

IELTS Practice Tests Plus Volume 3

Reading Practice Test 5

HOW TO USE

You have 2 ways to access the test

1. Open this URL <http://link.intergreat.com/INgIj> on your computer
2. Use your mobile device to scan the QR code attached



READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below.



The economic importance of coral reefs

A lot of people around the world are dependent, or partly dependent, on coral reefs for their livelihoods. They often live adjacent to the reef, and their livelihood revolves around the direct extraction, processing and sale of reef resources such as shell fish and seaweeds. In addition, their homes are sheltered by the reef from wave action.

Reef flats and shallow reef lagoons are accessible on foot, without the need for a boat, and so allow women, children and the elderly to engage directly in manual harvesting, or 'reef-gleaning'. This is a significant factor distinguishing reef-based fisheries from near-shore sea fisheries. Near-shore fisheries are typically the domain of adult males, in particular where they involve the use of boats, with women and children restricted mainly to shore-based activities. However, in a coral-reef fishery the physical accessibility of the reef opens up opportunities for direct participation by women, and consequently increases their independence and the importance of their role in the community. It also provides a place for children to play, and to acquire important skills and knowledge for later in life. For example, in the South West Island of Tobi, in the Pacific Ocean, young boys use simple hand lines with a loop and bait at the end to develop the art of fishing on the reef. Similarly, in the Surin Islands of Thailand, young Moken boys spend much of their time playing, swimming and diving in shallow reef lagoons, and in doing so build crucial skills for their future daily subsistence.

Secondary occupations, such as fish processing and marketing activities, are often dominated by women, and offer an important survival strategy for households with access to few other physical assets (such as boats and gear), for elderly women, widows, or the wives of infirm men. On Ulithi Atoll in the western Pacific, women have a distinct role and rights in the distribution of fish catches. This is because the canoes, made from mahogany logs from nearby Yap Island, are obtained through the exchange of cloth made by the women of Ulithi. Small-scale reef fisheries support the involvement of local women traders and their involvement can give them greater control over the household income,

and in negotiating for loans or credit. Thus their role is not only important in providing income for their families, it also underpins the economy of the local village.

Poor people with little access to land, labour and financial resources are particularly reliant on exploiting natural resources, and consequently they are vulnerable to seasonal changes in availability of those resources. The diversity of coral reef fisheries, combined with their physical accessibility and the protection they provide against bad weather, make them relatively stable compared with other fisheries, or land-based agricultural production.

In many places, the reef may even act as a resource bank, used as a means of saving food for future times of need. In Manus, Papua New Guinea, giant clams are collected and held in walled enclosures on the reef, until they are needed during periods of rough weather. In Palau, sea cucumbers are seldom eaten during good weather in an effort to conserve their populations for months during which rough weather prohibits good fishing.

Coral reef resources also act as a buffer against seasonal lows in other sectors, particularly agriculture. For example, in coastal communities in northern Mozambique, reef harvests provide key sources of food and cash when agricultural production is low, with the peak in fisheries production coinciding with the period of lowest agricultural stocks. In Papua New Guinea, while agriculture is the primary means of food production, a large proportion of the coastal population engage in sporadic subsistence fishing.

In many coral-reef areas, tourism is one of the main industries bringing employment, and in many cases is promoted to provide alternatives to fisheries-based livelihoods, and to ensure that local reef resources are conserved. In the Caribbean alone, tours based on scuba-diving have attracted 20 million people in one year. The upgrading of roads and communications associated with the expansion of tourism may also bring benefits to local communities. However, plans for development must be considered carefully. The ability of the poorer members of the community to access the benefits of tourism is far from guaranteed, and requires development guided by social, cultural and environmental principles. There is growing recognition that sustainability is a key requirement, as encompassed in small-scale eco-tourism activities, for instance.

Where tourism development has not been carefully planned, and the needs and priorities of the local community have not been properly recognised, conflict has sometimes arisen between tourism and local, small-scale fishers.

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

Write

| | |
|------------------|--|
| TRUE | if the statement agrees with the information |
| FALSE | if the statement contradicts the information |
| NOT GIVEN | If there is no information on this |

- 1 In most places, coral-reef gleaning is normally carried out by men.
- 2 Involvement in coral-reef-based occupations raises the status of women.
- 3 Coral reefs provide valuable learning opportunities for young children.
- 4 The women of Ulithi Atoll have some control over how fish catches are shared out.
- 5 Boats for use by the inhabitants of Ulithi are constructed on Yap Island.
- 6 In coral reef fisheries, only male traders can apply for finance.
- 7 Coral reefs provide a less constant source of income than near-shore seas.

Questions 8-13

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

How coral-reef-based resources protect people during difficult times

Coral reefs can provide

a resource bank, e.g. for keeping clams and 8

a seasonal back-up, when 9 products are insufficient e.g. in northern Mozambique.

a tourist attraction, e.g. 10 tours in the Caribbean.

Benefits for local people include:

The creation of jobs.

Improvements to roads and 11 _____

Important considerations:

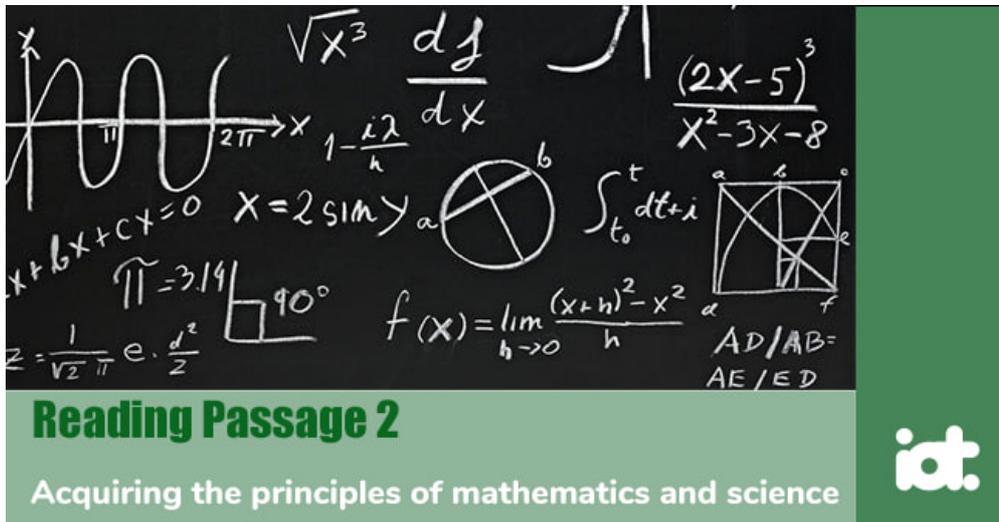
Development must be based on appropriate principles.

Need for 12 _____

Poorly-planned development can create 13 _____ with local fishers.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 on the following pages.



Reading Passage 2

Acquiring the principles of mathematics and science



Acquiring the principles of mathematics and science

A It has been pointed out that learning mathematics and science is not so much learning facts as learning ways of thinking. It has also been emphasised that in order to learn science, people often have to change the way they think in ordinary situations. For example, in order to understand even simple concepts such as heat and temperature, ways of thinking of temperature as a measure of heat must be abandoned and a distinction between 'temperature' and 'heat' must be learned. These changes in ways of thinking are often referred to as conceptual changes. But how do conceptual changes happen? How do young people change their ways of thinking as they develop and as they learn in school?

B Traditional instruction based on telling students how modern scientists think does not seem to be very successful. Students may learn the definitions, the formulae, the terminology, and yet still maintain their previous conceptions. This difficulty has been illustrated many times, for example, when instructed students are interviewed about heat and temperature. It is often identified by teachers as a difficulty in applying the concepts learned in the classroom; students may be able to repeat a formula but fail to use the concept represented by the formula when they explain observed events.

C The psychologist Piaget suggested an interesting hypothesis relating to the process of cognitive change in children. Cognitive change was expected to result from the pupils' own intellectual activity. When confronted with a result that challenges their thinking - that is, when faced with conflict - pupils realise that they need to think again about their

own ways of solving problems, regardless of whether the problem is one in mathematics or in science. He hypothesised that conflict brings about disequilibrium, and then triggers equilibration processes that ultimately produce cognitive change. For this reason, according to Piaget and his colleagues, in order for pupils to progress in their thinking they need to be actively engaged in solving problems that will challenge their current mode of reasoning. However, Piaget also pointed out that young children do not always discard their ideas in the face of contradictory evidence. They may actually discard the evidence and keep their theory.

D Piaget's hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed 'discovery learning'. Discovery learning initially took what is now considered the 'one learner' route. The role of the teacher was to select situations that challenged the pupils' reasoning; and the pupils' peers had no real role in this process. However, it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change. This hypothesis, originally advanced by Perret-Clermont (1980) and Doise and Mugny (1984), has been investigated in many recent studies of science teaching and learning.

E Christine Howe and her colleagues, for example, have compared children's progress in understanding several types of science concepts when they are given the opportunity to observe relevant events. In one study, Howe compared the progress of 8 to 12-year-old children in understanding what influences motion down a slope. In order to ascertain the role of conflict in group work, they created two kinds of groups according to a pre-test: one in which the children had dissimilar views, and a second in which the children had similar views.

They found support for the idea that children in the groups with dissimilar views progressed more after their training sessions than those who had been placed in groups with similar views. However, they found no evidence to support the idea that the children worked out their new conceptions during their group discussions, because progress was not actually observed in a post-test immediately after the sessions of group work, but rather in a second test given around four weeks after the group work.

F In another study, Howe set out to investigate whether the progress obtained through pair work could be a function of the exchange of ideas. They investigated the progress made by 12-15-year-old pupils in understanding the path of falling objects, a topic that usually involves conceptual difficulties. In order to create pairs of pupils with varying levels of dissimilarity in their initial conceptions, the pupils' predictions and explanations of the path of falling objects were assessed before they were engaged in pair work. The work sessions involved solving computer-presented problems, again about predicting and explaining the paths of falling objects. A post-test, given to individuals, assessed the progress made by pupils in their conceptions of what influenced the path of falling

objects.

Questions 14-19

Reading Passage 2 has **SIX** paragraphs, A-F.

Choose the correct heading for paragraphs A-F from the list of headings below.

Write the correct number, i-ix.

| List of Headings | |
|------------------|--|
| i | A suggested modification to a theory about learning. |
| ii | The problem of superficial understanding. |
| iii | The relationship between scientific understanding and age. |
| iv | The rejection of a widely held theory. |
| v | The need to develop new concepts in daily life. |
| vi | The claim that a perceived contradiction can assist mental development. |
| vii | Implications for the training of science teachers. |
| viii | An experiment to assess the benefits of exchanging views with a partner. |
| ix | Evidence for the delayed benefits of disagreement between pupils. |

14  Paragraph A

15  Paragraph B

16  Paragraph C

17  Paragraph D

18  Paragraph E

19  Paragraph F

Questions 20-21

Choose **TWO** letters, A-E.

The list below contains some possible statements about learning.

Which **TWO** of these statements are attributed to Piaget by the writer of the passage?

- A Teachers can assist learning by explaining difficult concepts.
- B Mental challenge is a stimulus to learning.
- C Repetition and consistency of input aid cognitive development.
- D Children sometimes reject evidence that conflicts with their preconceptions.
- E Children can help each other make cognitive progress.

Questions 22-23

Choose **TWO** letters, A-E.

Which **TWO** of these statements describe Howe's experiment with 8-12-year-olds?

- A The children were assessed on their ability to understand a scientific problem.
- B All the children were working in mixed-ability groups.
- C The children who were the most talkative made the least progress.
- D The teacher helped the children to understand a scientific problem.
- E The children were given a total of three tests, at different times.

Questions 24-26

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

How children learn

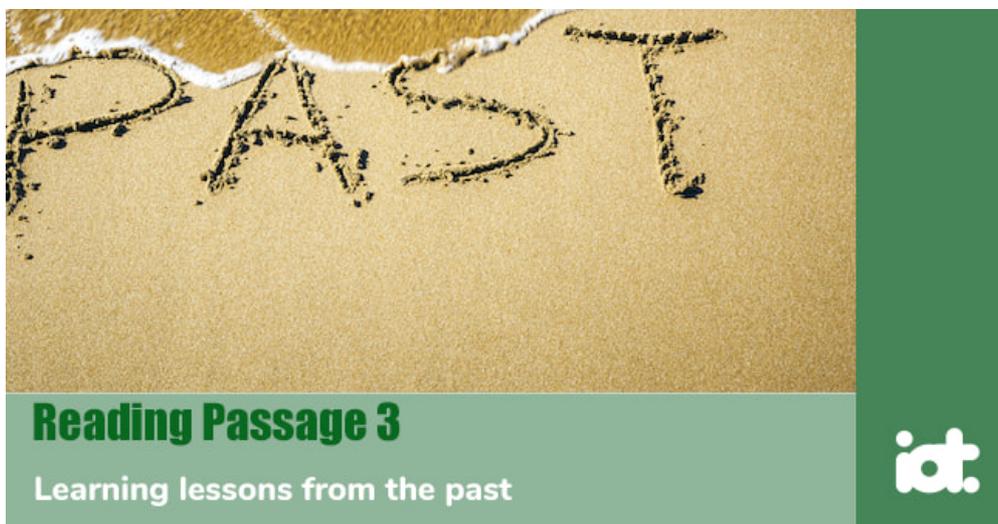
Piaget proposed that learning takes place when children encounter ideas that do not correspond to their current beliefs. The application of this theory gave rise to a teaching method known as 24 _____

At first this approach only focused on the relationship between individual pupils and their 25 _____

Later, researchers such as Perret-Clermont became interested in the role that interaction with 26 _____ might also play in a pupil's development.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.



Learning lessons from the past

Many past societies collapsed or vanished, leaving behind monumental ruins such as those that the poet Shelley imagined in his sonnet, Ozymandias. By collapse, I mean a drastic decrease in human population size and/or political/economic/social complexity, over a considerable area, for an extended time. By those standards, most people would consider the following past societies to have been famous victims of full-fledged collapses rather than of just minor declines: the Anasazi and Cahokia within the boundaries of the modern US, the Maya cities in Central America, Moche and Tiwanaku societies in South America, Norse Greenland, Mycenaean Greece and Minoan Crete in Europe, Great Zimbabwe in Africa, Angkor Wat and the Harappan Indus Valley cities in Asia, and Easter Island in the Pacific Ocean.

The monumental ruins left behind by those past societies hold a fascination for all of us. We marvel at them when as children we first learn of them through pictures. When we grow up, many of us plan vacations in order to experience them at first hand. We feel drawn to their often spectacular and haunting beauty, and also to the mysteries that they pose. The scales of the ruins testify to the former wealth and power of their builders. Yet these builders vanished, abandoning the great structures that they had created at such effort. How could a society that was once so mighty end up collapsing?

It has long been suspected that many of those mysterious abandonments were at least partly triggered by ecological problems: people inadvertently destroying the environmental resources on which their societies depended. This suspicion of unintended ecological suicide (ecocide) has been confirmed by discoveries made in recent decades by

archaeologists, climatologists, historians, paleontologists, and palynologists (pollen scientists). The processes through which past societies have undermined themselves by damaging their environments fall into eight categories, whose relative importance differs from case to case: deforestation and habitat destruction, soil problems, water management problems, overhunting, overfishing, effects of introduced species on native species, human population growth, and increased impact of people.

Those past collapses tended to follow somewhat similar courses constituting variations on a theme. Writers find it tempting to draw analogies between the course of human societies and the course of individual human lives - to talk of a society's birth, growth, peak, old age and eventual death. But that metaphor proves erroneous for many past societies: they declined rapidly after reaching peak numbers and power, and those rapid declines must have come as a surprise and shock to their citizens. Obviously, too, this trajectory is not one that all past societies followed unvaryingly to completion: different societies collapsed to different degrees and in somewhat different ways, while many societies did not collapse at all.

Today many people feel that environmental problems overshadow all the other threats to global civilisation. These environmental problems include the same eight that undermined past societies, plus four new ones: human-caused climate change, build up of toxic chemicals in the environment, energy shortages, and full human utilisation of the Earth's photosynthetic capacity. But the seriousness of these current environmental problems is vigorously debated. Are the risks greatly exaggerated, or conversely are they underestimated? Will modern technology solve our problems, or is it creating new problems faster than it solves old ones? When we deplete one resource (e.g. wood, oil, or ocean fish), can we count on being able to substitute some new resource (e.g. plastics, wind and solar energy, or farmed fish)? Isn't the rate of human population growth declining, such that we're already on course for the world's population to level off at some manageable number of people?

Questions like this illustrate why those famous collapses of past civilisations have taken on more meaning than just that of a romantic mystery. Perhaps there are some practical lessons that we could learn from all those past collapses. But there are also differences between the modern world and its problems, and those past societies and their problems. We shouldn't be so naive as to think that study of the past will yield simple solutions, directly transferable to our societies today. We differ from past societies in some respects that put us at lower risk than them; some of those respects often mentioned include our powerful technology (i.e. its beneficial effects), globalisation, modern medicine, and greater knowledge of past societies and of distant modern societies. We also differ from past societies in some respects that put us at greater risk than them: again, our potent technology (i.e., its unintended destructive effects), globalisation (such that now a problem in one part of the world affects all the rest), the dependence of millions of us on

modern medicine for our survival, and our much larger human population. Perhaps we can still learn from the past, but only if we think carefully about its lessons.

Questions 27-29

Choose the correct letter, A, B, C or D.

27 When the writer describes the impact of monumental ruins today, he emphasises

- A the income they generate from tourism.
- B the area of land they occupy.
- C their archaeological value.
- D their romantic appeal

28 Recent findings concerning vanished civilisations have

- A overturned long-held beliefs.
- B caused controversy amongst scientists.
- C come from a variety of disciplines.
- D identified one main cause of environmental damage.

29 What does the writer say about ways in which former societies collapsed?

- A The pace of decline was usually similar.
- B The likelihood of collapse would have been foreseeable.
- C Deterioration invariably led to total collapse.
- D Individual citizens could sometimes influence the course of events.

Questions 30-34

Do the following statements agree with the views of the writer in Reading Passage 3?

Write

| | |
|------------------|--|
| YES | if the statement agrees with the views of the writer |
| NO | if the statement contradicts the views of the writer |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

30 It is widely believed that environmental problems represent the main danger faced by the modern world.

31 The accumulation of poisonous substances is a relatively modern problem.

32 There is general agreement that the threats posed by environmental problems are very serious.

33 Some past societies resembled present-day societies more closely than others.

34 We should be careful when drawing comparisons between past and present.

Questions 35-39

Complete each sentence with the correct ending, A-F, below.

Write the correct letter, A-F.

35 Evidence of the greatness of some former civilisations

36 The parallel between an individual's life and the life of a society

37 The number of environmental problems that societies face

38 The power of technology

39 A consideration of historical events and trends

| | |
|---|---|
| A | is not necessarily valid. |
| B | provides grounds for an optimistic outlook. |
| C | exists in the form of physical structures. |
| D | is potentially both positive and negative. |
| E | will not provide direct solutions for present problems. |
| F | is greater now than in the past. |

Question 40

Choose the correct letter, A, B, C or D.

40 What is the main argument of Reading Passage 3?

- A There are differences as well as similarities between past and present societies.
- B More should be done to preserve the physical remains of earlier civilisations.
- C Some historical accounts of great civilisations are inaccurate.
- D Modern societies are dependent on each other for their continuing survival.



Solution:

27 C

28 D

29 A

30 YES

31 YES

32 NO

33 NOT GIVEN

34 YES

35 C

36 A

37 F

38 D

39 E

40 A

1 FALSE

2 TRUE

3 TRUE

4 TRUE

5 NOT GIVEN

6 FALSE

7 FALSE

8 sea cucumbers

9 agricultural

10 scuba diving

11 communications

12 sustainability

13 conflict

14 v

15 ii

16 vi

17 i

18 iv

19 viii

$\frac{20}{21}$ B,D

$\frac{22}{23}$ A,E

24 discovery learning

25 teacher

26 peers

Review and Explanations

27 Answer: **C**

| Keywords in Questions | Similar words in Passage |
|---|--|
| <p>Q27: When the writer describes the impact of monumental ruins today, he emphasises</p> <p>A the income they generate from tourism.</p> <p>B the area of land they occupy.</p> <p>C their archaeological value.</p> <p>D their romantic appeal.</p> | <p>The monumental ruins ... We feel drawn to their often spectacular and haunting beauty, and also to the mysteries that they pose. The scales of the ruins testify to the former wealth and power of their builders.</p> |
| <p>Note</p> <p>We can easily find out the information related to monumental ruins in 2nd paragraph. After scanning, we exclude answer A and B as they are not mentioned in the paragraph. As said, in addition, we feel drawn to their spectacular and haunting beauty, so there is no information about their romantic appeal. Furthermore, the writer supposed that ruins testify to the former wealth and power of their builders. This information is likely to mention the history of those ruins. Therefore, the suitable answer must be C.</p> | |

28 Answer: **D**

| Keywords in Questions | Similar words in Passage |
|--|--|
| <p>Q28: Recent findings concerning vanished civilisations have</p> <p>A overturned long-held beliefs.</p> <p>B caused controversy amongst scientists.</p> <p>C come from a variety of disciplines.</p> <p>D identified one main cause of environmental damage.</p> | <p>It has long been suspected that many of those mysterious abandonments were at least partly triggered by ecological problems ... This suspicion of unintended ecological suicide (ecocide) has been confirmed by discoveries made in recent decades by archaeologists, climatologists, historians, paleontologists, and palynologists (pollen scientists)</p> |
| <p>Note</p> <p>After scanning, we can locate the needed information in 3^d paragraph. As said, discoveries made in recent decades confirm the suspicion of unintended ecological suicide. In other words, those discoveries confirm that many of mysterious abandonments were partly triggered by ecological problems. As a result, recent discoveries have identified one main cause of environmental damage. Thence, D is the answer.</p> | |

29 Answer: **A**

| Keywords in Questions | Similar words in Passage |
|-----------------------|--------------------------|
|-----------------------|--------------------------|

| | |
|--|---|
| <p>Q29: What does the writer say about ways in which former societies collapsed?</p> <p>A The pace of decline was usually similar.</p> <p>B The likelihood of collapse would have been foreseeable.</p> <p>C Deterioration invariably led to total collapse.</p> <p>D Individual citizens could sometimes influence the course of events.</p> | <p>Those past collapses tended to follow somewhat similar courses constituting variations on a theme.</p> |
|--|---|

Note

Based on the keyword 'former societies collapsed', we can find out the information in paragraph 4. Accordingly, there is no evidence given that collapse would have been foreseeable, so we exclude answer B. Moreover, it is said that past societies declined rapidly after reaching peak numbers and power, not after deteriorations (exclude C). It is also said that the course individual citizens was just used to draw analogies with the course of human society (exclude B). From these points, we can conclude that **A is the answer.**

30 Answer: **YES**

| Keywords in Questions | Similar words in Passage |
|---|---|
| <p>Q30: It is widely believed that environmental problems represent the main danger faced by the modern world.</p> | <p>Today many people feel that environmental problems overshadow all the other threats to global civilisation</p> |

Note

After scanning, we can find out the keyword 'environmental problems' in paragraph 5. Accordingly, environmental problems overshadow all the other threats to global civilisation. In other words, environmental problems are most dangerous to the modern world. For that reason, we can conclude that **the answer is YES.**

31 Answer: **YES**

| Keywords in Questions | Similar words in Passage |
|---|--|
| <p>Q31: The accumulation of poisonous substances is a relatively modern problem.</p> | <p>These environmental problems include the same eight that undermined past societies, plus four new ones : human-caused climate change, build up of toxic chemicals in the environment...</p> |

Note

Following the flow of information in Q30, we acknowledge that four new environmental problems contain build up of toxic chemicals in the environment. As 'poisonous substances' is the synonym of 'toxic chemicals', we can figure that the statement is true or **YES is the answer.**

32 Answer: **NO**

| Keywords in Questions | Similar words in Passage |
|-----------------------|--------------------------|
|-----------------------|--------------------------|

| | |
|--|---|
| Q32: There is general agreement that the threats posed by environmental problems are very serious. | But the seriousness of these current environmental problems is vigorously debated |
| Note Once you find out the needed information, continuing to study of environmental problems, it is relatively easy to give the right answer. Accordingly, the seriousness of these environmental problems is vigorously debated, so there can be general agreement about its seriousness. Therefore, the answer is NO. | |

33 Answer: **NOT GIVEN**

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q33: Some past societies resembled present-day societies more closely than others. | We also differ from past societies in some respects that put us at greater risk than them |
| Note After scanning, we can find out the information in the last paragraph. The paragraph mainly illustrates practical lessons from the past and differences between the modern societies and the past societies. However, there is no information given that some past societies resembled present-day societies, except for the differences in some respects. Thus, NOT GIVEN is the answer. | |

34 Answer: **YES**

| Keywords in Questions | Similar words in Passage |
|--|---|
| Q34: We should be careful when drawing comparisons between past and present. | Perhaps we can still learn from the past, but only if we think carefully about its lessons. |
| Note As this statement is related to comparisons between past and present, we continue to study the last paragraph. Accordingly, if we think carefully about the past's lessons, we can still learn from it. It is apparent that we need to compare the present with the past to learn from the past. Thus, the statement is true or the answer is YES. | |

35 Answer: **C**

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q35: Evidence of the greatness of some former civilisations | The monumental ruins left behind by those past societies hold a fascination for all of us |
| Note At first, we can exclude ending D and F . What is more, past societies just left behind monumental ruins, and then those ruins must be the evidence of the greatness of past societies. Obviously, those ruins are in form of physical structures. Hence, the suitable ending is C. | |

36 Answer: **A**

| Keywords in Questions | Similar words in Passage |
|-----------------------|--------------------------|
|-----------------------|--------------------------|

| | |
|---|--|
| Q36: The parallel between an individual's life and the life of a society | Writers find it tempting to draw analogies between the course of human societies and the course of individual human lives - to talk of a society's birth, growth, peak, old age and eventual death |
| <p>Note This information has been indicated in Q29. Based on the needed information, we are aware that it was writers who found it tempting to draw analogies between an individual's life and the life of a society. Then, it is just their assumptions or attempts, so it is not necessary that there is parallel between these two lives. Thus, we can figure out that the answer is A.</p> | |

37 Answer: **F**

| Keywords in Questions | Similar words in Passage |
|---|--|
| Q37: The number of environmental problems that societies face | These environmental problems include the same eight that undermined past societies, plus four new ones |
| <p>Note This information has just mentioned in Q31. Accordingly, environmental problems include the same eight of past societies plus four new ones. From that point, we recognize that the number of environmental problems that societies face is greater now than in the past. Therefore, F is the suitable ending.</p> | |

38 Answer: **D**

| Keywords in Questions | Similar words in Passage |
|---|--|
| Q38: The power of technology | We differ from past societies in some respects that put us at lower risk than them; some of those respects often mentioned include our powerful technology... We also differ from past societies in some respects that put us at greater risk than them : again, our potent technology |
| <p>Note Based on the keyword 'power of technology', we can locate the needed information in the last paragraph. According to the above sentences, our powerful technology puts us not only at lower risk but at a greater risk than past societies as well. Then, it will be potentially both positive and negative. For that reason, the appropriate ending must be D.</p> | |

39 Answer: **E**

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q39: A consideration of historical events and trends | We shouldn't be so naive as to think that study of the past will yield simple solutions, directly transferable to our societies today |

Note

This statement must be related to the last paragraph as it refers to lessons from the past. After finding out the needed information, we are recommended not to transfer directly simple solutions from the study of the past to our societies today. In other words, it is implied that a consideration of historical events and trends will not provide direct solutions for present problems. Therefore, **the answer is E.**

40 Answer: **A**

| Keywords in Questions | Similar words in Passage |
|---|--------------------------------|
| <p>Q40: What is the main argument of Reading Passage 3?</p> <p>A There are differences as well as similarities between past and present societies.</p> <p>B More should be done to preserve the physical remains of earlier civilisations.</p> <p>C Some historical accounts of great civilisations are inaccurate.</p> <p>D Modern societies are dependent on each other for their continuing survival.</p> | Learning lessons from the past |

Note

You must pay attention to the word 'argument'. After scanning and analyzing the whole passage, two arguments which predominate is the seriousness of environmental problems and lessons from the past. Since the seriousness of environmental problems is just a small part contributing to the similarities and the differences between the present and the past, it must not be the main argument. Moreover, the last paragraph usually illustrates the major purpose of the writer writing this passage and every previous detail is indicated to support the main argument. Therefore, **the answer must be A.**

Great thanks to volunteer *Truong Tuyet Nhu* has contributed these explanations.

If you want to make a better world like this, please contact us.

1 Answer: **FALSE**

| Keywords in Questions | Similar words in Passage |
|---|--|
| <p>Q1: In most places, coral-reef gleaning is normally carried out by men.</p> | <p>in a coral-reef fishery the physical accessibility of the reef opens up opportunities for direct participation by women</p> |

Note:

After skimming, you can realize that this statement is related to the 2nd paragraph. In the quoted sentences, it is clear that the accessibility of the reef is carried out by women, not men. For that reason, **the answer is FALSE.**

2 Answer: **TRUE**

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q2: Involvement in coral-reef-based occupations raises the status of women. | consequently increases their independence and the importance of their role in the community |
| Note: Following the flow of information in Q1 , you can easily find out the needed information for Q2 . It is said that coral-reef-based occupations increase women's independence and the importance of their role. Thus, we can figure out that these occupations raise the status of women. And then, TRUE is the answer. | |

3 Answer: **TRUE**

| Keywords in Questions | Similar words in Passage |
|--|--|
| Q 3 : Coral reefs provide valuable learning opportunities for young children. | It also provides a place for children to play, and to acquire important skills and knowledge for later in life |
| Note Continuing to scan the 2 nd paragraph, you can find out phrases related to this statement. Based on keyword 'children', it is apparent in the needed information that coral reefs provide a place for children to acquire important skills and knowledge. In other words, it provides valuable learning opportunities for children. Hence, there is no doubt that the answer is TRUE. | |

4 Answer: **TRUE**

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q4: The women of Ulithi Atoll have some control over how fish catches are shared out. | On Ulithi Atoll in the western Pacific, women have a distinct role and rights in the distribution of fish catches |
| Note Based on the keyword 'Ulithi Atoll', we can locate the needed information in paragraph 3. According to it, women have a distinct role and rights in the distribution of fish catches. In other words, they have some control over the distribution of fish catches. This kind of figuration will be much viable if you can recognize synonyms of keywords. Therefore, TRUE is the answer. | |

5 Answer: **NOT GIVEN**

| Keywords in Questions | Similar words in Passage |
|-----------------------|--------------------------|
|-----------------------|--------------------------|

| | |
|---|---|
| <p>Q5: Boats for use by the inhabitants of Ulithi are constructed on Yap Island.</p> | <p>This is because the canoes, made from mahogany logs from nearby Yap Island, are obtained through the exchange of cloth made by the women of Ulithi</p> |
|---|---|

Note:
 Along with the flow of information related to Ulithi, you can find out evidence for Q5. In order to be compatible with the statement, the above sentence can be rewritten that canoes for the use by the inhabitants of Ulithi which are obtained through the exchange of cloth are made from mahogany logs from nearby Yap island. Accordingly, it is obviously that there is no evidence supporting the idea that boats or canoes are constructed on Yap Island, but it is just made from mahogany logs from nearby Yap Island. Thus, **the information in the statement is NOT GIVEN.**

6 Answer: **FALSE**

| Keywords in Questions | Similar words in Passage |
|--|--|
| <p>Q 6: In coral reef fisheries, only male traders can apply for finance.</p> | <p>Small-scale reef fisheries support the involvement of local women traders and their involvement can give them greater control over the household income, and in negotiating for loans or credit</p> |

Note
 After scanning paragraph 3, you can also realize needed information for this question based on the keyword 'reef fisheries'. According to that, reef fisheries support the involvement of local women traders, not just men traders. From that point, we can figure out that **the statement is FALSE.**

7 Answer: **FALSE**

| Keywords in Questions | Similar words in Passage |
|---|--|
| <p>Q 7: Coral reefs provide a less constant source of income than near-shore seas.</p> | <p>The diversity of coral reef fisheries, combined with their physical accessibility and the protection they provide against bad weather, make them relatively stable compared with other fisheries, or land-based agricultural production</p> |

Note:
 After scanning, you can notice information related to keywords 'less constant' and 'near-shore seas'. It is said in the paragraph that the diversity, physical accessibility and protection of coral reef fisheries make them relatively stable compared with other fisheries. From that point, we can figure out that **they provide a constant source of income than other fisheries or near-shore seas.** Therefore, **FALSE is the answer.**

8 Answer: **sea cucumbers**

Tips for Q8 – Q12:

With this kind of task, you are highly recommended to locate paragraphs in the passage where there are many similar words to keywords in the task. Your remaining duty is just finding out the suitable words to fill in the gap.

As a result, the needed information is in 4 last paragraphs.

| Keywords in Questions | Similar words in Passage |
|---|--|
| <p>Q8: Coral reefs can provide a resource bank, e.g. for keeping clams and _____</p> | <p>the reef may even act as a resource bank... In Manus, Papua New Guinea, giant clams are collected and held in walled enclosures on the reef, until they are needed during periods of rough weather. In Palau, sea cucumbers are seldom eaten during good weather in an effort to conserve their populations for months during which rough weather prohibits good fishing.</p> |

Note

In 5th paragraph, we can find out needed information based on keyword 'a resource bank'. Accordingly, the writers gave examples to illustrate the idea the reef may act as a resource bank. The first example which is from Manus, Papua New Guinea indicated the storage of giant clams for periods of rough weather. The remaining example, undoubtedly, is the conservation of sea cucumbers for months during which rough weather prohibits good fishing. From that point, we can figure out that the blank should be filled with 'sea cucumbers'.

9 Answer: **agricultural**

| Keywords in Questions | Similar words in Passage |
|--|--|
| <p>Q9: a seasonal back-up, when _____ products are insufficient, e.g. in northern Mozambique.</p> | <p>For example, in coastal communities in northern Mozambique, reef harvests provide key sources of food and cash when agricultural production is low, with the peak in fisheries production coinciding with the period of lowest agricultural stocks.</p> |

Note

Continuing to study what coral reef can provide, we should follow the information along with Q9. Based on the keyword 'northern Mozambique', we can recognize the information stated that reef harvests provide key source of food and cash when agricultural production is low or insufficient. Therefore, we figure out that the blank should be filled with 'agricultural'.

10 Answer: **scuba diving**

| Keywords in Questions | Similar words in Passage |
|---|---|
| <p>Q10: a tourist attraction, e.g. _____ tours in the Caribbean.</p> | <p>In the Caribbean alone, tours based on scuba-diving have attracted 20 million people in one year</p> |

Note

Based on the keyword 'Caribbean', we can find out the needed information in paragraph 7. As an example, accordingly, tours based on scuba-diving in the Caribbean have attracted 20 million people in one year. Hence, **suitable words for the blank must be 'scuba-diving'** (a adjective).

11 Answer: **communications**

| Keywords in Questions | Similar words in Passage |
|--|---|
| Q11: Benefits for local people include: The creation of jobs. Improvements to roads and _____ | The upgrading of roads and communications associated with the expansion of tourism may also bring benefits to local communities |

Note

We can easily find out the benefits for local people in paragraph 7. Following improvements to roads, accordingly, another benefit associated with the expansion of tourism is communications. Thus, **'communications'** fits the blank well.

12 Answer: **sustainability**

| Keywords in Questions | Similar words in Passage |
|---|--|
| Q12: Important considerations: Development must be based on appropriate principles. Need for _____ | There is growing recognition that sustainability is a key requirement, as encompassed in small-scale eco-tourism activities, for instance. |

Note

Based on the first important considerations, we can locate the second one following the flow of information in paragraph 7. It is said that there is growing recognition that sustainability is a key requirement. From that point, the second consideration must be the need for sustainability. Therefore, **the answer is 'sustainability'**.

13 Answer: **conflict**

| Keywords in Questions | Similar words in Passage |
|---|--|
| Q13: Poorly-planned development can create _____ with local fishers. | Where tourism development has not been carefully planned, and the needs and priorities of the local community have not been properly recognised, conflict has sometimes arisen between tourism and local, small-scale fishers. |

Note

The blank needs a noun.

We can easily find out the needed information in the last paragraph. According to that, because tourist development has not been carefully planned, conflict has sometimes arisen between tourism and local fishers. Hence, we can conclude that **poorly-planned development can create conflict** with local fishers.

14 Answer: **v**

Tips for Q14 - Q19:

Look for synonyms and similar ideas between the headings and sentences. Is the paragraph saying the same thing, but in a different way?

Remember that seeing synonyms or even the same words in the paragraph and the heading DOES NOT mean that this heading is the right one. Always check that the meaning is the same.

If you've used the technique and still aren't sure of an answer, move on to the next question. When you've answered a few more questions and used more of the headings, you can come back to questions you haven't answered.

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q14 Paragraph A | It has also been emphasised that in order to learn science, people often have to change the way they think in ordinary situations |
| Note After scanning the first paragraph, we can figure out the topic sentence as it was emphasized and followed by example. Then, we pay attention to the content in above sentence to find out the suitable heading. Accordingly, the phrase 'have to' implied the need. The mentioned example also gave information about conceptual changes. Therefore, the most viable heading must be v. | |

15 Answer: ii

| Keywords in Questions | Similar words in Passage |
|---|--|
| Q15 Paragraph B | Traditional instruction based on telling students how modern scientists think does not seem to be very successful... students may be able to repeat a formula but fail to use the concept represented by the formula when they explain observed events |
| Note The whole paragraph indicates the problem of traditional instruction. Because teachers just tell student concepts that modern scientists think, students fail to use the concept represented by the formula when they explain observed events. As reflecting on the list of headings, the possible heading is ii since it illustrates the problem of superficial understanding or understanding concepts that modern scientists think. For that reason, we conclude that ii is the suitable heading. | |

16 Answer: vi

| Keywords in Questions | Similar words in Passage |
|---------------------------|--|
| Q16 Paragraph C | in order for pupils to progress in their thinking they need to be actively engaged in solving problems that will challenge their current mode of reasoning |

Note

Paragraph **C** begins with Piaget's hypothesis the process of cognitive change in children. Then, the rest paragraph demonstrates his hypothesis or claim. The main idea can be rewritten in this way: if pupils need to be actively engaged in solving problems challenge their current mode of reasoning, they can progress in their thinking. In other words, those problems occur when there is considerable contradiction between their current mode of reasoning and mentioned situations. As considering list of headings, from that point, we can conclude that **the appropriate heading for paragraph C must be vi.**

17 Answer: **i**

| Keywords in Questions | Similar words in Passage |
|---------------------------|---|
| Q17 Paragraph D | Discovery learning initially took what is now considered the 'Tone learner' route. The role of the teacher was to select situations that challenged the pupils' reasoning; and the pupils' peers had no real role in this process. However, it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change |

Note

We can realize that paragraph **D** continues illustrating Piaget's hypothesis. The educational approach of 'discovery learning' was at first with the participation of pupils and their children, but they supposed that peers might play an important role in this process. From this point and based on keywords, you may figure out 3 viable headings, **i, vii** and **ix**. On considering, you must be aware that there was no experiment conducted and they also did not mention evidence for any delayed benefits in this paragraph. Therefore, **the correct answer should be i.**

18 Answer: **iv**

| Keywords in Questions | Similar words in Passage |
|---------------------------|---|
| Q18 Paragraph E | They found support for the idea that children in the groups with dissimilar views progressed more after their training sessions than those who had been placed in groups with similar views. However, they found no evidence to support the idea that the children worked out their new conceptions during their group discussions, because progress was not actually observed in a post-test immediately after the sessions of group work, but rather in a second test given around four weeks after the group work. |

Note

Based on the information you have acquired in paragraph **E**, you must be considering heading **iv** and **ix**. In general, you must be aware that Howe conducted the experiment to ascertain the role of conflict in group work or to verify for their widely held theory about cognitive change that the children would work out their new conceptions during their group discussions. However, this progress unexpectedly occurred only in a second test given four weeks after the group work. For that reason, the widely held theory was rejected due to the result of this experiment. All things considered, the most suitable heading is **iv**.

19 Answer: **viii**

| Keywords in Questions | Similar words in Passage |
|-----------------------------------|--|
| Q19 Paragraph F viii | the progress obtained through pair work could be a function of the exchange of ideas... A post-test, given to individuals, assessed the progress made by pupils in their conceptions of what influenced the path of falling objects. |

Note

A small tip for you is to be based on remaining headings and keywords in the paragraph. Then, we can figure out the answer is likely to be **vii**. Additionally, paragraph F continues indicating another Howe's study of the progress obtained through pair work could be a function of the exchange of ideas. And the result was as what they expected, the progress in pupils' conceptions or the benefits of exchanging views with a partner. Hence, **vii** is the suitable heading for paragraph **F**.

20-21 Answer: **B,D**

| Keywords in Questions | Similar words in Passage |
|---|---|
| Q20-21: Which TWO of these statements are attributed to Piaget by the writer of the passage? A Teachers can assist learning by explaining difficult concepts. B Mental challenge is a stimulus to learning. C Repetition and consistency of input aid cognitive development. D Children sometimes reject evidence that conflicts with their preconceptions. E Children can help each other make cognitive | When confronted with a result that challenges their thinking - that is, when faced with conflict - pupils realise that they need to think again about their own ways of solving problems, regardless of whether the problem is one in mathematics or in science... However, Piaget also pointed out that young children do not always discard their ideas in the face of contradictory evidence. They may actually discard the evidence and keep their theory |

Note

After scanning and thoroughly considering headings for each paragraph, you must feel that this kind of question is relatively easy to answer. As for answer **A**, it is said that the role of the teacher was to select situations that challenged the pupils' reasoning, not explain difficult concepts. As for answer **C**, the writer refers to cognitive change as a progress to students' learning, so we exclude **C**. As for answer **E**, there is no information given that children can help each other make cognitive. All things considered, **the right answer must be B and D (in either order)**.

22-23 Answer: **A,E**

| Keywords in Questions | Similar words in Passage |
|--|--|
| <p>Q22-23: Which TWO of these statements describe Howe's experiment with 8-12-year-olds?</p> <p>A. The children were assessed on their ability to understand a scientific problem.</p> <p>B. All the children were working in mixed-ability groups.</p> <p>C. The children who were the most talkative made the least progress.</p> <p>D. The teacher helped the children to understand a scientific problem.</p> <p>E. The children were given a total of three tests, at different times.</p> | <p>In one study, Howe compared the progress of 8 to 12-year-old children in understanding what influences motion down a slope ... a pre-test: one in which the children had dissimilar views, and a second in which the children had similar views ... a post-test immediately after the sessions of group ... a second test (post-test) given around four weeks after the group work.</p> |

Note

You can find out the answers by excluding wrong answers or by proving right answers. As for answer **A**, as the writer indicated, the experiment was to compare the progress of students in understanding what influences motion down a slope which can be considered as a scientific problem. As for answer **E**, those students underwent three tests at different time, specifically a pre-test, a post-test immediately after the sessions of group and a second test (another post-test) given around four weeks after the group work (the first post-test). From these point, **the correct options must be A and E (in either order)**.

24 Answer: **discovery learning**

| Keywords in Questions | Similar words in Passage |
|--|---|
| <p>Q24: Piaget proposed that learning takes place when children encounter ideas that do not correspond to their current beliefs. The application of this theory gave rise to a teaching method known as _____</p> | <p>Piaget's hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed 'discovery learning'</p> |

Note

We can easily find out the information about how children learn in paragraph D. Based on the similar words, we can figure out that the application of the theory about how cognitive change or learning takes place gave rise to an educational approach known as 'discovery learning'. Thus, '**discovery learning**' is needed for the blank

25 Answer: **teacher**

| Keywords in Questions | Similar words in Passage |
|--|---|
| <p>Q25: At first this approach only focused on the relationship between individual pupils and their _____</p> | <p>The role of the teacher was to select situations that challenged the pupils' reasoning</p> |
| <p>Note Following the flow of information, we are aware that at first, two subjects that are focused on in this approach are pupils and their teacher as the one to select situations that challenged the pupil's reasoning. Therefore, the blank must be filled with 'teacher'.</p> | |

26 Answer: **peers**

| Keywords in Questions | Similar words in Passage |
|--|---|
| <p>Q26: Later, researchers such as Perret-Clermont became interested in the role that interaction with _____ might also play in a pupil's development.</p> | <p>However, it was subsequently proposed that interpersonal conflict, especially with peers</p> |
| <p>Note On continuing to studying above information, we can also detect that one new subject participating in the process of this approach is peers. Hence, 'peers' fits the blank well.</p> | |