



IELTS Practice Test Volume 2 Reading Practice Test 1

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Reading Passage 1

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



It's Dynamite

In 1866, an American railroad company was constructing a tunnel through the Sierra Nevada mountains. They encountered particularly hard rock, and ordered three crates of the only blasting explosive that could do the job: nitroglycerine. The first of these crates arrived in a postal centre in San Francisco, and upon being accidentally dropped, promptly exploded, killing all 15 people present. The point was taken. 'Nitro' was dangerously shock sensitive. Its transportation was soon banned, and from then on, it had to be manufactured by on-site laboratories - an expensive and still quite dangerous task, as the number of deadly explosions would demonstrate.

The history of nitroglycerine is full of such sad events. It was first synthesised in 1847 by Ascanio Sobrero, an Italian chemist, and he was so frightened by his discovery that he did not immediately publish his findings. He was also the first to caution the world against its use, in both private letters and a journal article, arguing that it was impossible to handle the substance safely. However, it was soon discovered that when frozen (at about five degrees), nitro was much less sensitive to shock. The problem was then in thawing it back into liquid form, at which point it became even more unstable. Again, a mounting death toll would testify to this fact.

Yet nitroglycerine always remained in demand, being the first practical mining explosive produced. Prior to this, gunpowder was used, but this was limited and clumsy. Gunpowder is a 'low' explosive, meaning that it 'burns' from layer to layer, producing gases which expand at less than the speed of sound. Nitro is a 'high' explosive, meaning that it 'detonates' - that is, is triggered to react by the virtually instantaneous shock wave, producing gases which expand at more than the speed of sound. Gunpowder could not efficiently shatter rock (although it was suitable for bullets and artillery shells). Only nitro could really do the job, and a Swedish chemist, Alfred Nobel, became interested.

Nobel's companies were moving from primarily iron and steel production to the almost

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exclusive manufacture of cannons, armaments, and gunpowder, and he saw the commercial value in making nitroglycerine manageable. He began experimenting - at considerable cost. In 1864, his younger brother and several workers were killed in a factory explosion. Undererred, Nobel built a new factory in the remote hills of Germany, determined to find the answer. He first tried combining nitro with conventional gunpowder, marketing the final product as 'blasting oil', yet accidental explosions continued. His factory was destroyed yet again, on two occasions!

The breakthrough finally came when Nobel's company mixed liquid nitroglycerine with an inert absorbent silicate sand, known as 'diatomaceous earth'. This was produced by grinding down diatomite, a rock found around the local hills. It is similar to volcanic pumice, being very light and highly porous, yet it is actually the fossilised remains of diatoms, a hard-shelled alga. This combination immediately made nitro less dangerous to handle, and by being solid, more convenient to package and transport. Nobel patented his invention in 1867 under the name of 'dynamite', based on 'dyna' the Greek word for 'power'.

In its best-known form, dynamite was made in short paper-wrapped sticks consisting of three quarters nitro to one quarter diatomaceous earth, but it would always remain dangerous to manufacture, store, and use. Over time, the nitro can seep out, crystallising on the outside of the sticks or pooling at the bottom of storage boxes, with all the consequent instability that raw nitro possesses. Nevertheless, in an age of extensive railroad and tunnel construction, the product would earn Nobel a great fortune. Yet, while high explosives serve a commendable purpose in peacetime engineering projects, Nobel's fortune was also based on weapons of death and destruction, and the public knew it.

Nobel himself was to become greatly perturbed, especially given the events which occurred when his brother Ludvig died. The French newspapers mistakenly thought it was the death of Alfred himself, and published an obituary. Alfred happened to be in France at the time, and one can only wonder at his reaction upon reading about his own death! Yet the obituary was harsh and condemning, calling Nobel the 'merchant of death', someone who 'became rich by finding ways to kill more people faster than ever before'. It was certainly this event which influenced him, in 1895, to write a new last will and testament, one year before he died. It would astonish everyone, and change the course of history.

When Alfred Nobel died, single and childless, at age 63, he specified that, apart from some minor bequests, his vast fortune (about 200 million dollars in today's money) be set aside for the establishment of the Nobel Prizes. These would be awarded annually for those who confer the 'greatest benefit on mankind' in physics, chemistry, peace, medicine, and literature. Nobel's strategy worked, as the Nobel Prizes are now considered among the most prestigious in the world. Few consider that all that money comes from

nitroglycerine, dynamite, gunpowder, and armament manufacture, the indirect cause of incalculable human carnage.

Questions 1-5

Complete the summary of the first three paragraphs.

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

Nitroglycerine could explode with even a small 1 _____, thus it was the cause of a growing 2 _____. It was able to 3 _____ since, in contrast to gunpowder, it 4 _____. When 5 _____, nitro could be handled more safely, yet deaths continued.

Questions 6-9

Answer the questions.

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

What were the two products that Nobel's companies originally manufacture?

6 _____

What was the first nitroglycerine product called?

7 _____

What rock does diatomite resemble?

8 _____

In what field was dynamite used most beneficially?

9 _____

Questions 10-13

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

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

10

Dynamite is safer than nitroglycerine.

11

his wealth.

The French newspaper condemned Alfred Nobel because of

12

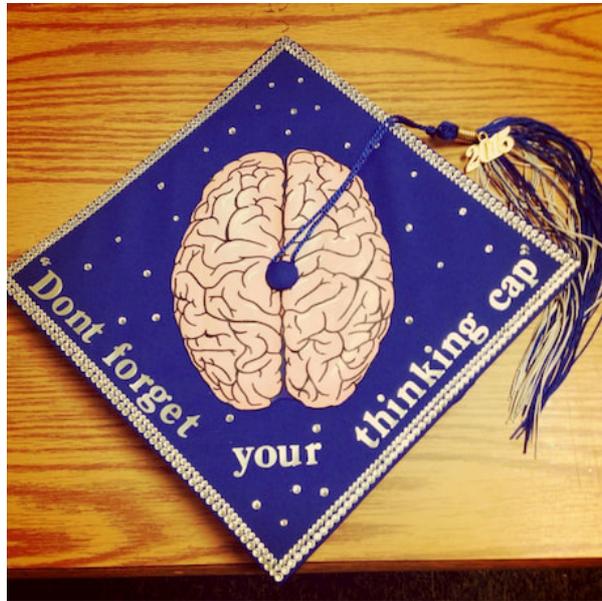
Nobel's will left some money to his friends.

13

Many now condemn Nobel for his production of weapons.

Reading Passage 2

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



Single-Gender Education: A Case Made?

A. All modern democracies, instilled as they are with the ethics of freedom and equality of the sexes, nevertheless offer the option of single-sex education. This separates the genders into their own classrooms, buildings, and often schools. Traditionally, women had to fight hard and long to achieve equal opportunities in education, and the single-gender controversy is mostly in relation to them. The question is whether this educational system advances or retards their cause, and there are supporters on both sides, each convinced that the case is made.

B. Given that the word 'segregation' has such negative connotations, the current interest in single-gender schooling is somewhat surprising. In the same way that a progressive society would never consider segregation on the basis of skin colour, income, or age, it seems innately wrong to do this on gender. Yet in the real world and the society in which we live, segregation of some sort happens all the time. Clubs inevitably form - for example, of clerical workers, of lawyers, of the academically gifted, and of those skilled in music or the arts. Exclusionary cliques, classes, and in-groups, are all part of everyday life. Thus, it may simply be an idealistic illusion to condemn single-gender settings on that basis alone, as do many co-educational advocates.

C. This suggests that single-gender education must necessarily be condemned on other grounds, yet the issue is complicated, and research often sinks into a morass of conflicting data. and. occasionally, emotional argument. Thus, one study comes out with strong proof of the efficacy of single-gender schooling, causing a resurgence of interest and positive

public sentiment, only to be later met with a harshly-titled article. 'Single-Sex Schooling: The Myth and the Pseudoscience', published and endorsed by several respected magazines. Similarly, the arguments on both sides have apparent validity and often accord, on the surface at least, with common sense and personal observation. What then can parents do?

D. Proponents of separating the genders often argue that it promotes better educational results, not only in raw academic scores but also behaviour. The standard support for this is the claim of innate gender differences in the manner in which boys and girls learn and behave in educational settings. Separation allows males to be taught in a 'male way' and in accordance with the 'male' developmental path, which is said to be very different to the female one. Such claims demand hard evidence, but this is difficult to come by. since statistics are notoriously unreliable and subject to varying interpretations.

E. Of course, one of the key factors that leads to superior performance at single-gender schools is often the higher quality of the teachers, the better resources at hand, and the more motivated students, often coming as they do from wealthier or more privileged backgrounds. Single-gender schools are often the most prestigious in society, demanding the highest entry marks from their new students, who, in turn, receive more deference and respect from society. When taking these factors into account, large-scale studies, as well as the latest findings of neuroscientists, do not support the claims of superior results or persistent gender differences, respectively. Those who make such claims are accused of emphasising favourable data, and drawing conclusions based more on anecdotal evidence and gender stereotyping.

F. Yet the single-sex educationalists come out with other positives. One of the most common is that girls are free from the worry of sexual harassment or negative behaviour originating from the presence of boys. Girls are said to develop greater self-confidence, and a preparedness to study subjects, such as engineering and mathematics, which were once the exclusive province of males. Conversely, boys can express a greater interest in the arts, without the possible jibe, 'That's a girls' subject'. But logically, one senses such stereotyping could equally come in single-gender settings, since it is the society outside of school, with all its related expectations, which has the greatest influence.

G. Among this welter of conflicting argument, one can, at least, fall back on one certainty - that the real world is co-gendered, and each side often misunderstands the other. Supporters of co-education argue that positive and co-operative interaction between the genders at school reduces such divisions by de-emphasising gender as a factor of concern. In theory, stereotypes are broken down, and inclusion is emphasised, providing benefits for society as a whole. But such sentiments, admittedly, do sound as if we are retreating into self-promotional propaganda. In other words, these statements are just glib and unreal assertions, rather than a reflection of what actually happens in the co-

educational classroom.

H. The key point is whether the interaction in co-educational settings is indeed positive and co-operative. Some would say it could equally be the opposite, and surely it must occasionally be so (if we abandon the rosy picture painted in the previous paragraph). But I would say that that interaction, whether good or bad, whether academically enhancing or retarding, still constitutes education, and of a vital nature. It presents exactly the same subset of challenges that students, male or female, will ultimately have to deal with in the real world. This is the most important point, and would determine my choice regarding in which educational setting I would place my children.

Questions 14-19

Reading Passage Two has eight paragraphs, A-H.

Choose the correct heading for Paragraphs B-E and G-H from the list of headings.

List of Headings	
i	Another argument in favour
ii	Conflicting evidence
iii	Negatives are positives
iv	An emotional argument
v	Does it help or not?
vi	Looking at the other side
vii	A counter-argument
viii	It's happening anyway
ix	The problems with genders
x	An argument in favour

Write the correct number, *i-x*, for each answer.

Example	Answer
Paragraph Av.....
Paragraph Fi..... (Example)

14  Paragraph B

15  Paragraph c

16 Paragraph D

17 Paragraph E

18 Paragraph G

19 Paragraph H

Questions 20-24

Complete the sentences with the correct ending, A-E.

Write the correct letter, A-E, for each answer.

A	have some strong views
B	think boys and girls are similar
C	often have idealistic views
D	are surprising in some ways
E	often receive much respect

20 Neuroscientists

21 The magazines

22 Students from single-gender schools

23 People in society

24 Supporters of co-education

Questions 25-26

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

25 The author believes co-education has

- A clear statistical support.
- B less stereotyping.
- C much positive interaction.

D generally lower-quality teaching (compared to single-gender schools).

26 The author believes

A single-gender schooling is better.

B co-educational schooling is preferable.

C we cannot say which sort of schooling is better.

D more evidence is needed.

Reading Passage 3

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



The Mother of All Languages

In 1786, William Jones, a British judge stationed in India, made what must be ranked as one of the most amazing discoveries of all time, yet it is little known outside of linguistic circles. Jones was studying Sanskrit, a long dead Indian language only used in classic or liturgical texts. Upon examining many of the words, he was struck by their similarity to the two most ancient languages known at that time: Greek and Latin. He would later write that Sanskrit has 'a stronger affinity' with these other languages 'than could possibly have been produced by accident'.

Jones drew the conclusion that Greek and Latin, and even the Germanic languages (including English), were all related to Sanskrit, and thus, logically, all of them must necessarily have evolved from a single earlier language. Subsequent scholars were able to confirm this, adding to this linguistic family all of the Romance languages (French, Spanish, and others), Slavic languages (Russian, Czech, and many others), and Indo-Iranian (Persian, Afghan, and many others). There are, in fact, hundreds of languages and dialects all over Europe, Iran, and South Asia, which can now trace their ancestry to an original Indo-European language, now called Proto-Indo-European, or PIE for short.

According to linguistic theory, proto-languages are usually spoken over relatively limited geographical areas, over a short time span, and by a tightly-knit community. The implication is simple, but also stunning that some single ancient tribe which spoke this mother of languages eventually took over most of the middle and western Eurasian landmass, spreading their language with them. This subsequently evolved into many

others over the course of time, creating a language family which now has the greatest number of speakers in the world. The big question concerns who these Proto-Indo-Europeans were, and where their ancestral homeland lay.

Archaeologists have examined many sites of European prehistory, occasionally identifying these as the homeland of the PIE population. This is often done with nationalistic overtones, raising the anger of others in this field, and there still remains controversy over each claim. It is linguistic evidence which provides, perhaps, more definite clues. The similarities in vocabulary between all PIE's daughter languages have allowed linguists to deduce a probable grammar and fairly extensive vocabulary. It is irresistible not to read into this a tentative lifestyle and location, with the quaint proviso that it remains 'at best, highly speculative'.

Looking at just one example, there are PIE words for the temperate trees of the Northern Hemisphere, but not tropical or Mediterranean varieties. This indicates a northern European location, with a cold climate. And so, with such detailed linguistic analysis, the most widely accepted theory places the PIE origin in the Caspian Steppe - a vast region of temperate grass and shrub-land north of the Black Sea, across present-day Ukraine, Southern Russia, and Kazakhstan. Their language was spoken around 4000 BC (plus or minus a millennium, since exact dates are impossible at such an early stage in European pre-history).

What then enabled this single tribe to advance outwards and take over Eurasia? Some geneticists have suggested that it was the domestication of the horse, perhaps giving that tribe a thitherto unheard-of military superiority (as would the Huns and the Mongols possess many thousands of years later). Some of them have also suggested that the discovery of farming was the impetus of this tribe's advance, as with a stable and steady food supply at hand, their numbers could increase at the expense of the other fragmented hunter-gathering tribes roaming the wilds of Eurasia. Perhaps then, PIE simply moved alongside the outward wave of the implementation of agriculture, together with a rapidly expanding and interbreeding population.

But even PIE must have evolved from some earlier language, and audacious linguists are digging deeper into the past. PIE gave birth to a large family of languages, but there exists other families, such as Afro-Asiatic (which includes Arabic), Dravidian (comprising the many languages of Southern India), and Altaic (which includes Mongolian and Japanese). It has been proposed that these themselves may all belong to a 'macro-family', sometimes called Proto-Nostratic. Most linguists maintain that, although it is theoretically possible that such an original language existed, it is next to impossible to prove, since resemblances among languages can also be due to chance, and thus they remain skeptical over such a claim.

Still, the implications are mind-boggling that perhaps almost every single language on

Earth can ultimately be traced back to a single source possessed by a small group of individuals. This language is sometimes called Proto-Human, the mother of all languages. One interesting theory posited by geologists is that a huge catastrophe occurred in the not-so-distant past some 70,000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia. This reduced the world population to a small band of survivors, and theirs is the Proto-Human from which all languages subsequently evolved. If this is true, it is intriguing to think that had that catastrophe not occurred, we would all be speaking totally different languages today.

Questions 27-30

Complete the sentences.

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

William Jones's findings are mostly known within 27 .

A community which speaks a proto-language is 28 .

Proto-Indo-Europeans might have come from the 29 .

Mount Toba was the site of a 30 .

Questions 31-35

Write the correct letter, A-E.

NB You can use **an answer one time only**.

A	Archaeologists
B	Geneticists
C	Geologists
D	Linguists
E	Scholars

Which people

31 believe that reliable nutrition may be the answer?

32 have categorised very many languages?

33 often face anger and controversy?

34 are skeptical about some issues?

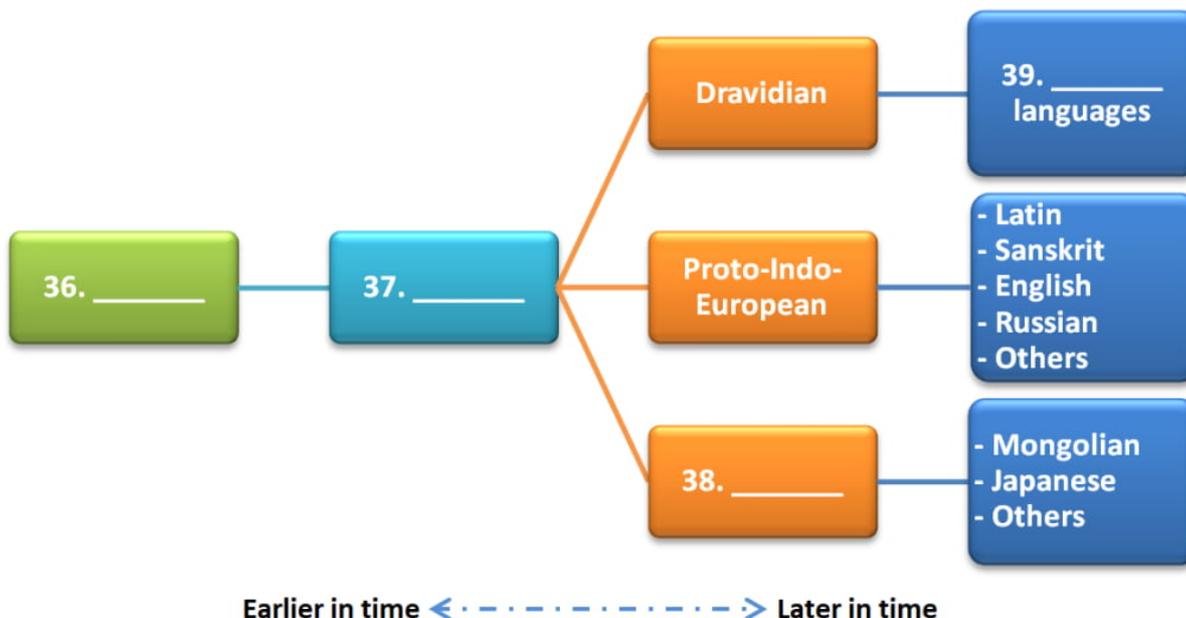
35 have speculated about a disaster?

Questions 36-39

Complete the flow chart.

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

The Evolution of language



- 36 _____
- 37 _____
- 38 _____
- 39 _____

Question 40

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

40 The author thinks the subject is

- A complicated.
- B controversial.
- C interesting.
- D fascinating.



Solution:

- | | | | |
|----|-------------------|----|--------------------|
| 14 | viii | 15 | ii |
| 16 | x | 17 | vii |
| 18 | vi | 19 | iii |
| 20 | B | 21 | A |
| 22 | E | 23 | D |
| 24 | C | 25 | D |
| 26 | B | 27 | linguistic circles |
| 28 | tightly knit | 29 | Caspian Steppe |
| 30 | volcanic eruption | 31 | B |
| 32 | E | 33 | A |

- 34 D
- 35 C
- 36 Proto-Human
- 37 Proto-Nostratic
- 38 Altaic
- 39 Southern Indian
- 40 D
- 1 shock
- 2 death toll
- 3 shatter rock
- 4 detonates(ed)
- 5 frozen
- 6 iron, steel
- 7 blasting oil
- 8 volcanic pumice
- 9 engineering projects
- 10 TRUE
- 11 FALSE
- 12 NOT GIVEN
- 13 FALSE

Review and Explanations

14 Answer: **viii**

Keywords in Questions	Similar words in Passage
Q14: _____ Paragraph B	Current interest in single-gender schooling is somewhat surprising. It seems innately wrong to do on gender. Segregation of some sort happens. Many co-educational advocates condemn single-gender settings
Note: According to paragraph B, we can summarise the main points which are about the current interest is somewhat (relatively) surprising, separation of single-gender studying happens and many people criticize this setting. For that reason, the answer is viii - It's happening anyway.	

15 Answer: **ii**

Keywords in Questions	Similar words in Passage
Q15 _____ Paragraph C	Single-gender education must be condemned on other grounds Research often sinks into a morass of conflicting data and emotional argument. One study comes out with strong proof of the efficacy of single-gender schooling, causing a resurgence of interest and positive public sentiment. Arguments have apparent validity and often accord, on the surface What then can parents do?
Note: According to paragraph C, we can summarise the main points which are about a morass of conflicting data and emotional argument and these arguments have apparent validity and often accord on the surface. For that reason, the answer is ii - Conflicting evidence	

16 Answer: **x**

Keywords in Questions	Similar words in Passage
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<p>Q16: _____ Paragraph D</p>	<p>Proponents of separating the genders often argue that it promotes better educational results, raw academic scores & behaviour.</p> <p>boys and girls learn and behave in educational settings. Such claims demand hard evidence, but this is difficult to come by.</p> <p>Since statistics are notoriously unreliable and subject to varying interpretations.</p>
<p>Note According to paragraph D, we can summarise the main points which are about a positive argument of this educating setting (promote better education results, ...). For that reason, the answer is x - An argument in favour</p>	

17 Answer: **vii**

Keywords in Questions	Similar words in Passage
<p>Q17: _____ Paragraph E</p>	<p>one key factor of superior performance is often the higher quality of the teachers, better resources.</p> <p>Single-gender schools are often the most prestigious in society.</p> <p>large-scale studies, do not support the claims of superior results or persistent gender differences.</p> <p>Those who make such claim are accused of emphasising data and drawing conclusions based more on anecdotal evidence and gender stereotyping.</p>
<p>Note According to paragraph E, we can summarise the main points which are about large-scale studies do not support superior results or persistent gender and accused those people who are proponents of separating the genders. For that reason, the answer is vii - A counter-argument</p>	

18 Answer: **vi**

Keywords in Questions	Similar words in Passage
<p>Q18: _____ Paragraph G</p>	<p>the real world is co-gendered, and each side often misunderstands the other.</p> <p>Supporters of co-education argue that positive and co-operative interaction between the genders.</p> <p>these statements are just glib and unreal assertions, rather than a reflection of what actually happens in the co-educational classroom.</p>
<p>Note: According to paragraph G, we can summarise the main points which are about advantages of co-education. For that reason, the answer is vi - Looking at the other side.</p>	

19 Answer: **iii**

Keywords in Questions	Similar words in Passage
Q19: _____ Paragraph H	whether the interaction in co-educational settings is indeed positive and co-operative. Some say it could be the opposite. But I would say that that interaction, still constitutes education, and of a vital nature. It presents exactly the same subset of challenges that students, male or female, will ultimately have to deal with in the real world. This is the most important point, and would determine my choice regarding in which educational setting I would place my children.
Note According to paragraph H, we can summarise the main points that interaction is a vital nature and there are challenges that students have to deal with in the real world. For that reason, the answer is iii - Negatives are positives.	

20 Answer: **B**

Keywords in Questions	Similar words in Passage
Q20: Neuroscientists _____	When taking these factors into account, large-scale studies, as well as the latest findings of neuroscientists , do not support the claims of superior results or persistent gender differences, respectively.
Note: The keyword of Q20 is " Neuroscientist ". According to the passage, Neuroscientists are persons who do not support the claims of persistent gender differences. Thus, the answer must be B - think boys and girls are similar.	

21 Answer: **A**

Keywords in Questions	Similar words in Passage
Q21: The magazines _____	'Single-Sex Schooling: The Myth and the Pseudoscience', published and endorsed by several respected magazines.
Note The keyword of Q21 is " magazines. " According the Passage, several respected magazines published and endorsed article about single - Sex schooling: The Myth and the Pseudoscience'. The answer must be A - have some strong views.	

22 Answer: **E**

Keywords in Questions	Similar words in Passage
Q22: Students from single-gender schools _____	Single-gender schools are often the most prestigious in society, demanding the highest entry marks from their new students, who, in turn, receive more deference and respect from society.
Note The keywords of Q22 are "Students", "single-gender schools". Following the passage, single-gender schools' new students receive more deference and respect from society. The answer must be E - often receive much respect.	

23 Answer: **D**

Keywords in Questions	Similar words in Passage
Q23: People in society _____	Given that the word 'segregation' has such negative connotations, the current interest in single-gender schooling is somewhat surprising. In the same way that a progressive society would never consider segregation on the basis of skin colour, income, or age, it seems innately wrong to do this on gender.
Note The keyword of Q23 is "people". Looking at paragraph 2 nd , single-gender schooling are currently interested in and society think this is somewhat surprising. Therefore, the answer must be B- are surprising in some ways.	

24 Answer: **C**

Keywords in Questions	Similar words in Passage
Q24: Supporters of co-education _____	Thus, it may simply be an idealistic illusion to condemn single-gender settings on that basis alone, as do many co-educational advocates.
Note The keyword of Q24 is "Supporters" which is the synonym of "advocates". Following the Passage, to condemn single-gender settings on that basis alone may simply be an idealistic. Thus, the answer must be C - often have idealistic views.	

25 Answer: **D**

Keywords in Questions	Similar words in Passage
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<p>Q25: The author believes co-education has</p> <p>A. clear statistical support. B. less stereotyping. C. much positive interaction. D. generally lower-quality teaching (compared to single-gender schools).</p>	<p>Of course, one of the key factors' that leads to superior performance at single-gender schools is often the higher quality of the teachers, the better resources at hand, and the more motivated students, often coming as they do from wealthier or more privileged backgrounds</p>
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Note
According to the passage, the author believes that single-gender schools is often the higher quality of teachers, compared to co-education. Furthermore, the author does not refer to statistical support or stereotyping about co-education. Single-gender schools are much positive interaction. Thus, **the correct answer must be D- generally lower-quality teaching.**

26 Answer: **B**

Keywords in Questions	Similar words in Passage
<p>Q26: The author believes</p> <p>A. single-gender schooling is better. B. co-educational schooling is preferable. C. we cannot say which sort of schooling is better. D. more evidence is needed.</p>	<p>The key point is whether the interaction in co-educational settings is indeed positive and co-operative. But I would say that that interaction, whether good or bad, whether academically enhancing or retarding, still constitutes education, and of a vital nature. It presents exactly the same subset of challenges that students, male or female, will ultimately have to deal with in the real world. This is the most important point, and would determine my choice regarding in which educational setting I would place my children.</p>

Note
Following the passage, the author says that that interaction (co-educational settings) still constitutes education and of a vital nature. For that reason, the correct answer must be **B- co-educational schooling is preferable.**

27 Answer: **linguistic circles**

Keywords in Questions	Similar words in Passage
<p>Q27: William Jones's findings are mostly known within _____</p>	<p>In 1786, William Jones, a British judge stationed in India, made what must be ranked as one of the most amazing discoveries of all time, yet it is little known outside of linguistic circles.</p>

Note:

The keyword of **Q27** is “William Jones’s findings”.

According to paragraph 1st, William Jones’s findings were ranked mostly as one of the most amazing discoveries in linguistic circles..

For that reason, the answer is **linguistic circles**.

28 Answer: **tightly knit**

Keywords in Questions	Similar words in Passage
Q28 A community which speaks a proto-language is _____	According to linguistic theory, proto-languages are usually spoken over relatively limited geographical areas, over a short time span, and by a tightly-knit community .
Note: The keywords of Q28 are “community”, “proto-language”. According to paragraph 3 rd , proto-languages are usually spoken by a tightly-knit community. Thus, the answer is tightly-knit	

29 Answer: **Caspian Steppe**

Keywords in Questions	Similar words in Passage
Q29: Proto-Indo-Europeans might have come from the _____	And so, with such detailed linguistic analysis, the most widely accepted theory places the PIE origin in the Caspian Steppe - a vast region of temperate grass and shrub-land north of the Black Sea, across present-day Ukraine, Southern Russia, and Kazakhstan.
Note The keyword of Q29 is “Proto-Indo-Europeans”. According to paragraph 2 nd , via such detailed linguistic analysis, the most widely accepted theory is that the origin of Proto-Indo-European, or PIE places in the Caspian Steppe. Thus, the answer is Caspian Steppe .	

30 Answer: **volcanic eruption**

Keywords in Questions	Similar words in Passage
Q30: Mount Toba was the site of a _____	One interesting theory posited by geologists is that a huge catastrophe occurred in the not-so-distant past some 70,000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia.
Note The keyword of Q30 are “Mount Toba”. According to the last paragraph, one interesting theory is that a huge catastrophe occurred 70.000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia. Thus, the answer is volcanic eruption .	

31 Answer: **B**

Keywords in Questions	Similar words in Passage
<p>Q31: Which people _____ believe that reliable nutrition may be the answer?</p>	<p>Some geneticists have suggested that it was the domestication of the horse, perhaps giving that tribe a thitherto unheard-of military superiority (as would the Huns and the Mongols possess many thousands of years later). Some of them have also suggested that the discovery of farming was the impetus of this tribe’s advance, as with a stable and steady food supply at hand, their numbers could increase at the expense of the other fragmented hunter-gathering tribes roaming the wilds of Eurasia.</p>
<p>Note The keyword of Q31 are “reliable nutrition”. According to the passage, some of them (geneticists) have also suggested that the discovery of farming was the impetus of this tribe’s advance, as with a stable and steady food supply (which means reliable nutrition). For that reason, the answer is B - Geneticists</p>	

32 Answer: **E**

Keywords in Questions	Similar words in Passage
<p>Q32: Which people _____ have categorised very many languages?</p>	<p>Jones drew the conclusion that Greek and Latin, and even the Germanic languages (including English), were all related to Sanskrit, and thus, logically, all of them must necessarily have evolved from a single earlier language. Subsequent scholars were able to confirm this, adding to this linguistic family all of the Romance languages (French, Spanish, and others), Slavic languages (Russian, Czech, and many others), and Indo-Iranian (Persian, Afghan, and many others). There are, in fact, hundreds of languages and dialects all over Europe, Iran, and South Asia, which can now trace their ancestry to an original Indo-European language, now called Proto-Indo-European, or PIE for short.</p>
<p>Note The keywords of Q32 are “categorised”, “many languages”. According to the passage, subsequent scholar added (categorised) all of the Romance, Slavic and Indo-Iranian languages to the linguistic family. For that reason, the answer is E - Scholars.</p>	

33 Answer: **A**

Keywords in Questions	Similar words in Passage
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<p>Q33: Which people _____ often face anger and controversy?</p>	<p>Archaeologists have examined many sites of European prehistory, occasionally identifying these as the homeland of the PIE population. This is often done with nationalistic overtones, raising the anger of others in this field, and there still remains controversy over each claim.</p>
<p>Note: The keywords of Q33 are "anger", "controversy". According to the passage, examining many sites of European prehistory of Archaeologists raised the anger of others and there still remains controversy over each claim. Thus, the answer must be A - Archaeologists.</p>	

34 Answer: **D**

Keywords in Questions	Similar words in Passage
<p>Q34: Which people _____ are skeptical about some issues?</p>	<p>Most linguists maintain that, although it is theoretically possible that such an original language existed, it is next to impossible to prove, since resemblances among languages can also be due to chance, and thus they remain skeptical over such a claim.</p>
<p>Note The keyword of Q34 is "skeptical". According the Passage, Most linguists maintain that it is next to impossible to prove and thus they remain skeptical over such a claim. The answer must be B - Linguists.</p>	

35 Answer: **C**

Keywords in Questions	Similar words in Passage
<p>Q35: Which people _____ have speculated about a disaster?</p>	<p>One interesting theory posited by geologists is that a huge catastrophe occurred in the not-so-distant past some 70,000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia. This reduced the world population to a small band of survivors, and theirs is the Proto-Human from which all languages subsequently evolved.</p>
<p>Note The keywords of Q35 are "speculated", "disaster". Following the Passage, Geologists posited one interesting theory that a huge catastrophe (disaster) occurred in the past some 70,000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia. The answer must be C - Geologists.</p>	

36 Answer: **Proto-Human**

Keywords in Questions	Similar words in Passage
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<p>The evolution of Language Q36: _____ (Earlier in time)</p>	<p>Still, the implications are mind-boggling that perhaps almost every single language on Earth can ultimately be traced back to a single source possessed by a small group of individuals. This language is sometimes called Proto-Human, the mother of all languages.</p>
<p>Note The keyword of Q36 are “evolution” and “earlier in time”. According to the passage, every single language on Earth can be traced back to Proto-Human which is the mother of all languages. Therefore, the answer must be Proto-Human.</p>	

37 Answer: **Proto-Nostratic**

Keywords in Questions	Similar words in Passage
<p>The evolution of Language Q37: _____ (Earlier in time)</p>	<p>But even PIE must have evolved from some earlier language, and audacious linguists are digging deeper into the past. PIE gave birth to a large family of languages, but there exists other families, such as Afro-Asiatic (which includes Arabic), Dravidian (comprising the many languages of Southern India), and Altaic (which includes Mongolian and Japanese). It has been proposed that these themselves may all belong to a ‘macro-family’, sometimes called Proto-Nostratic.</p>
<p>Note The keyword of Q37 are “earlier” and in the picture, needed language appeared after Proto-Human and before Dravidian. According to the passage, audacious linguists digged deeper into the past and proposed that the large family of PIE language and other families (such as Dravidian) may all belong to a ‘macro-family’, called Proto-Nostratic. Thus, the answer must be Proto-Nostratic.</p>	

38 Answer: **Altaic**

Keywords in Questions	Similar words in Passage
<p>The evolution of Language Q38: _____ (Later in time)</p>	<p>PIE gave birth to a large family of languages, but there exists other families, such as Afro-Asiatic (which includes Arabic), Dravidian (comprising the many languages of Southern India), and Altaic (which includes Mongolian and Japanese). It has been proposed that these themselves may all belong to a ‘macro-family’, sometimes called Proto-Nostratic.</p>

Note

In the picture, needed language includes Mongolian, Japanese and others.
According to the passage, Altaic includes Mongolian, Japanese.
Thus, **the answer must be Altaic.**

39 Answer: **Southern Indian**

Keywords in Questions	Similar words in Passage
The evolution of Language Q39: _____ (Later in time)	PIE gave birth to a large family of languages, but there exists other families, such as Afro-Asiatic (which includes Arabic), Dravidian (comprising the many languages of Southern India), and Altaic (which includes Mongolian and Japanese). It has been proposed that these themselves may all belong to a 'macro-family', sometimes called Proto-Nostratic.
Note In the picture, needed language belonged to Dravidian. Thus, the answer must be Southern Indian.	

40 Answer: **D**

Keywords in Questions	Similar words in Passage
Q40: The author thinks the subject is A. complicated. B. controversial. C. interesting. D. fascinating.	One interesting theory posited by geologists is that a huge catastrophe occurred in the not-so-distant past some 70,000 years ago, linked to the volcanic eruption of Mount Toba in Indonesia. This reduced the world population to a small band of survivors, and theirs is the Proto-Human from which all languages subsequently evolved. If this is true, it is intriguing to think that had that catastrophe not occurred, we would all be speaking totally different languages today.
Note According the last paragraph, the author think that it is intriguing (which is fascinating) if the theory is true. Thus, the answer must be D - fascinating.	

1 Answer: **shock**

Keywords in Questions	Similar words in Passage
Q1: Nitro glycerine could explode with even a small _____	The first of these crates arrived in a postal centre in San Francisco, and upon being accidentally dropped, promptly exploded , killing all 15 people present. The point was taken. ' Nitro ' was dangerously shock sensitive .

Note:

After scanning, we can quickly find the needed information of **Q1** should be found in paragraph B by the keywords “**Nitro glycerine**” and “**explode**”.
The writer states that **Nitro was easily damaged by shock (shock sensitive)**. For that reason, the answer is “**Shock**”.

2 Answer: **death toll**

Keywords in Questions	Similar words in Passage
Q2 thus it was the cause of a growing _____	The problem was then in thawing it back into liquid form, at which point it became even more unstable. Again, a mounting death toll would testify to this fact.
Note The keywords of Q2 are “ cause ”, “ growing ”. According to second paragraph, it (Nitroglycerin) became more unstable after throwing it back into water. As a result, this fact leads to a mounting death toll. For that reason, the answer is “ death toll ”.	

3 Answer: **shatter rock**

Keywords in Questions	Similar words in Passage
Q3: It was able to _____ since, in contrast to gunpowder	Gunpowder could not efficiently shatter rock (although it was suitable for bullets and artillery shells). Only nitro could really do the job, and a Swedish chemist, Alfred Nobel, became interested.
Note The keywords of Q3 are “ able ”, “ gunpowder ”. According to paragraph 3rd, rock could not be shattered (broke) by gunpowder and only nitro could able to do this job (shatter rock). All thing considered, we can conclude that the answer must be “ shatter rock ”.	

4 Answer: **detonates(ed)**

Keywords in Questions	Similar words in Passage
Q4: it _____, nitro could be handled more safely, yet deaths continued.	Nitro is a 'high' explosive, meaning that it detonates - that is, is triggered to react by the virtually instantaneous shock wave, producing gases which expand at more than the speed of sound.
Note The keywords of Q4 are “ Nitro ”, “ 2004 ”, “ museum ”. Following the previous question (Q3), Nitro could be able to shatter rock by it “detonates” - this means that nitro is triggered to react by shock wave to explode. All thing considered, we can conclude that the answer must be “ detonates ”.	

5 Answer: **frozen**

Keywords in Questions	Similar words in Passage
<p>Q5: When _____, nitro could be handled more safely, yet deaths continued.</p>	<p>However, it was soon discovered that when frozen (at about five degrees), nitro was much less sensitive to shock.</p>
<p>Note: The keywords of Q5 are "Nitro", "handled more safely" and "when". "much less sensitive" can be inferred as less dangerous, or "more safely". When you handle anything, there is a shock against that object. So when things are less sensitive to shock, it means that they can be handled more safely. According to the passage, nitro can be handled more safely when it is frozen at about 5 degrees. Since only a maximum of two words is allowed, the most suitable answer is "frozen".</p>	

6 Answer: **iron, steel**

Keywords in Questions	Similar words in Passage
<p>Q6: What were the two products that Nobel's companies originally manufacture?</p>	<p>Nobel's companies were moving from primarily iron and steel production to the almost exclusive manufacture of cannons, armaments, and gunpowder, and he saw the commercial value in making nitroglycerin manageable.</p>
<p>Note: The keywords of Q6 are "Nobel's companies", "originally", "manufacture". According to the paragraph 4th, Nobel's companies produced primarily iron and steel, then they changed to produce almost exclusive products. Thus, the answer must be Iron and Steel.</p>	

7 Answer: **blasting oil**

Keywords in Questions	Similar words in Passage
<p>Q7: What was the first nitroglycerin product called?</p>	<p>He first tried combining nitro with conventional gunpowder, marketing the final product as 'blasting oil', yet accidental explosions continued.</p>
<p>Note: The keywords of Q7 are "first product", "Nitro glycerine". According to the paragraph 4th, Nobel produced the first product by combining Nitro and gunpowder and named it 'blasting oil'. Thus, the answer must be Blasting oil.</p>	

8 Answer: **volcanic pumice**

Keywords in Questions	Similar words in Passage
<p>Q8: What rock does diatomite resemble?</p>	<p>This was produced by grinding down diatomite, a rock found around the local hills. It is similar to volcanic pumice, being very light and highly porous, yet it is actually the fossilised remains of diatoms, a hard-shelled alga.</p>

Note

The keywords of Q8 are "rock", "diatomite", "resemble" (similar).

According to the Passage, the liquid was produced by diatomite which is similar to volcanic pumice.

The answer must be **Volcanic pumice**.

9 Answer: **engineering projects**

Keywords in Questions	Similar words in Passage
Q 9 : In what field was dynamite used most beneficially?	Yet, while high explosives serve a commendable purpose in peacetime engineering projects.

Note

The keywords of Q9 are "dynamite", "most beneficially".

Following the paragraph, High explosives (dynamite) provide a commendable purpose (admirable benefit) for engineering projects. Therefore, the correct answer must be **engineering projects**.

10 Answer: **TRUE**

Keywords in Questions	Similar words in Passage
Q10: Dynamite is safer than nitroglycerine.	The breakthrough finally came when Nobel's company mixed liquid nitroglycerine with an inert absorbent silicate sand, known as 'diatomaceous earth'. This was produced by grinding down diatomite, a rock found around the local hills. It is similar to volcanic pumice, being very light and highly porous, yet it is actually the fossilised remains of diatoms, a hard-shelled alga. This combination immediately made nitro less dangerous to handle, and by being solid, more convenient to package and transport. Nobel patented his invention in 1867 under the name of 'dynamite', based on 'dyna' the Greek word for 'power'.

Note

The keywords of Q10 are "Dynamite", "Nitroglycerin".

Looking at paragraph 5th, Nobel's company produced a mixed liquid which made nitro less dangerous to handle and named it "Dynamite".

Therefore, **the answer must be True**.

11 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
Q11: The French newspaper condemned Alfred Nobel because of his wealth.	The French newspapers mistakenly thought it was the death of Alfred himself, and published an obituary.

Note

The keywords of **Q11** are “French newspaper”, “Alfred Nobel”, “his wealth”.

The French newspaper mistakenly published an obituary of the death of Alfred instead of his brother Ludvig.

Thus, **the answer must be False.**

12 Answer: NOT GIVEN

Keywords in Questions	Similar words in Passage
Q12: Nobel's will left some money to his friends.	When Alfred Nobel died, single and childless, at age 63, he specified that, apart from some minor bequests, his vast fortune (about 200 million dollars in today's money) be set aside for the establishment of the Nobel Prizes. These would be awarded annually for those who confer the 'greatest benefit on mankind' in physics, chemistry, peace, medicine, and literature. Nobel's strategy worked, as the Nobel Prizes are now considered among the most prestigious in the world.

Note

The keywords of **Q12** are “Nobel's will”, “money”.

According to the last paragraph, the majority of his fortune was used for the establishment of the Nobel Prizes apart from some minor bequests. But no extra information is about these bequests.

Thus, **the correct answer must be Not given.**

13 Answer: FALSE

Keywords in Questions	Similar words in Passage
Q13: Many now condemn Nobel for his production of weapons.	Nobel's strategy worked, as the Nobel Prizes are now considered among the most prestigious in the world. Few consider that all that money comes from nitroglycerin, dynamite, gunpowder, and armament manufacture, the indirect cause of incalculable human carnage.

Note

The keywords of **Q13** are “Nobel”, “production”.

Following the passage, few people now think about his production (Nitroglycerin, dynamite...) as the cause of human carnage.

For that reason, the correct answer must be **False.**