species present as possible”)
30. FALSE (para 1, last 4 lines: “are not always compatible. The taxonomist sometimes overlooks whole species in favour of those groups currently under study, while the ecologist often collects only a limited number of specimens of each species, thus reducing their value for taxonomic investigations.”)

Question 31-36:

31. A (para 2, line 3-7: “ants, ground litter sampling, and the use of pitfall traps. Hand collecting consists of searching for ants everywhere they are likely to occur. This includes on the ground, under rocks, logs or other objects on the ground, in rotten wood on the ground or on trees, in vegetation, on tree trunks and under bark”)
32. C (para 4, first 2 lines: “Many ants are small and forage primarily in the layer of leaves and other debris on the ground. Collecting these species by hand can be difficult.”)
33. B (para 3, first 3 lines: “Baits can be used to attract and concentrate foragers. This often increases the number of individuals collected and attracts species that are otherwise elusive”)
34. D (para 5, line 11-13: “the traps will dry out. One advantage of pitfall traps is that they can be used to collect over a period of time with minimal maintenance and intervention”)
35. A (para 2, line 7-8: “tree trunks and under bark. When possible, collections should be made from nests or foraging columns and at least 20 to 25 individuals collected”)

36. D (para 5, line 9-11: “the study being undertaken. The preservative used is usually ethylene glycol or propylene glycol, as alcohol will evaporate quickly and the traps will dry out.”)

Question 37-40:

37. Heat

38. Leaf litter

39. Screen

40. Alcohol

(para 4, line 5-8: “This is most commonly done by placing leaf litter on a **screen** over a large funnel, often **under** some **heat**. As the **leaf litter** dries **from above**, ants (and other animals) move downward and eventually fall out the bottom and are collected in **alcohol** placed below the funnel.”)