



IELTS Recent Mock Tests Volume 4

Reading Practice Test 5

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READING PASSAGE 1

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



Ants Could Teach Ants

The ants are tiny and usually nest between rocks in the south coast of England. Transformed into research subjects at the University of Bristol, they raced along a tabletop foraging for food -and then, remarkably, returned to guide others. Time and again, followers trailed behind leaders, darting this way and that along the route, presumably to memorize land- marks. Once a follower got its bearings, it tapped the leader with its antennae, prompting the lesson to literally proceed to the next step. The ants were only looking for food but the researchers said the careful way the leaders led followers -thereby turning them into leaders in their own right -marked the *Temnothorax albipennis* ant as the very first example of a non-human animal exhibiting teaching behavior.

"Tandem running is an example of teaching, to our knowledge the first in a non-human animal, that involves bidirectional feedback between teacher and pupil," remarks Nigel Franks, professor of animal behavior and ecology, whose paper on the ant educators was published last week in the journal *Nature*.

No sooner was the paper published, of course, than another educator questioned it. Marc Hauser, a psychologist and biologist and one of the scientists who came up with the definition of teaching, said it was unclear whether the ants had learned a new skill or merely acquired new information.

Later, Franks took a further study and found that there were even races between leaders. With the guidance of leaders, ants could find food faster. But the help comes at a cost for the leader, who normally would have reached the food about four times faster if not hampered by a follower. This means the hypothesis that the leaders deliberately slowed down in order to pass the skills on to the followers seems potentially valid. His ideas were advocated by the students who carried out the video project with him.

Opposing views still arose, however. Hauser noted that mere communication of information is commonplace in the animal world. Consider a species, for example, that uses alarm calls to warn fellow members about the presence of a predator. Sounding the

alarm can be costly, because the animal may draw the attention of the predator to itself. But it allows others to flee to safety. “Would you call this teaching?” wrote Hauser. “The caller incurs a cost. The naive animals gain a benefit and new knowledge that better enables them to learn about the predator’s location than if the caller had not called. This happens throughout the animal kingdom, but we don’t call it teaching, even though it is clearly transfer of information.”

Tim Caro, a zoologist, presented two cases of animal communication. He found that cheetah mothers that take their cubs along on hunts gradually allow their cubs to do more of the hunting -going, for example, from killing a gazelle and allowing young cubs to eat to merely tripping the gazelle and letting the cubs finish it off. At one level, such behavior might be called teaching -except the mother was not really teaching the cubs to hunt but merely facilitating various stages of learning. In another instance, birds watching other birds using a stick to locate food such as insects and so on, are observed to do the same thing themselves while finding food later.

Psychologists study animal behavior in part to understand the evolutionary roots of human behavior, Hauser said. The challenge in understanding whether other animals truly teach one another, he added, is that human teaching involves a “theory of mind” - teachers are aware that students don’t know something. He questioned whether Franks’s leader ants really knew that the follower ants were ignorant. Could they simply have been following an instinctive rule to proceed when the followers tapped them on the legs or abdomen? And did leaders that led the way to food -only to find that it had been removed by the experimenter -incur the wrath of followers? That, Hauser said, would suggest that the follower ant actually knew the leader was more knowledgeable and not merely following an instinctive routine itself.

The controversy went on, and for a good reason. The occurrence of teaching in ants, if proven to be true, indicates that teaching can evolve in animals with tiny brains. It is probably the value of information in social animals that determines when teaching will evolve rather than the constraints of brain size.

Bennett Galef Jr., a psychologist who studies animal behavior and social learning at McMaster University in Canada, maintained that ants were unlikely to have a “theory of mind” -meaning that leader and followers may well have been following instinctive routines that were not based on an understanding of what was happening in another ant’s brain. He warned that scientists may be barking up the wrong tree when they look not only for examples of human like behavior among other animals but human like thinking that underlies such behavior. Animals may behave in ways similar to humans without a similar cognitive system, he said, so the behavior is not necessarily a good guide into how humans came to think the way they do.

Questions 1-5

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Look at the following statements (Questions 1-5) and the list of people in the box below.

Match each statement with the correct person, A, B, C or D.

Write the correct letter, A, B, C or D, in boxes 1-5 on your answer sheet.

NB You may use any letter **more than once**.

- 1 Animals could use objects to locate food.
- 2 Ants show two-way, interactive teaching behaviors.
- 3 It is risky to say ants can teach other ants like human beings do.
- 4 Ant leadership makes finding food faster.
- 5 Communication between ants is not entirely teaching.

A	Nigel Franks
B	Marc Hauser
C	Tim Caro
D	Bennett Galef Jr.

Questions 6-9

Choose **FOUR** letters, A-H

Write your answers in boxes 6-9 on your answer sheet.

Which **FOUR** of the following behaviors of animals are mentioned in the passage?

- A touch each other with antenna
- B alert others when there is danger
- C escape from predators
- D protect the young
- E hunt food for the young
- F fight with each other
- G use tools like twigs
- H feed on a variety of foods

Questions 10-13

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 10-13 on your answer sheet, 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

- 10 Ants' tandem running involves only one-way communication.
- 11 Franks's theory got many supporters immediately after publicity.
- 12 Ants' teaching behavior is the same as that of human.
- 13 Cheetah share hunting gains to younger ones

READING PASSAGE 2

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



The Development of Plastics

When rubber was first commercially produced in Europe during the nineteenth century, it rapidly became a very important commodity, particularly in the fields of transportation and electricity. However, during the twentieth century a number of new synthetic materials, called plastics, superseded natural rubber in all but a few applications.

Rubber is a polymer—a compound containing large molecules that are formed by the bonding of many smaller, simpler units, repeated over and over again. The same bonding principle—*polymerization*—underlies the creation of a huge range of plastics by the chemical industry.

The first plastic was developed as a result of a competition in the USA. In the 1860s, \$10,000 was offered to anybody who could replace ivory—supplies of which were declining—with something equally good as a material for making billiard balls. The prize was won by John Wesley Hyatt with a material called celluloid. *Celluloid* was made by dissolving cellulose, a carbohydrate derived from plants, in a solution of camphor dissolved in ethanol. This new material rapidly found uses in the manufacture of products such as knife handles, detachable collars and cuffs, spectacle frames and photographic film. Without celluloid, the film industry could never have got off the ground at the end of the 19th century.

Celluloid can be repeatedly softened and reshaped by heat, and is known as a thermoplastic. In 1907, Leo Baekeland, a Belgian chemist working in the USA, invented a different kind of plastic, by causing phenol and formaldehyde to react together. Baekeland called the material Bakelite, and it was the first of the thermosets—plastics that can be cast and moulded while hot, but cannot be softened by heat and reshaped once they have set. Bakelite was a good insulator, and was resistant to water, acids and moderate heat.

With these properties it was soon being used in the manufacture of switches, household items such as knife handles, and electrical components for cars.

Soon chemists began looking for other small molecules that could be strung together to make polymers. In the 1930s British chemists discovered that the gas ethylene would polymerize under heat and pressure to form a thermoplastic they called *polythene*. *Polypropylene* followed in the 1950s. Both were used to make bottles, pipes and plastic bags. A small change in the starting material—replacing a hydrogen atom in ethylene with a chlorine atom—produced PVC (polyvinyl chloride), a hard, fireproof plastic suitable for drains and gutters. And by adding certain chemicals, a soft form of PVC could be produced, suitable as a substitute for rubber in items such as waterproof clothing. A closely related plastic was *Teflon*, or *PTFE* (polytetrafluoroethylene). This had a very low coefficient of friction, making it ideal for bearings, rollers, and non-stick frying pans. *Polystyrene*, developed during the 1930s in Germany, was a clear, glass-like material, used in food containers, domestic appliances and toys. Expanded polystyrene—a white, rigid foam—was widely used in packaging and insulation. *Polyurethanes*, also developed in Germany, found uses as adhesives, coatings, and—in the form of rigid foams—as insulation materials. They are all produced from chemicals derived from crude oil, which contains exactly the same elements—carbon and hydrogen—as many plastics.

The first of the man-made fibres, nylon, was also created in the 1930s. Its inventor was a chemist called Wallace Carothers, who worked for the Du Pont company in the USA. He found that under the right conditions, two chemicals—hexamethylenediamine and adipic acid—would form a polymer that could be pumped out through holes and then stretched to form long glossy threads that could be woven like silk. Its first use was to make parachutes for the US armed forces in World War H. In the post-war years nylon completely replaced silk in the manufacture of stockings. Subsequently many other synthetic fibres joined nylon, including Orion, Acrilan and Terylene. Today most garments are made of a blend of natural fibres, such as cotton and wool, and man-made fibres that make fabrics easier to look after.

The great strength of plastic is its indestructibility. However, this quality is also something of a drawback: beaches all over the world, even on the remotest islands, are littered with plastic bottles that nothing can destroy. Nor is it very easy to recycle plastics, as different types of plastic are often used in the same items and call for different treatments. Plastics can be made biodegradable by incorporating into their structure a material such as starch, which is attacked by bacteria and causes the plastic to fall apart. Other materials can be incorporated that gradually decay in sunlight—although bottles made of such materials have to be stored in the dark, to ensure that they do not disintegrate before they have been used.

Questions 14-20

Complete the table below

Choose **NO MORE THAN THREE WORDS** from the passages for each answer

Write your answer in boxes 14-20 on your answer sheet.

Name of plastic	Date of invention	Original region	Property	Common use
Celluloid	1860s	US		14 _____
15 _____	1907	US	Can be cast and moulded but cannot be softened by heat	16 _____ household items and car parts
Polythene	1930	17 _____		Bottles
Rigid PVC			18 _____	
Polystyrene	1930s	Germany	19 _____	Food container
Polyurethanes		Germany	20 _____ foams	Adhesives, coatings and insulation

Questions 21-26

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

In boxes 21-26 on your answer sheet 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

21  The chemical structure of plastic is very different from that of rubber.

22  John Wesley was a famous chemist.

23  Celluloid and Bakelite react to heat in the same way.

24 The mix of different varieties of plastic can make the recycling more difficult.

25 Adding starch into plastic can make plastic more durable.

26 Some plastic containers have to be preserved in special conditions.

READING PASSAGE 3

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



Global Warming in New Zealand

For many environmentalists, the world seems to be getting warmer. As the nearest country of South Polar Region, New Zealand has maintained an upward trend in its average temperature in the past few years. However, the temperature in New Zealand will go up 4oC in the next century while the polar region will go up more than 6oC. The different pictures of temperature stem from its surrounding ocean which acts like the air conditioner. Thus New Zealand is comparatively fortunate.

Scientifically speaking, this temperature phenomenon in New Zealand originated from what researchers call “SAM” (Southern Annular Mode), which refers to the wind belt that circles the Southern Oceans including New Zealand and Antarctica. Yet recent work has revealed that changes in SAM in New Zealand have resulted in a weakening of moisture during the summer, and more rainfall in other seasons. A bigger problem may turn out to be heavier droughts for agricultural activities because of more water loss from soil, resulting in poorer harvest before winter when the rainfall arrive too late to rescue.

Among all the calamities posed be drought, moisture deficit ranks the first. Moisture deficit is the gap between the water plants need during the growing season and the water the earth can offer. Measures of moisture deficit were at their highest since the 1970s in New Zealand. Meanwhile, ecological analyses clearly show moisture deficit is imposed at different growth stage of crops. If moisture deficit occurs around a crucial growth stage, it will cause about 22% reduction in grain yield as opposed to moisture deficit at vegetative phase.

Global warming is not only affecting agriculture production. When scientists say the country’s snow pack and glaciers are melting at an alarming rate due to global warming, the climate is putting another strain on the local places. For example, when the

development of global warming is accompanied by the falling snow line, the local skiing industry comes into a crisis. The snow line may move up as the temperature goes up, and then the snow at the bottom will melt earlier. Fortunately, it is going to be favorable for the local skiing industry to tide over tough periods since the quantities of snowfall in some areas are more likely to increase.

What is the reaction of glacier region? The climate change can be reflected in the glacier region in southern New Zealand or land covered by ice and snow. The reaction of a glacier to a climatic change involves a complex chain of processes. Over time periods of years to several decades, cumulative changes in mass balance cause volume and thickness changes, which will affect the flow of ice via altered internal deformation and basal sliding. This dynamic reaction finally leads to glacier length changes, the advance or retreat of glacier tongues. Undoubtedly, glacier mass balance is a more direct signal of annual atmospheric conditions.

The latest research result of National Institute of Water and Atmospheric (NIWA) Research shows that glaciers line keeps moving up because of the impacts of global warming. Further losses of ice can be reflected in Mt. Cook Region. By 1996, a 14 km long sector of the glacier had melted down forming a melt lake (Hooker Lake) with a volume. Melting of the glacier front at a rate of 40 m/yr will cause the glacier to retreat at a rather uniform rate. Therefore, the lake will continue to grow until it reaches the glacier bed.

A direct result of the melting glaciers is the change of high tides the serves the main factor for sea level rise. The trend of sea level rise will bring a threat to the groundwater system for its hyper-saline groundwater and then pose a possibility to decrease the agricultural production. Many experts believe that the best way to counter this trend is to give a longer-term view of sea level change in New Zealand. Indeed, the coastal boundaries need to be upgraded and redefined.

There is no doubt that global warming has affected New Zealand in many aspects. The emphasis on the global warming should be based on the joints efforts of local people and experts who conquer the tough period. For instance, farmers are taking a long term, multi-generational approach to adjust the breeds and species according to the temperature. Agriculturists also find ways to tackle the problems that may bring to the soil. In broad terms, going forward, the systemic resilience that's been going on a long time in the ecosystem will continue.

How about animals' reaction? Experts have surprisingly realized that animals have unconventional adaptation to global warming. A study has looked at sea turtles on a few northern beaches in New Zealand and it is very interesting to find that sea turtles can become male or female according to the temperature. Further researches will try to find out how rising temperatures would affect the ratio of sex reversal in their growth. Clearly, the temperature of the nest plays a vital role in the sexes of the baby turtles.

Tackling the problems of global warming is never easy in New Zealand, because records show the slow process of global warming may have a different impact on various regions. For New Zealand, the emission of carbon dioxide only accounts for 0.5% of the world's total, which has met the governmental standard.

However, New Zealand's effort counts only a tip of the iceberg. So far, global warming has been a world issue that still hangs in an ambiguous future.

Questions 27-32

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

Write the correct letter in boxes 27-32 on your answer sheet.

27 What is the main idea of the first paragraph?

- A The temperature in the polar region will increase less than that in New Zealand in the next century.
- B The weather and climate of New Zealand is very important to its people because of its close location to the polar region.
- C The air condition in New Zealand will maintain a high quality because of the ocean.
- D The temperature of New Zealand will increase less than that of other region in the next 100 years because it is surrounded by sea

28 What is one effect of the wind belt that circles the Southern Oceans?

- A New Zealand will have more moisture in winds in summer.
- B New Zealand needs to face droughts more often in hotter months in a year.
- C Soil water will increase as a result of weakening moisture in the winds
- D Agricultural production will be reduced as a result of more rainfall in other seasons

29 What does "moisture deficit" mean to the grain and crops?

- A The growing condition will be very tough for crops.
- B The growing season of some plants can hardly be determined.
- C There will be a huge gap between the water plants needed and the

water the earth can offer.

D The soil of the grain and crops in New Zealand reached its lowest production since 1970s.

30 What changes will happen to skiing industry due to the global warming phenomenon?

A The skiing station may lower the altitude of skiing

B Part of the skiing station needs to move to the north.

C The snowfall may increase in part of skiing station.

D The local skiing station may likely to make a profit because of the snowfall increase.

31 Cumulative changes over a long period of time in mass balance will lead to

A Alterations is the volume and thickness of glaciers.

B Faster changes in internal deformation and basal sliding.

C Larger length of glaciers.

D Retreat of glacier tongues as a result of change in annual atmospheric conditions.

32 Why does the writer mention NIWA in the sixth paragraph?

A To use a particular example to explain the effects brought by glacier melting.

B To emphasize the severance of the further loss of ice in Mt. Cook Region.

C To alarm the reader of melting speed of glaciers at a uniform rate.

D To note the lake in the region will be disappear when it reach the glacier bed.

Questions 33-35

Complete the summary below.

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

Write your answer in boxes 33-35 on your answer sheet.

Research data shows that sea level has a closely relation with the change of climate. The major reason for the increase in sea level is connected with 33 _____. The increase in sea level is also said to have a threat to the underground water system, the destruction of which caused by rise of sea level will lead to a high probability of reduction in 34 _____. In the long run, New Zealand may have to improve the 35 _____ if they want to diminish the effect change in sea levels.

Questions 36-40

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

In boxes 36-40 on your answer sheet 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

36 Farmers are less responsive to climate change than agriculturists.

37 Agricultural sector is too conservative and resistant to deal with climate change.

38 Turtle is vulnerable to climate change.

39 The global warming is going slowly, and it may have different effects on different areas in New Zealand.

40 New Zealand must cut carbon dioxide emission if they want to solve the problem of global warming.



Solution:

14 photographic film

15 Bakelite

16 switches

17 Britain/UK

18 fireproof

19 clear and glass-like

20 rigid

21 FALSE

22 NOT GIVEN

23 FALSE

24 NOT GIVEN

25 FALSE

26 TRUE

27 D

28 B

29 A

30 C

31 A

32 A

- 33 high tides
- 34 agricultural production
- 35 coastal boundaries
- 36 NOT GIVEN
- 37 NOT GIVEN
- 38 NO
- 39 YES
- 40 NO
- 1 C
- 2 A
- 3 D
- 4 A
- 5 B
- 6-9 A,B,E,G
- 10 NO
- 11 NOT GIVEN
- 12 NOT GIVEN
- 13 YES

Review and Explanations

14 Answer: **photographic film**

Since the first 7 questions require filling missing information into the table, we can take advantage of the available data, such as **Name of plastic, Date of invention, Original Region, Property** and **Common Use** to quickly extract the necessary information from the passages. Thus, **SKIM AND SCAN** is undoubtedly useful for these type of questions.

Keywords in Questions	Similar words in Passage
<p>Q14: Common use of Celluloid, which was invented in the 1860s in the US.</p>	<p>The first plastic was developed as a result of a competition in the USA.</p> <p>In the 1860s, \$10,000 was offered to anybody who could replace ivory—supplies of which were declining—with something equally good as a material for making billiard balls</p> <p>This new material rapidly found uses in the manufacture of products such as knife handles, detachable collars and cuffs, spectacle frames and photographic film. Without celluloid, the film industry could never have got off the ground at the end of the 19th century.</p>

From the question, we can assume that the answer must be a **Noun**.

+ From the first and second sentence, we can see the keywords **“in the USA”** and **“in the 1860s”**, these information pieces suit the characteristics of **Celluloid** => The answer must be in this paragraph.

+ Luckily, the remaining keywords are practically the same: **“common use”** and **“found uses”**. However, **Celluloid** provides more uses than we can fill in the table. Consequently, the last sentence clarifies that **Celluloid** plays a vital role in the **film industry** (**get off the ground = successfully launch**). Since the answer must be **NO MORE THAN THREE WORDS**, **photographic film** is the appropriate answer of this question.

15 Answer: **Bakelite**

Keywords in Questions	Similar words in Passage

<p>Q15: Name of the plastic which can be cast and moulded but cannot be softened by heat. This plastic was invented in 1907 in the US.</p>	<p>In 1907, Leo Baekeland, a Belgian chemist working in the USA, invented a different kind of plastic, by causing phenol and formaldehyde to react together.</p> <p>Baekeland called the material Bakelite, and it was the first of the thermosets—plastics that can be cast and moulded while hot, but cannot be softened by heat and reshaped once they have set.</p>
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From question **Q15**, we can assume that the answer must be **Nouns**.

+ At the beginning of the paragraph, the keywords "**in 1907**" and "**in the USA**" suit the given characteristics of the **unknown plastic** => The answer must be in this paragraph.

+ Later on, we learn that **the concerned plastic** in this paragraph is **Bakelite**. **Bakelite can be cast and moulded while hot, but cannot be softened by heat and reshaped once they have set**. Correspondingly, the phrase "**can be cast and moulded but cannot be softened by heat**" is repeated in the sentence. Hence, **Bakelite** is the answer of **Q15**.

16 Answer: **switches**

Keywords in Questions	Similar words in Passage
<p>Q16: Common use of the plastic which can be cast and moulded but cannot be softened by heat. This plastic was invented in 1907 in the US.</p>	<p>In 1907, Leo Baekeland, a Belgian chemist working in the USA, invented a different kind of plastic, by causing phenol and formaldehyde to react together.</p> <p>Baekeland called the material Bakelite, and it was the first of the thermosets—plastics that can be cast and moulded while hot, but cannot be softened by heat and reshaped once they have set.</p>

From question **16**, we can assume that the answer must be **Nouns**.

+ At the beginning of the paragraph, the keywords "**in 1907**" and "**in the USA**" suit the given characteristics of the **unknown plastic**, so the answer must be in this paragraph.

+ The last sentence informs us about **the uses** of **Bakelite**. In short, **Bakelite** can be used to **manufacture switches**, household items and electrical components for cars. Since "**household items and car parts**" are already filled in the table, **switches** must be the remaining answer for **Q16**.

17 Answer: **Britain/UK**

Keywords in Questions	Similar words in Passage
<p>Q17: The original region of Polythene, which was invented in 1930.</p>	<p>In the 1930s British chemists discovered that the gas ethylene would polymerize under heat and pressure to form a thermoplastic they called polythene.</p>
<p>From the question, we can assume that the answer must be a Noun.</p> <p>+ "Polythene" appears in the second sentence of the paragraph. Furthermore, the phrase "in the 1930s" also confirms us that the answer must be in this paragraph.</p> <p>+ It is clear that British chemists discovered polythene in the 1930s. Thus, we only need to transform British to Britain or UK to fill in the table as the answer must be a Noun. No need to waste time for further skimming and scanning since the answer is quite straightforward.</p>	

18 Answer: **fireproof**

Keywords in Questions	Similar words in Passage
<p>Q18: the property of Rigid PVC</p>	<p>A small change in the starting material—replacing a hydrogen atom in ethylene with a chlorine atom—produced PVC (polyvinyl chloride), a hard, fireproof plastic suitable for drains and gutters.</p>
<p>From the question, the answer can be a Noun, an Adjective or even a Phrase.</p> <p>+The available information for Rigid PVC is nothing except for the name of the plastic, so we can only rely on Rigid PVC to spot the potential answer area.</p> <p>+The keyword "PVC" is very easy to spot. Thus, the answer must be somewhere around here.</p> <p>+This question may baffle us with 2 types of PVC: hard PVC and soft PVC. Consequently, the keyword "Rigid" already clarifies that Q18 only concerns hard PVC (Rigid means the same as Hard), hence, soft form of PVC is eliminated.</p> <p>+Luckily, Rigid PVC is introduced through a single sentence. Therefore, we can learn that apart from being hard, Rigid PVC is notable for being fireproof. Therefore, fireproof is the answer for Q18.</p>	

19 Answer: **clear and glass-like**

Keywords in Questions	Similar words in Passage
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<p>Q19: the property of Polystyrene, which was invented in the 1930s in Germany. Polystyrene is used in food container.</p>	<p>Polystyrene, developed during the 1930s in Germany, was a clear, glass-like material, used in food containers, domestic appliances and toys.</p>
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From the question, the answer can be a **Noun**, an **Adjective** or even a **Phrase**.

+The keywords "**Polystyrene**", "**during the 1930s**", "**Germany**" consecutively appear => The answer must be somewhere around here.

+Understanding the sentence, the **Polystyrene's property** mentioned in this sentence is **clear and glass-like** and this is the answer for **Q19**.

20 Answer: **rigid**

Keywords in Questions	Similar words in Passage
<p>Q20: the property of Polyurethanes, which was invented in Germany. Polyurethanes is used in adhesives, coatings and insulation.</p>	<p>Polyurethanes, also developed in Germany, found uses as adhesives, coatings, and—in the form of rigid foams—as insulation materials.</p>

From the question, the answer can be a **Noun**, an **Adjective** or even a **Phrase**.

+The keywords "**Polyurethanes**", "**Germany**" successively appear => The answer must be somewhere around here.

+The uses of **Polyurethanes** in **adhesives, coatings and insulation** is fully repeated in the phrase "**adhesives, coatings**, and—**in the form of rigid foams—as insulation materials**"

+ Apart from other characteristics, **rigid foams** are the remaining ones => They must be the **properties** of **Polyurethanes**

+ As **foams** has been filled in the table, the answer for **Q20** must be **rigid**.

21 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
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<p>Q21: The chemical structure of plastic is very different from that of rubber.</p>	<p>Rubber is a polymer—a compound containing large molecules that are formed by the bonding of many smaller, simpler units, repeated over and over again. The same bonding principle—polymerization—underlies the creation of a huge range of plastics by the chemical industry.</p>
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From the above text, it could be inferred that **rubber** and **plastic are both formed** by **the bonding** of many units. Furthermore, both of them are **polymer**. Therefore, the **chemical structure** of **plastic** is **similar to that** of **rubber**, so the answer is **FALSE**.

22 Answer: **NOT GIVEN**

Keywords in Questions	Similar words in Passage
<p>Q22: John Wesley was a famous chemist.</p>	<p>In the 1860s, \$10,000 was offered to anybody who could replace ivory—supplies of which were declining—with something equally good as a material for making billiard balls. The prize was won by John Wesley Hyatt with a material called celluloid.</p>

From the above text, it could be inferred that **John Wesley** won a **\$10,000 prize** for inventing celluloid to replace ivory. From the following sentences in the paragraph, we can imply that celluloid became a useful material in several products. However, **no further information** is given about **the fame achieved** by **John Wesley** for his celluloid. Therefore, even though **John Wesley** won **a huge cash prize** for his invention, we **cannot** directly **assume** that he was **a famous chemist**, so the answer is **NOT GIVEN**.

23 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
<p>Q23: Celluloid and Bakelite react to heat in the same way.</p>	<p>Celluloid can be repeatedly softened and reshaped by heat, and is known as a thermoplastic.</p> <p>Baekeland called the material Bakelite, and it was the first of the thermosets—plastics that can be cast and moulded while hot, but cannot be softened by heat and reshaped once they have set.</p>

There is a **striking contrast** in the keywords provided in both sentences. While **Celluloid can be softened and reshaped by heat**, **Bakelite cannot be softened by heat and reshaped once they have set**. Therefore, **Celluloid** and **Bakelite react to heat differently**, so the answer is **FALSE**.

24 Answer: **NOT GIVEN**

Keywords in Questions	Similar words in Passage
<p>Q24: The mix of different varieties of plastic can make the recycling more difficult.</p>	<p>Nor is it very easy to recycle plastics, as different types of plastic are often used in the same items and call for different treatments.</p>

The 2nd sentence in the last paragraph contains some keywords in question 24, so we may find the answer here. Though this sentence mentioned "**different types of plastic**", it **did not mention** "The mix of" those. In addition, according to the passage, different types of plastic need **different treatments**, but there's no where to find the comparison "more difficult" as in the question. Therefore, the answer is **NOT GIVEN**.

Note: The keywords are quite tricky for those who are not familiar with the **Nor** structure. When "**Nor**" goes with "**very easy**", the actual meaning is the **contrast** of "**very easy**", such as **difficult, hard** or **impossible**. In addition, the terms "**the mix of different varieties**" and "**different types**" are **interchangeable** in this context.

25 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
<p>Q 2 5 : Adding starch into plastic can make plastic more durable.</p>	<p>Plastics can be made biodegradable by incorporating into their structure a material such as starch, which is attacked by bacteria and causes the plastic to fall apart.</p>

From the sentence, it can be implied that **adding starch** into **plastic** can **cause the plastic to fall apart**, thus make it **biodegradable**. Therefore, the sentence carries a **completely different** meaning compared to that of the question. In fact, while "**durable**" means **long-lasting**, "**biodegradable**" means that the **plastic** will **fall apart**, which makes it become **harmless to the environment**. Thus, The answer is **FALSE**.

Note: the words "**adding into**" and "**incorporating into**" is **interchangeable** in this context.

26 Answer: **TRUE**

Keywords in Questions	Similar words in Passage
<p>Q 2 6 : Some plastic containers have to be preserved in special conditions.</p>	<p>Other materials can be incorporated that gradually decay in sunlight—although bottles made of such materials have to be stored in the dark, to ensure that they do not disintegrate before they have been used.</p>
<p>From the sentence, we can imply that some plastic containers mentioned in the question, in fact, are the bottles made of materials which can be incorporated that gradually decay in sunlight. Hence, such bottles have to be stored in the dark to ensure that they do not disintegrate before they have been used. Therefore, we can conclude that some plastic containers have to be preserved in special conditions. Therefore, the answer is TRUE.</p>	

27 Answer: **D**

Keywords in Answer	Similar words in Passage
<p>D . The temperature of New Zealand will increase less than that of other region in the next 100 years because it is surrounded by sea.</p>	<p>However, the temperature in New Zealand will go up 4oC in the next century while the polar region will go up more than 6oC. The different pictures of temperature stem from its surrounding ocean which acts like the air conditioner.</p>

Q27: What is the **main idea** of the **first paragraph**?

A. The **temperature** in the **polar region** will **increase less** than that in **New Zealand** in the **next century**.

B The **weather and climate of New Zealand** is very **important to its people** because of **its close location** to the **polar region**.

C. The **air condition** in **New Zealand** will **maintain a high quality** because of the **ocean**.

D. The **temperature of New Zealand** will **increase less** than that of **other region** in the **next 100 years** because it is **surrounded by sea**.

First of all, you should locate parts of the passage where you could potentially find the answer. Take a look at the question itself, it asks us the **main idea of the first paragraph**. So the answer must be somewhere in the **first paragraph**.

After reading the whole first paragraph, you could rule out option **A, B, C** because:

Option **A** **contradicts** with the information found in the passage. The sentence: "However, the temperature in New Zealand will go up **4oC** in the next century while the polar region will go up more than **6oC**" states that the **temperature** in the polar region will **increase more** than that in New Zealand, not **increase less** like in the option A's statement.

In the case of option **B**, we **could not find any information** confirming that the **weather and climate of New Zealand** is very **important to its people**.

Regarding of option **C**, we **could not find any information** confirming that the **air condition** in **New Zealand** will **maintain a high quality**.

Option **D** is the **correct answer** because:

The fact that *the **temperature of New Zealand** will **increase less** than that of **other region** in the **next 100 years*** is **confirmed** in the text ("However, the temperature in New Zealand will go up **4oC** in the next century while the polar region will go up more than **6oC**")

The reason for the fact above to happen is **also confirmed** in the text ("The different pictures of temperature stem from **its surrounding ocean** which acts like the air conditioner.")

28 Answer: **B**

Keywords in Answer	Similar words in Passage
<p>B. New Zealand needs to face droughts more often in hotter months in a year.</p>	<p>A bigger problem may turn out to be heavier droughts for agricultural activities because of more water loss from soil, resulting in poorer harvest before winter when the rainfall arrive too late to rescue.</p>

Q28: What is one **effect** of the **wind belt** that circles the Southern Oceans?

A New Zealand will **have more moisture in winds in summer.**

B New Zealand needs to **face droughts more often in hotter months in a year.**

C **Soil water** will **increase** as a result of **weakening moisture in the winds**

D **Agricultural production** will be **reduced** as a result of **more rainfall in other seasons.**

Take a look at the question itself, it asks us one effect of the **wind belt** that circles the Southern Oceans => The keyword

here is **wind belt**. By using skimming, we locate the keyword in the second paragraph => The answer must be somewhere in the **second paragraph**.

After reading the whole second paragraph, you could rule out option **A, C, D** because:

Option **A contradicts** with the information found in the passage. The sentence: "Yet recent work has revealed that changes in SAM in New Zealand have resulted in a **weakening of moisture during the summer**, and more rainfall in other seasons" states that New Zealand will **have less moisture in winds in summer**, not **more**.

In the case of option **C**, it **contradicts** with the information found in the passage. The text: "...because of more water loss from soil..." states that soil water will **decrease**, not **increase**.

Regarding of option **D**, it **contradicts** with the information found in the passage. The text: "A bigger problem may turn out to be heavier droughts for agricultural activities because of more water loss from soil, resulting in poorer harvest..." state that the reason why **Agricultural production** will be **reduced** is **more water loss from soil**, not **more rainfall in other seasons**.

Option **B** is the **correct answer** because it is confirmed by the information found in the text ("A bigger problem may turn out to be **heavier droughts** for agricultural activities because of more water loss from soil, resulting in poorer harvest **before winter** when the rainfall arrive too late to rescue.")

29 Answer: **A**

Keywords in Answer	Similar words in Passage
A. The growing condition will be very tough for crops .	If moisture deficit occurs around a crucial growth stage, it will cause about 22% reduction in grain yield as opposed to moisture deficit at vegetative phase .

Q29: What does “moisture deficit” mean to the **grain** and **crops**?

- A. The **growing condition** will be very **tough** for **crops**.
- B. The **growing season** of some plants can **hardly be determined**.
- C. There will be a **huge gap** between the **water plants needed** and the **water the earth can offer**.
- D. The **soil** of the **grain and crops** in New Zealand **reached its lowest production** since **1970s**.

Take a look at the question itself, it asks us the effect of **moisture deficit** in the growth of **grain** and **crops** => The keyword here is **moisture deficit, grain, crops** . By using skimming, we locate these keywords in the third paragraph => The answer must be somewhere in the **third paragraph**.

After reading the whole third paragraph, you could rule out option **B, C, D** because:

Although the keyword **growing season** does appear in the text but **we could not find any information** stating that it can **hardly be determined**. => Option **B** is ruled out.

In the case of option **C**, although the **gap** between the **water plants needed** and the **water the earth can offer** is called “**moisture deficit**”, the statement of this option **does not mention about grain or crops**.

Regarding of option **D**, **we could not find any information** about the **soil** of the **grain and crops**, so this option is also ruled out.

Option **A** is the **correct answer**. “If **moisture deficit** occurs around a crucial growth stage, it will cause about 22% reduction in **grain yield as opposed to** moisture deficit at **vegetative phase**.” => **moisture deficit** affects more heavily on **crops (grain yield)** than **grain (vegetative phase)** => The **growing condition** will be very **tough** for **crops**.

30 Answer: **C**

Keywords in Answer	Similar words in Passage
C. The snowfall may increase in part of skiing station .	[...] the quantities of snowfall in some areas are more likely to increase .

Q30: What **changes** will happen to **skiing industry** due to the **global warming phenomenon**?

- A. The **skiing station** may **lower** the **altitude of skiing**
- B. **Part of the skiing station** needs to **move** to the **north**.
- C. The **snowfall** may **increase** in **part of skiing station**.
- D. The **local skiing station** may likely to **make a profit** because of the **snowfall increase**.

Take a look at the question itself, it asks us the **changes** which will happen to **skiing industry** because of the **global warming phenomenon** => The keyword here is **changes, skiing industry, global warming phenomenon**. By using skimming, we locate these keywords in the fourth paragraph => The answer must be somewhere in the **fourth paragraph**.

After reading the whole fourth paragraph, you could rule out option **A, B, D** because:

altitude of skiing is **moved up**, not **lowered** => Option **A** is ruled out.

In the case of option **B** and **D** **we could not find any information** relating to the option's statement. (Option **B**: the keyword **north** could not be found; Option **D**: you **tide over tough periods** does not mean you could **make a profit**)

Option **C** is the **correct answer** since its statement is **clearly confirmed** in the text.

31 Answer: **A**

Keywords in Answer	Similar words in Passage
A. Alterations in the volume and thickness of glaciers.	Over time periods of years to several decades, cumulative changes in mass balance cause volume and thickness changes...

Q31: Cumulative changes over a long period of time in **mass balance** will lead to

- A. **Alterations** in the **volume and thickness of glaciers**.
- B. **Faster changes** in **internal deformation** and **basal sliding**.
- C. **Larger** length of glaciers.
- D. **Retreat of glacier tongues** as a result of **change in annual atmospheric conditions**.

Take a look at the question itself, it asks us the **results** of **Cumulative changes** over a long period of time in **mass balance** => The keyword here is **Cumulative changes, mass balance**. By using skimming, we locate these keywords in the fifth paragraph => The answer must be somewhere in the **fifth paragraph**.

After reading the whole fifth paragraph, you could rule out option **B, C, D** because:

internal deformation and **basal sliding** are **altered**, they does not witness **faster changes**. Thus, option **B** is ruled out.

length of glaciers is **changed**, the fact that it becomes **larger** is **not confirmed**. => Option **C** is ruled out.

Beside the **retreat of glacier tongues**, the **advance of glacier tongues** could be the possible result of **change in annual atmospheric conditions** => Option **D** is not sufficient.

Option **A** is the **correct answer** since its statement **is clearly confirmed** in the text.

32 Answer: **A**

Keywords in Answer	Similar words in Passage
A. To use a particular example to explain the effects brought by glacier melting .	The latest research result of National Institute of Water and Atmospheric (NIWA) Research shows that the glaciers line keeps moving up because of the impacts of global warming .

Q32: Why does the writer mention **NIWA** in the **sixth paragraph**?

- A. To use a **particular example** to explain the **effects brought by glacier melting**.
- B. To **emphasize** the **severance** of the **further loss of ice** in **Mt. Cook Region**.
- C. To **alarm** the reader of **melting speed** of glaciers at a **uniform rate**.
- D. To note the lake in the region **will be disappear** when it reach the glacier bed.

The question mentioned directly the **sixth paragraph**, so we need to find the information relating to **NIWA** in this **paragraph** to answer this question. This kind of question requires a thorough understanding of the writer's idea in the paragraph, therefore the answer may not limited to a single sentence or phrase but rather in the whole paragraph. Fortunately, we could find out the correct answer by just looking at the first sentence of the paragraph.

Option **D** can be easily ruled out first since lake in the region **will continue to grow** until it reaches the glacier bed, not **disappear**.

In the case of the other three options, we could see that the information in the first sentence of this paragraph which contains the keyword **NIWA** does not show writer's attitude either to **emphasize** or to **alarm**; instead, the writer just wants to take it as a **particular example** (**NIWA** is a specific name) of **effects brought by glacier melting** (**glaciers line keeps moving up**). So option **A** is the **correct answer** among the three options.

33 Answer: **high tides**

Keywords in Questions	Similar words in Passage
<p>Q33: The major reason for the increase in sea level is connected with _____.</p>	<p>A direct result of the melting glaciers is the change of high tides the serves the main factor for sea level rise.</p>
<p>Note: From the first sentence of the question's paragraph : "Research date shows that sea level has a closely relation with the change of climate", we could inferred that the whole paragraph would revolve around sea level issue. => We start searching for answers in the seventh paragraph since it contains this keyword.</p>	
<p>Q33: From the question, we can assume that the answer must be a Noun, which related to the main reason for the sea level increase and is limited to two words. Additionally, the sentence: "A direct result of the melting glaciers is the change of high tides the serves the main factor for sea level rise" contains all the keywords listed above. Therefore, the answer must be somewhere in this sentence. Therefore, the answer must be high tides.</p>	

34 Answer: **agricultural production**

Keywords in Questions	Similar words in Passage
<p>Q34: The increase in sea level is also said to have a threat to the underground water system, the destruction of which caused by rise of sea level will lead to a high probability of reduction in _____.</p>	<p>The trend of sea level rise will bring a threat to the groundwater system for its hyper-saline groundwater and then pose a possibility to decrease the agricultural production.</p>
<p>Note: From the first sentence of the question's paragraph : 'Research date shows that sea level has a closely relation with the change of climate", we could inferred that the whole paragraph would revolve around sea level issue. => We start searching for answers in the seventh paragraph since it contains this keyword.</p>	
<p>Q34: From the question, we can assume that the answer must be a Noun, something will be reduced as a result of underground water system's threat stemming from the increase in sea level and is limited to two words. Additionally, the sentence: "The trend of sea level rise will bring a threat to the groundwater system for its hyper-saline groundwater and then pose a possibility to decrease the agricultural production" contains all the keywords listed above. Therefore, the answer must be somewhere in this sentence. Thus, the answer must be agricultural production.</p>	

35 Answer: **coastal boundaries**

Keywords in Questions	Similar words in Passage
<p>Q 3 5 : In the long run, New Zealand may have to improve the _____ if they want to diminish the effect change in sea levels.</p>	<p>Many experts believe that the best way to counter this trend is to give a longer-term view of sea level change in New Zealand. Indeed, the coastal boundaries need to be upgraded and redefined.</p>
<p>Note: From the first sentence of the question's paragraph : 'Research date shows that sea level has a closely relation with the change of climate", we could inferred that the whole paragraph would revolve around sea level issue. => We start searching for answers in the seventh paragraph since it contains this keyword.</p>	
<p>From the question, we can assume that the answer must be a Noun, which New Zealand should improve if they want to diminish the effect change in sea levels. Additionally, the two sentences: "Many experts believe that the best way to counter this trend is to give a longer-term view of sea level change in New Zealand. Indeed, the coastal boundaries need to be upgraded and redefined" contain all the keywords listed above. Therefore, the answer must be somewhere in this sentence. Hence, the answer must be coastal boundaries.</p>	

36 Answer: **NOT GIVEN**

Q36:

Question statement:

Farmers are **less responsive** to climate change than **agriculturists**. Although the two keywords **farmers** and **agriculturists** both found in this paragraph, we **could not find any information** implying that **farmers** are **less responsive** to climate change than **agriculturist**. The passage just shows the efforts of **farmers** and **agriculturists** in dealing with climate change. So the answer is **NOT GIVEN**.

37 Answer: **NOT GIVEN**

Q37:

Question statement: **Agricultural sector** is too **conservative** and **resistant** to deal with **climate change**.

Although **farmers** and **agriculturists** could be referred to **agricultural sector** (the keyword), we **could not find any information** implying that they are **conservative** and **resistant** to deal with **climate change**. So the answer is **NOT GIVEN**.

38 Answer: **NO**

Keywords in Questions

Q38: **Turtle** is **vulnerable** to **climate change**.

Sea turtle can **become male or female** depending to the **temperature**, which means it can **adapt** to the environment changes, not is **vulnerable**. Therefore, the answer is **No**.

39 Answer: **YES**

Keywords in Questions

Q39: The **global warming** is **going slowly**, and it may **have different effects** on **different areas** in **New Zealand**.

Similar words in Passage

Tackling the **problems of global warming** is never easy in **New Zealand**, because records show the **slow process** of **global warming** may **have a different impact** on **various regions**.

Note:

The question statement is **confirmed** in the passage, so the answer is **Yes**.

40 Answer: **NO**

Keywords in Questions	Similar words in Passage
<p>Q 40: New Zealand must cut carbon dioxide emission if they want to solve the problem of global warming.</p>	<p>For New Zealand, the emission of carbon dioxide only accounts for 0.5% of the world's total, which has met the governmental standard.</p>
<p>Since the emission of carbon dioxide in New Zealand only accounts for 0.5% of the world's total and it has met the governmental standard, cutting down this gas is not necessary =Hence, the answer is No.</p>	

1 Answer: **C**

Keywords in Questions	Similar words in Passage
<p>Q1. Animals could use objects to locate food.</p>	<p>In another instance, birds watching other birds using a stick to locate food such as insects and so on.</p>
<p>+ Take a look at the sentence in the 6th paragraph: "... birds watching other birds using a stick to locate food such as insects...", this sentence contains the keywords in the question => <i>The answer must be somewhere in this sentence.</i></p> <p>+ Understanding the idea in the question, the answer is the name that was mentioned in the beginning of the paragraph: Tim Caro</p>	

2 Answer: **A**

Keywords in Questions	Similar words in Passage
<p>Q2. Ants show two-way, interactive teaching behaviors</p>	<p>... the first in a non-human animal, that involves bidirectional feedback between teacher and pupil.</p>
<p>+ Take a look at the sentence:" ... the first in a non-human animal, that involves bidirectional feedback between teacher and pupil". "Two-way" and "bidirectional" has similar meaning, the same with "interactive" and "feedback", which mean the answer should be the person that was mentioned in this paragraph</p> <p>+ Understanding the idea in the question, the answer should be Nigel Franks</p>	

3 Answer: **D**

Keywords in Questions	Similar words in Passage
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Q3. It is risky to say ants can teach other ants like human beings do.	He warned that scientists may be barking up the wrong tree [...] humanlike behavior among other animals but humanlike thinking that underlies such behavior
<p>+ Take a look at the sentence: “barking up the wrong tree” mean getting the wrong idea, which is similar to “risky to say”, plus, we have the word “warned” that is also related to “risky”. “Humanlike” mean “like human beings do”</p> <p>+ Understanding the idea in the question, the answer should be the one who was referred as “He” - Bennett Galef Jr</p>	

4 Answer: **A**

Keywords in Questions	Similar words in Passage
Q4. Ant leadership makes finding food faster.	With the guidance of leaders , ants could find food faster
<p>+ Take a look at the sentence: “With the guidance of leaders, ants could find food faster” this sentence contains the both keywords in the question, making it an obviously answer</p> <p>+ Understanding the idea in the question, the answer should be Franks - Nigel Franks</p>	

5 Answer: **B**

Keywords in Questions	Similar words in Passage
Q5. Communication between ants is not entirely teaching.	but we don't call it teaching , even though it is clearly transfer of information
<p>+ Take a look at the sentence: “transfer of information” refers to “communication”, and Hauser refuse calling it teaching, which also mean it's “not entirely teaching”</p> <p>+ Understanding the idea in the question, the answer should be Marc Hauser</p>	

6-9 Answer: **A,B,E,G**

Keywords in Questions	Similar words in Passage
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<p>Q6 - Q9.</p> <p>A. touch each other with antenna</p> <p>B. alert others when there is danger</p> <p>C. escape from predators</p> <p>D. protect the young</p> <p>E. hunt food for the young</p> <p>F. fight with each other</p> <p>G. use tools like twigs</p> <p>H. feed on a variety of foods</p>	<p>A. Once a follower got its bearings, it tapped the leader with its antenna, prompting the lesson to literally proceed to the next step</p> <p>B. that uses alarm calls to warn fellow members about the presence of a predator</p> <p>C. Not given</p> <p>D. Not given</p> <p>E. from killing a gazelle and allowing young cubs to eat</p> <p>F. Not given</p> <p>G. birds watching other birds using a stick to locate food such as insects and so on</p> <p>H. Not given</p>
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A. In the 1st paragraph, the ants were described to tap/touch the leader with its antenna. The keywords are matched, so **A is correct**

B&C. In the 5th paragraph, the animals were described to warn - alert others when there is a predator - which is danger, but didn't mention the way they escape. The keywords of B are matched, but C aren't, thus, **B is correct**

D&E. In the 6th paragraph, the cheetah was described to kill - hunt a prey and allow the young to eat, plus teaching them how to hunt, not protecting them. The keywords of E are matched, but D aren't, thus, **E is correct**

F. The article didn't mention anything about fighting, thus, F is not correct

G. using a stick - a tool to locate food. The keywords are matched, so **G is correct**

H. The article didn't mention anything about variety of foods, thus, H is incorrect

10 Answer: **NO**

Keywords in Questions	Similar words in Passage
<p>Q10. Ants' tandem running involves only one-way communication.</p>	<p>"Tandem running is an example of teaching, to our knowledge the first in a non-human animal, that involves bidirectional feedback between teacher and pupil"</p>
<p>+ Take a look at the sentence: the keyword "Tandem running is match between the question and the sentence, which mean the answer is in this sentence</p> <p>+ The phrase "one-way communication" is contradict with the phrase "bidirectional Feedback", which mean it's a two way communication</p> <p>+ Understanding the question, the answer should be NO</p>	

11 Answer: **NOT GIVEN**

Keywords in Questions	Similar words in Passage
<p>Q11. Franks's theory got many supporters immediately after publicity.</p>	<p>No sooner was the paper published, of course, than another educator questioned it. [...]Later, Franks took a further study [...] His ideas were advocated by the students who carried out the video project</p>
<p>+ Take a look at the sentence: the keyword "published" and "no sooner" is matched with "publicity" and "immediately", which mean the answer is in this sentence + There was an educator questioned about it, yet the paragraph didn't say whether the theory had many supporters or not, thus remain unclear + The second sentence could be mistaken as an answer but it was in further study later on + Understanding the question, the answer should be NOT GIVEN</p>	

12 Answer: **NOT GIVEN**

Keywords in Questions	Similar words in Passage
<p>Q12. Ants' teaching behavior is the same as that of human.</p>	<p>Animals may behave in ways similar to humans without a similar cognitive system, he said, so the behavior is not necessarily a good guide into how humans came to think the way they do.</p>
<p>+ Take a look at the last sentence of the article, it says that the animals - ants, may behave (in general) similar to humans, but doesn't mention their teaching behavior. Understand the question, the answer here should be NOT GIVEN</p>	

13 Answer: **YES**

Keywords in Questions	Similar words in Passage
<p>Q13. Cheetah share hunting gains to younger ones</p>	<p>[...] cheetah mothers that take their cubs along on hunts [...] from allowing young cubs to eat to merely tripping the gazelle and letting the cubs finish it off</p>
<p>+ Take a look at the sentence in the 6th paragraph, "Cheetah" is the main key word, the other is "share" which mean "allow the young cubs to eat" + Understand the question, the answer here should be YES</p>	