



IELTS Mock Test 2022 February 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 1.



Sleepy Students Perform Worse

A. Staying up an hour or two past bedtime makes it far harder for kids to learn, say scientists who deprived youngsters of sleep and tested whether their teachers could tell the difference. They could. If parents want their children to thrive academically, "Getting them to sleep on time is as important as getting them to school on time," said psychologist Gahan Fallone, who conducted the research at Brown Medical School.

B. The study, unveiled Thursday at an American Medical Association (AMA) science writers meeting, was conducted on healthy children who had no evidence of sleep- or learning-related disorders. Difficulty paying attention was among the problems the sleepy youngsters faced - raising the question of whether sleep deprivation could prove even worse for people with attention deficit hyperactivity disorder, or ADHD. Fallone now is studying that question, and suspects that sleep problems "could hit children with ADHD as a double whammy".

C. Sleep experts have long warned that Americans of all ages do not get enough shuteye. Sleep is important for health, bringing a range of benefits that, as Shakespeare put it, "knits up the ravelled sleeve of care". Not getting enough is linked to a host of problems, from car crashes as drivers doze off to crippled memory and inhibited creativity. Exactly how much sleep correlates with school performance is hard to prove. So, Brown researchers set out to test whether teachers could detect problems with attention and learning when children stayed up late - even if the teachers had no idea how much sleep their students actually got.

D. They recruited seventy-four 6- to 12-year-olds from Rhode Island and southern Massachusetts for the three-week study. For one week, the youngsters went to bed and woke up at their usual times. They already were fairly good sleepers, getting nine to 9.5 hours of sleep a night. Another week, they were assigned to spend no fewer than ten hours in bed a night. The other week, they were kept up later than usual: First -and

second-graders were in bed no more than eight hours and the older children no more than 6.5 hours. In addition to parents' reports, the youngsters wore motiondetecting wrist monitors to ensure compliance.

E. Teachers were not told how much the children slept or which week they stayed up late, but rated the students on a variety of performance measures each week. The teachers reported significantly more academic problems during the week of sleep deprivation, the study, which will be published in the journal *Sleep* in December, concluded. Students who got eight hours of sleep or less a night were more forgetful, had the most trouble learning new lessons, and had the most problems paying attention, reported Fallone, now at the Forest Institute of Professional Psychology.

F. Sleep has long been a concern of educators. Potter-Burns Elementary School sends notes to parents reminding them to make sure students get enough sleep prior to the school's yearly achievement testing. Another school considers it important enough to include in the school's monthly newsletters. Definitely, there is an impact on students' performance if they come to school tired. However, the findings may change physician practice, said Dr. Regina Benjamin, a family physician in Bayou La Batre, who reviewed the data at the Thursday's AMA meeting. "I don't ask about sleep" when evaluating academically struggling students, she noted. "I'm going to start."

G. So how much sleep do kids need? Recommended amounts range from about ten to eleven hours a night for young elementary students to 8.5 hours for teens. Fallone insists that his own second-grader get ten hours a night, even when it meant dropping soccer - season that practice did not start until 7:30 — too late for her to fit in dinner and time to wind down before she needed to be snoozing. "It's tough," he acknowledged, but "parents must believe in the importance of sleep."

Questions 1-4

The text has 7 paragraphs (A - G).

Which paragraph contains each of the following pieces of information?

- 1 Traffic accidents are sometimes caused by lack of sleep.
- 2 The number of children included in the study
- 3 How two schools are trying to deal with the problem
- 4 How the effect of having less sleep was measured

Questions 5-8

Complete the following sentences using **NO MORE THAN TWO WORDS** from the

text for each gap.

Fallone is now studying the sleep patterns of children with 5

The researchers used 6 that show movement to check that children went to bed at the right time.

Students with less sleep had problems with memory, remembering new material, and 7


Fallone admitted that it was 8 for children to get enough sleep.


Questions 9-13


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


In boxes 9 - 13 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

9  The results of the study were first distributed to principals of American schools,

10  Some of the children in the study had previously shown signs of sleeping problems.

11  The study could influence how doctors deal with children's health problems.

12  Fallone does not let his daughter play soccer.

13  Staying up later is acceptable if the child is doing homework.

READING PASSAGE 2

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



The Brains Business

A. For those of a certain age and educational background, it is hard to think of higher education without thinking of ancient institutions. Some universities are of a venerable age - the University of Bologna was founded in 1088, the University of Oxford in 1096 - and many of them have a strong sense of tradition. The truly old ones make the most of their pedigrees, and those of a more recent vintage work hard to create an aura of antiquity. Yet these tradition-loving (or -creating) institutions are currently enduring a thunderstorm of changes so fundamental that some say the very idea of the university is being challenged. Universities are experimenting with new ways of funding (most notably through student fees), forging partnerships with private companies and engaging in mergers and acquisitions. Such changes are tugging at the ivy's toots.

B. This is happening for four reasons. The first is the democratisation of higher education - "massification". In the language of the educational profession. In the rich world, massification has been going on for some time. The proportion of adults with higher educational qualifications in developed countries almost doubled between 1975 and 2000. From 22% to 41%. Most of the rich countries are still struggling to digest this huge growth in numbers. Now massification is spreading to the developing world. China doubled its student population in the late 1990s, and India is trying to follow suit.

C. The second reason is the rise of the knowledge economy. The world is in the grips of a "soft revolution" in which knowledge is replacing physical resources as the main driver of economic growth. Between 1985 and 1997, the contribution of knowledge-based industries to total value added increased from 51% to 59% in Germany and from 45% to

51% in Britain. The best companies are now devoting at least a third of their investment to knowledge-intensive intangibles such as R&D, licensing, and marketing. Universities are among the most important engines of the knowledge economy. Not only do they produce the brain workers who man it, they also provide much of its backbone, from laboratories to libraries to computer networks.

D. The third factor is globalisation.. The death of distance is transforming academia just as radically as it is transforming business. The number of people from developed countries studying abroad has doubled over the past twenty years, to 1.9 million; universities are opening campuses all around the world; and a growing number of countries are trying to turn higher education into an export industry. The fourth is competition. Traditional universities are being forced to compete for students and research grants, and private companies are trying to break into a sector which they regard as "the new health care". The World Bank calculates that global spending on higher education amounts to \$300 billion a year, or 1 % of global economic output. There are more than 80 million students worldwide, and 3.5 million people are employed to teach them or look after them.

E. All this sounds as though a golden age for universities has arrived. However, inside academia, particularly in Europe, it. does not feel like it. Academics complain and administrators are locked in bad-tempered exchanges with the politicians who fund them. What has gone wrong? The biggest problem is the role of the state. If more and more governments are embracing massification, few of them are willing to draw the appropriate conclusion from their enthusiasm: that they should either provide the requisite funds (as the Scandinavian countries do) or allow universities to charge realistic fees. Many governments have tried to square the circle through lighter management, but management cannot make up for lack of resources.

F. What, if anything can be done? Techno-utopians believe that higher education is ripe for revolution. The university, they say, is a hopelessly antiquated institution, wedded in outdated practices such as tenure and lectures, and incapable of serving a new world of mass audiences and just-in-time information. "Thirty years from now the big university campuses will be relics," says Peter Drucker, a veteran management guru. "I consider the American research university of the past 40 years to be a failure." Fortunately, in his view, help is on the way in the form of Internet tuition and for-profit universities. Cultural conservatives, on the other hand, believe that the best way forward is backward. They think it is foolish to waste higher education on people who would rather study "Seinfeld" than Socrates, and disingenuous to confuse the pursuit of truth with the pursuit of profit.

Questions 14-17

The text has 7 paragraphs (A - F).

Which paragraph does each of the following headings best fit?

- 14 Education for the masses
- 15 Future possibilities
- 16 Globalisation and competition
- 17 Funding problem

Questions 18-22

According to the text, **FIVE** of the following statements are true.

Write the corresponding letters in answer boxes **18 to 22** in any order.

- A** ☐ Some universities are joining with each other.
- B** ☐ There are not enough graduates in developed countries.
- C** ☐ Most companies in developed countries devote a third of their profits to research and development.
- D** ☐ The number of people from developed countries studying outside their home countries has doubled in the last two decades.
- E** ☐ Scandinavian governments provide enough money for their universities.
- F** ☐ The largest university in the world is in Turkey.
- G** ☐ Italian students must have a five-minute interview with a professor before being accepted into university.
- H** ☐ Peter Drucker foresees the end of university campuses.

Questions 23-26

23

According to the information given in the text, choose the correct answer or answers from the choices given.

Universities are responding to changes by

- A** ☐ constructing new buildings in old styles so they appear old and traditional.
- B** ☐ introducing new subjects for study.
- C** ☐ charging students higher fees.

24

The knowledge economy is

- A** ☐ on the rise most of all in Germany.
- B** ☐ not fully appreciated in Britain.
- C** ☐ heavily reliant on universities.

25

Current problems at universities, especially in Europe, include

- A** ☐ managers arguing with governments.
- B** ☐ problems with funding.
- C** ☐ poor management.

26

Possible solutions put forward by reformists and conservatives include

- A** ☐ greater use of technology.
- B** ☐ employing management gurus to teach.
- C** ☐ teaching fewer students.

READING PASSAGE 3

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



Sunday Is a Fun Day for Modern Brits

In a new study, Essex University sociologists have dissected the typical British Sunday, and found we get up later and do fewer chores than we did 40 years ago - and we are far more likely to be out shopping or enjoying ourselves than cooking Sunday lunch. Academics at the university's Institute of Social and Economic Research asked 10,000 people to keep a detailed diary of how they spent Sundays in 2001. Then they compared the results with 3,500 diaries written in 1961, a treasure trove of information that had been uncovered 'in two egg boxes and a tea chest' in the basement of the BBC by ISER's director, Professor Jonathan Gershuny.

The contrast between the two periods could not be more striking. Forty years ago, Sunday mornings were a flurry of activity as men and women - especially women - caught up on their weekly chores and cooked up a storm in the kitchen. Women rarely allowed themselves any 'leisure' until the afternoon, after the dishes were cleaned. In 1961, more than a fifth of all men and women in Britain were sitting at a table by 2 p.m., most likely tucking into a roast with all the trimmings. Then there would be another rush to the table between 5 p.m. and 6 p.m. for high tea.

Since the arrival of brunch, the gastropub and the all-you-can-eat Sunday buffet at the local curry house, such institutions have become extinct. Today, we graze the entire day. You only have two free days a week. You don't want to have to waste one because there is nothing to do but watch TV. Sunday has leapfrogged Saturday in the fun stakes. On Saturdays, you are recovering from the week. Sundays are the last bastion of the weekend - you want to get as much as you can out of the day before you have to go back

to work.

According to researchers, the ability to trail around B&Q has made the most dramatic difference to our Sundays. In 1961, adults spent an average of 20 minutes a day shopping; by 2001, it was 50 minutes. 'Shopping used to be a gender segregated activity that would take place during the week, while the husband was at work. Now it's as much men as women,' said Gershuny. We're all more likely to be relaxing or shopping on a Sunday morning these days than scrubbing the floor or putting up shelves. 'Men now stay in bed longer, and get up not, as previously, to work around the house, but rather to shop or to pursue other outside leisure activities.'

Men do about the same amount of unpaid work around the house as they used to on a Sunday, but it's spread throughout the whole day, instead of crammed into the morning. Women do considerably less than 40 years ago. Indeed, men and women were 'pretty much different species' in 1961, as far as the way they spent Sundays was concerned, with men far more likely to be out of the house - at the pub or playing football - before lunch. 'For women, leisure happened only in the afternoon. But by 2001, the shapes of men's and women's Sundays were much more similar,' says the report.

'Sunday for me is all about holding on to the weekend and trying to stave off Monday. An ideal Sunday would involve getting up and having a nice lunch. Sometimes we cook, but more often I go out to get a roast or bangers and mash at a gastropub. If it is a nice day, there is nothing better than sitting outside in the beer garden, reading the Sunday papers - one tabloid and one broadsheet - with a Guinness, extra cold. Sunday is often a chance to visit other parts of London, as long as it is not too far. I use Sundays to go clothes shopping, or to the cinema. I often go to Camden market, as I love the international foods on offer and hunting for bargains and vintage clothes.'

Jonathan Bentley Atchison (25, Clapham, London, works in communications)

'I am usually at home making the Sunday lunch. Some friends go out to eat, but my husband Mark loves a roast, so we don't. After that, I do the washing, like every day, and then I take my daughter Grace to netball and watch her play. Mark potters around - last Sunday, he tidied the garage. He works six days a week, so on Sunday he stays at home. I don't like shopping on a Sunday because every man and his dog is out. I don't work, so I can do it in the week. I tend to watch television and chill out. When summer comes, we go to barbecues at family or friends' houses. When I was growing up, my dad would do the gardening and paint the fences while my mum would do housework.'

Hazel Hallows (42, Manchester, housewife, married with three children)

'When we were at home, I would get out in the garden, and my late wife Rose would cook the Sunday lunch and do the housework. I was an engineer, and Rose worked full-time as a supermarket manageress. In 1961, we had just moved to Bristol, and I spent Sunday

maintaining the new house. The washing and ironing had to be done - it was a working-together atmosphere. We would sometimes go and spend the day with Rose's sister or other relatives. In 1961, it was the first time I had a new car, so we spent time in the countryside or garden centres. Now, I get up on Sundays and spend a couple of hours reading the newspapers.'

Bryan Jones (79, pensioner, Frampton Cotterell, near Bristol)

Questions 27-30

For each question, only **ONE** of the choices is correct.

Write the corresponding letter in the appropriate box on your answer sheet.

27 According to the diaries, in 1961, women rarely had free time on Sunday

- A** ☐ mornings.
- B** ☐ afternoons.
- C** ☐ evenings.

28 People want to do more on Sundays because

- A** ☐ more shops are open.
- B** ☐ it is a good day to graze.
- C** ☐ they are tired on Saturdays.

29 Shopping habits have changed since 1961 in that

- A** ☐ people shop less at weekends.
- B** ☐ men shop more than women.
- C** ☐ men do as much shopping as women.

30 Compared with 1961,

- A** ☐ women do far less housework on Sundays.
- B** ☐ men do far less housework on Sundays.
- C** ☐ men and women do far less housework on Sundays.

Questions 31-35

Complete the following sentences using **NO MORE THAN THREE WORDS** from the text for each gap.

Professor Gershuny discovered thousands of 31 _____ at the BBC.

In 1961, people ate 32 _____ at 5 or 6 o'clock.

In 2001, people spent 33 _____ 50 minutes on shopping on Sundays.

Shopping is something that is not as 34 _____ as it was in 1961.

In 1961, men would often go for a drink or be 35 _____ before lunch.

Questions 36-40

Do the following statements agree with the information given in Reading Passage 3?


In boxes 36 - 40 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

36  Mr. Atchison usually eats out.

37  Mrs. Hallows' husband does no household chores on Sundays.

38  Mrs. Hallows thinks the shops are too busy on Sundays.

39  Mr. Jones is a widower.

40  Mr. Jones does household chores on Sundays.



Solution:

- | | |
|--------------------|------------------|
| 1 C | 2 D |
| 3 F | 4 E |
| 5 ADHD | 6 wrist monitors |
| 7 paying attention | 8 tough |
| 9 FALSE | 10 FALSE |
| 11 TRUE | 12 NOT GIVEN |
| 13 NOT GIVEN | 27 A |
| 28 C | 29 C |
| 30 A | 31 diaries |

32 high tea

33 an average of

34 gender segregated

35 playing football

36 TRUE

37 FALSE

38 TRUE

39 TRUE

40 NOT GIVEN

14 B

15 F

16 D

17 E

$\frac{18}{22}$ A,C,D,E,H

23 C

24 C

25 A,B

26 A,C

Review and Explanations

1 Answer: **C**

The keywords concerned in Q1 must be "[traffic accidents](#)" and "[lack of sleep](#)".

In this question, we have to find out the paragraph which shows that one of the reasons of [traffic accidents](#) is [lack of sleep](#).

First, we will need to scan the passage and figure out which paragraph discuss about the disadvantages of [not sleeping enough](#).

At the paragraph **C**, they claim "[Not getting enough](#) is linked to a host of [problems](#)." Thanks to the words "[problems](#)" and the phrase "[not getting enough](#)" which mentions about [lack of sleep](#), we can guess that **C** is the paragraph we need to find out.

And after that, they give out some examples such as [car crashes](#), crippled memory or inhibited creativity. Because [car crashes](#) is the other expression of [traffic accidents](#), we can be sure that paragraph **C** is the correct one.

So, we must choose **C** for this question.

2 Answer: **D**

The keywords of Q2 are "[The number of children](#)" and "[the study](#)".

In this question, we have to find out the paragraph which contains the number of children in the study.

At the beginning of paragraph **D**, we can see that they write "They recruited [seventy-four 6- to 12-year-olds](#) from Rhode Island and southern Massachusetts for the [three-week study](#)". From this information, we can conclude that their [study](#) was conducted among [74 children](#) from 6 to 12 years old.

So, we can be sure that **D** is the correct answer for this question.

3 Answer: **F**

The keywords of Q3 are "two schools" and "deal with the problem".

In this question, we have to find out the paragraph containing the ways of two schools to solve their problem.

Because the school name "Potter-Burns Elementary School" and the phrase "another school" at 3 first sentences of paragraph F are suitable with the key "two schools", we can guess that this paragraph may be the right one that we need to find out.

In these above-mentioned sentences, we can also get the information about what two schools do to solve the problem about students' sleep. In particular, they will send notes to parents or include it in the monthly newsletters.

From these clues, we can be sure that this paragraph is the correct answer. So, we must write F for this question.

4 Answer: E

The keywords of Q4 are "effect of having less sleep" and "was measured".

In this question, we need to find out the paragraph containing the way to measure the effect of having less sleep.

At the paragraph E, the phrase "a variety of performance measures" in the 1st sentence gives us the clue.

Moreover, in the following part, in the sentence "The teachers reported significantly more academic problems during the week of sleep deprivation", we have the phrase "bad effects of sleep deprivation" is equal to "effect of having less sleep" so we can infer that this paragraph contains answer of Q4.

In particular, we get information from this paragraph that the students who sleep 8 hours or less a night will become more forgetful, have trouble learning new lessons or have problems paying attention. Those descriptions can help us make sure that they are signals of bad effects of having less sleep.

Therefore, we can conclude that E is the right answer for Q4.

5 Answer: ADHD

The keywords of Q5 are “[Fallone](#)”, “[study](#)”, “[sleep patterns](#)” and “[children](#)”.

At paragraph B, the sentence “[Fallone](#) now is studying [that question](#) ...” is the signal for us to pay more attention to this part.

What the phrase “[that question](#)” means may be a clue for us. And from the previous sentence “... raising the question of whether [sleep deprivation](#) could prove even worse for people with [attention deficit hyperactivity disorder](#), or [ADHD](#)”, we can conclude that [Fallone](#) is now studying about bad impacts of [sleep deprivation](#) on people with [attention deficit hyperactivity disorder \(ADHD\)](#).

The last information of this paragraph which is “...sleep problems could hit [children with ADHD](#) as a double whammy” provides for us a very important clue that [Fallone](#) is also studying this problem on children with [ADHD](#).

Hence, we must write down [ADHD](#) in this question.

6 Answer: [wrist monitors](#)

The keywords of Q6 are “[the researchers](#)”, “[show movement to check that children went to bed at the right time](#)”.

From these keywords, we can assume that the answer is a method for [the researchers](#) control the time children go to sleep.

The paragraph D is the one discussing about [the research on children’s sleep](#), so we need to focus on this part.

This paragraph mainly talks about [the number of hours](#) that children must spend on sleeping a night during 3 weeks of the research. And in the final sentence “In addition to parents’ reports, [the youngsters](#) wore motion detecting [wrist monitors to ensure compliance](#)”, we can found that “[the youngsters](#)”, “[to ensure compliance](#)” are respectively compatible with the key words “[children](#)” and “[check that children went to bed at the right time](#)”, so we can infer that parents use [wrist monitors](#) to [control their children’s sleeping time](#).

Therefore, the correct answer must be [wrist monitors](#).

7 Answer: [paying attention](#)

The keywords of Q7 are “[students](#)”, “[less sleep](#)”, “[problems with memory, remembering new material](#)”.

From these keywords, we can assume that the answer is a disadvantage of [students not having enough sleep](#).

Thanks to the Q4, we can know that paragraph E is most possible part that contains the answer. Therefore, we need to pay more attention to this paragraph.

And at the last sentence of this part, we can see that they point out [Students](#) who [got eight hours of sleep or less a night](#) were more [forgetful](#), had the most trouble [learning new lessons](#), and had the most problems [paying attention](#) ...”

Because [forgetful](#) has the same meaning with [problems with memory](#), and trouble [learning new lessons](#) is the synonym of [remembering new material](#), the one we need to find out must be problems of [paying attention](#).

Hence, the right answer for Q7 is [paying attention](#).

8 Answer: **tough**

The keywords of Q8 are “[Fallone](#)” and “[children to get enough sleep](#)”.

From these keywords, we can guess that the answer must be an opinion of Fallone about how to make [children have enough sleep](#).

And at the very last sentence of passage G, a short quote of Fallone which is “It’s [tough](#)” may be the right answer.

Because the previous sentences mainly talk about the difficulties of Fallone’s daughter [to get enough sleep](#), we can conclude that [tough](#) is the most suitable opinion of Fallone about this problem.

So, the correct answer of Q8 is [tough](#).

9 Answer: **FALSE**

The keywords of Q9 are “[the results of the study](#)”, “[first distributed](#)” and “principals of American schools”.

At paragraph E, line 4, we can see that the study is mentioned in the sentence “ ..[the study](#), which will be [published in the journal Sleep in December](#), concluded”. From this information, we can conclude that [the results of this study](#) is going to be published [in a journal](#), not distributed to the principals of American schools.

So, we can be sure that this statement is [FALSE](#).

10 Answer: **FALSE**

The keywords of Q10 are “[some of the children](#)”, “[previously](#)” and “[signs of sleeping problems](#)”.

At paragraph B, line 2, we can find out the information about [the children who were chosen to take part in the study](#) in the sentence “The study, unveiled Thursday at an American Medical Association (AMA) science writers meeting, was conducted on [healthy children who had no evidence of sleep- or learning-related disorders ...](#)”. According to this clue, it is clearly that [the chosen children](#) in this study are [healthy children](#) and they [don't have any sleeping problems before](#)

Therefore, we can conclude that this statement is **FALSE**.

11 Answer: TRUE

The keywords of Q11 are “[the study](#)”, “[influence](#)”, “[how doctors deal with children's health problems](#)”.

We can find out the information related to this statement in the last sentences of paragraph F, which are “... However, [the findings may change physician practice](#) said Dr. Regina Benjamin, a family [physician](#) ...”.

In the clause “[the findings may change physician practice](#)”, we can see there are almost words that are compatible with keywords such as: “[the findings](#)” = “[the study](#)”, “[change](#)” = “[influence](#)”, “[physician practice](#)” = “[how doctors deal with children's health problems](#)” so we can sure that this statement is **TRUE**.

12 Answer: NOT GIVEN

The keywords of Q12 is “[does not let his daughter play soccer](#)”.

We can see that the information about Fallone and his daughter is mentioned at paragraph G. There is a sentence “[Fallone](#) insists that his own [second-grader](#) get ten hours a night, even when it meant dropping [soccer - season](#) ...”. According to this sentence, Fallone just **insists** his daughter get ten hours a night, [even when it meant dropping soccer - season](#). The word “**insists**” mean require/expect and have no compulsory meaning, while the key word in question is “[does not let](#)”, which has compulsory meaning so there is no prove that Fallone [does not let](#) his daughter play soccer.

So, in this question, we have to choose **NOT GIVEN**.

13 Answer: NOT GIVEN

The keywords of Q13 are “[staying up late](#)”, “[acceptable](#)” and “[doing homework](#)”.

Throughout the passage, we cannot find out any information about children can stay up late for doing homework purpose, therefore, we can conclude that it is not given.

Hence, with Q13, the answer must be **NOT GIVEN**.

27 Answer: **A**

The keywords of Q27 are “[1961](#)”, “[women](#)”, “[free time](#)” and “[Sunday](#)”.

We can assume that the answer will be time of [Sunday](#) that women in [1961](#) were busy.

We can find out the information about women’s free time in [1961](#) at the beginning of paragraph 2 with the sentence “[Forty years ago, Sunday mornings](#) were [a flurry of activity](#) as men and [women](#) - [especially women](#) - [caught up on their weekly chores and cooked up a storm in the kitchen.](#)”

Thanks to the phrase “[Forty years ago](#)”, we can be sure that this sentence is discussing about things happening in [1961](#). After that, we also get a clue from ‘[Sunday](#) mornings were [a flurry of activity](#) as [men and women](#) - [especially women](#) - [caught up on their weekly chores and cooked up a storm in the kitchen](#)’. The phrase “[a flurry of activity](#)” helps us to know that in [1961](#), both men and [women](#), [especially women](#), were [busy doing chores and cooking](#) on [Sunday mornings](#).

So, the answer for this question must be **A. mornings**

28 Answer: **C**

The keywords of Q28 are “[want to do more on Sundays](#)”

From the question, we assume that the answer will be a reason why people [want to do more on Sundays](#).

Firstly, at paragraph 3, we can see the sentences “You only have two free days a week. You don’t want to have to waste one because there is nothing to do but watch TV. [Sunday has leapfrogged Saturday in the fun stakes](#)”. The statement “[Sunday has leapfrogged Saturday in the fun stakes](#)”, which means people [do more things on Sunday than Saturday](#), is the signal for us to pay more attention to this part.

After that, they give out the reason for these above-mentioned sentences which is [On Saturdays, you are recovering](#) from the week”. We can conclude from this statement that the main reason is people often feel [tired on Saturdays](#) and need to [recover](#) after a week.

Therefore, the correct answer for Q28 is **C. they are tired on Saturdays**.

29 Answer: **C**

The keywords of Q29 are "[shopping habits](#)", "[changed](#)" and "[since 1961](#)".

From this question, we can assume that the answer will be [how the shopping habits changed since 1961](#).

The paragraph talking about shopping habits is paragraph 4, so we need to focus on this part.

We can easily find out the sentences in this paragraph discussing about the shopping habits: "In 1961, adults spent an average of 20 minutes a day shopping; by 2001, it was 50 minutes. 'Shopping used to be a gender segregated activity that would take place during the week, while the husband was at work. [Now it's as much men as women](#),' said Gershuny".

And Gershuny speech provide us a clue about the difference in [shopping habits](#) between [1961](#) and [2001](#). In particular, he claims that now (2001), [men go shopping as much as women](#).

Hence, we must choose **C** for this question.

30 Answer: **A**

The keyword of Q30 is "[compared with 1961](#)".

From this keyword and 3 choices, we assume that the answer may be [the change of housework distribution on Sunday between men and women in 2001 compared with 1961](#).

We can figure out that paragraph 5 contains information about this issue. And in this part, there is an important clue in the sentence "Men do about the same amount of unpaid work around the house as they used to on a [Sunday](#), but it's spread throughout the whole day, instead of crammed into the morning. [Women do considerably less than 40 years ago](#)".

The first sentence helps us to know that they are discussing about doing [housework on Sunday](#) and the second one enable us to be sure that in comparison to 1961, [women in 2001 do far less housework](#) on the weekend.

So, the right answer for Q30 is **A**.

31 Answer: **diaries**

The keywords of Q31 are "[Professor Gershuny](#)", "[discovered](#)" and "[thousands](#)".

From these keywords, we assume the answer will be things that [Professor Gershuny discovered](#).

We can see that [Professor Gershuny](#) is mentioned at the last lines of paragraph 1, which are "Then they compared the results with [3,500 diaries](#) written in 1961, [a treasure trove of information that had been uncovered](#) 'in two egg boxes and a tea chest' in the basement of the BBC by ISER's director, [Professor Jonathan Gershuny](#)".

From these sentences, we know the study has used "[a treasure trove of information](#)" from [3,500 diaries](#) written in 1961 [discovered by Professor Gershuny](#).

Hence, answer of Q31 must be [diaries](#).

32 Answer: [high tea](#)

The keywords of Q32 are "[1961](#)", "[ate](#)" and "[5 or 6 o'clock](#)".

From the keywords, we assume that the answer may be [a dish that people often ate at 5 or 6 o'clock in 1961](#).

We can see that they mention about the period [5 or 6 o'clock](#) at the last lines of paragraph 2. So, this part may have the answer.

Firstly, they say "In [1961](#), more than a fifth of all men and women in Britain were sitting at a table by 2 p.m., most likely tucking into a roast with all the trimmings" which helps us to assure that the point of time of these activities is [1961](#).

Then, they continues "Then there would be another rush to the table [between 5 p.m. and 6 p.m. for high tea](#)". From this clue, it is clear that people often ate [high tea between 5 p.m. and 6 p.m.](#)

So, the correct answer of Q32 is [high tea](#).

33 Answer: [an average of](#)

The keywords of Q33 are "[2001](#)", "[50 minutes](#)", "[shopping](#)" and "[Sundays](#)".

When it comes to shopping, we have to pay more attention to paragraph 4. And thanks to the clues, we can easily find out the sentence containing these keywords "In 1961, adults spent [an average of](#) 20 minutes a day shopping; by [2001](#), it was [50 minutes](#)".

We have to be careful that they say in 1961, adults spent [an average of](#) 20 minutes a day shopping, therefore, [50 minutes shopping in 2001](#) is also just an [average](#) number. So, we have to fill the blank with "[an average of](#)" to make this sentence more exact.

Therefore, the missing words are [an average of](#).

34 Answer: gender segregated

The keywords of Q34 are "[shopping](#)", "[not as ... as it was in 1961](#)".

From these keywords, we can assume that the answer is [a feature of shopping habit in 1961 which no longer exists in 2001](#).

We continue to find out information about shopping at paragraph 4 and the 3^d sentence of this part "[Shopping used to be](#) a **gender segregated** activity that would take place during the week, while the husband was at work" gives us the clue.

Thanks to the phrase "[used to be](#)", we know that "**gender segregated**" was the feature of shopping in 1961 and it [disappeared in 2001](#). Therefore, this must be the one that we are looking for.

So, **gender segregated** is answer of Q34.

35 Answer: playing football

The keywords of Q35 are "[1961](#)", "[men](#)", "[go for a drink](#)" and "[before lunch](#)".

From these keywords, we can assume that the answer will be [an activity that men often did \(except for drinking\) before lunch in 1961](#).

We can figure out this information in the 5th paragraph of this passage with the sentence "Indeed, men and women were 'pretty much different species' in [1961](#), as far as the way they spent Sundays was concerned, with [men](#) far more likely to be out of the house - [at the pub](#) or **playing football** - [before lunch](#)".

Because the phrase "[at the pub](#)" is related to the keyword "[go for a drink](#)", we can know that the left activity - "**playing football**" is certainly the one we are looking for.

Hence, the correct answer of Q35 must be "**playing football**".

36 Answer: TRUE

The keywords of Q36 are "[Mr. Atchison](#)" and "[usually eats out](#)".

Because this question asks information about [Mr. Atchison](#), we have to focus on the 6th paragraph which is quotation from his diary.

And we can find out the sentences mentioning about his meals "Sometimes we cook, but [more often](#) I [go out to get a roast or bangers and mash at a gastropub](#)". According to what he wrote, [the more regular choice](#) of his family is [going out to get a roast or bangers and mash at a gastropub](#), which means **eating out**.

So, we can conclude that the statement of Q36 is **TRUE**.

37 Answer: FALSE

The keywords of Q37 are "[Mrs. Hallows' husband](#)" "[no household chores](#)" and "[Sundays](#)".

Because this question asks information about Mrs. Hallows' husband, we have to focus on the 7th paragraph which is quotation from Hallows' diary.

At this part, we can see that she talks about her husband's housework in the sentence "[Mark potters around](#) - last [Sunday](#), he tidied the garage". The phrase "[potter around](#)" helps us to know that her husband is responsible for [doing some small chores](#) in her family and the later clause "last [Sunday](#), he tidied the garage" enable us to identify the time he does these household chores on [Sunday](#).

Therefore, we can assure that the statement "[Mrs. Hallows' husband does no household chores on Sundays](#)" is absolutely **FALSE**.

38 Answer: **TRUE**

The keywords of Q38 are "[Mrs. Hallows](#)", "[the shops](#)", "[too busy](#)" and "[Sundays](#)".

Because this question asks information about Mrs. Hallows, we have to focus on the 7th paragraph which is quotation from her diary.

Also in this paragraph, we can see Mrs. Hallows show her own thought about shopping in the short sentence "I don't like shopping on a [Sunday](#) because [every man and his dog is out](#)". The clause "[every man and his dog is out](#)" implies that the shop are too crowded. So we can conclude that the main reason for her not loving shopping on a [Sunday](#) is **the shops are too busy on Sundays**.

Hence, the statement of Q38 is **TRUE**.

39 Answer: **TRUE**

The keywords of Q39 are "[Mr. Jones](#)" and "[widower](#)".

Because this question asks information about Mr. Jones, we have to focus on the last paragraph which is quotation from his diary.

In order to know if Mr. Jones is a widower or not, we should look for information about his wife. And at the very first line of this paragraph, we get a clue. In particular, he wrote "When we were at home, I would get out in the garden, and [my late wife](#) Rose would cook the Sunday lunch and do the housework ..."

The words "[my late wife](#)" in the diary implies [his wife passed away](#), therefore, it is certain to say that **Mr. Jones is a widower**.

So, the statement of this question is **TRUE**.

40 Answer: **NOT GIVEN**

The keywords of Q40 are "[Mr. Jones](#)", "[household chores](#)" and "[Sundays](#)".

Because this question asks information about Mr. Jones, we have to focus on the last paragraph which is quotation from his diary.

We can find out Mr. Jones mentions about his Sundays in the last sentence of the quotation "... Now, I get up on [Sundays](#) and [spend a couple of hours reading the newspapers](#)". From what he said, we are just able to get information that [he often reads newspapers on Sundays](#), but we cannot conclude if he does household chores or not on the weekend.

Therefore, we must answer **NOT GIVEN** for this question.

14 Answer: B

The keywords of Q14 are "[Education for the masses](#)".

At paragraph **B**, there is a sentence "the first is the democratisation of [higher education](#) - "[massification](#)" in the language of the educational profession ...", because "[massification](#)" is related to the word "[masses](#)", we can guess that this paragraph is the correct answer.

After that, the next sentences of this part mainly discuss about [the increase of adults with higher educational qualifications](#) in developed countries and [the spread of massification](#) to the developing countries.

From these clues, we can conclude that paragraph **B** best fits with the heading of Q14.

15 Answer: F

The keywords of Q15 is "[future possibilities](#)"

With the question "What, if anything can be done?" in paragraph **F**, we can infer that following information can be related to the [future](#) so we should pay attention to this part.

According to the paragraph **F**, there is a prediction given out by Techno-utopians that "the higher education ripe for revolution". In addition, thanks to some sentences such as "[The university, they say, is a hopelessly antiquated institution](#)" and "[Thirty wars from now the big university campuses will be relics](#)", we can conclude that this paragraph is discussing about the future possibilities.

Therefore, the right answer must be **F**.

16 Answer: D

The keywords of Q16 are “[globalisation](#)” and “[competition](#)”.

When listing out 4 reasons for the changes of universities, the 3^d and 4th reason are mentioned in the paragraph **D** of this passage, which are [globalisation](#) and [competition](#) respectively. And the following sentences after these reasons are mainly to provide extra information related to them. So, from these clues, we can be sure that paragraph D is the one that best fits this heading.

Hence, the correct answer for Q16 must be **D**.

17 Answer: E

The keywords of Q17 is “[funding problem](#)”.

From this keyword, we can assume that the answer will be a paragraph talking about [the problems of funding](#).

Because paragraph A is the introduction, paragraph B is about massification, paragraph C is about knowledge economy, paragraph D is about globalisation and competition, and paragraph G is about future possibilities, we can guess that the [funding problem](#) may be mentioned in paragraph **E**.

At the first sentences of this paragraph, we can see that they says “Academics complain and administrators are locked in bad-tempered exchanges with the politicians who [fund](#) them. What has gone wrong? [The biggest problem](#) is the role of the state ...”. From this information, we can know that they are mentioning about the [funding problem](#) between universities and governments.

So, we have to choose **E** for Q17.

18-22 Answer: A,C,D,E,H

Q18 to Q22 require us to list out 5 true statements. So, we need to scan each of the statements and find out the information in passage to conclude that it is true or false.

At paragraph A, line 9, we can get an important information in the sentence “Universities are experimenting with new ways of funding (most notably through student fees), forging partnerships with private companies and engaging in mergers and acquisitions”. The phrase “forging partnerships with private companies and engaging in mergers and acquisitions” helps us to know that **some universities are joining with each other**, which is the statement **A**.

In paragraph C, we found a sentence that “The best companies are now devoting at least a third of their investment to knowledge-intensive intangibles such as R&D, licensing, and marketing”. This sentence is totally compatible with statement **C**. **Most companies in developed countries devote a third of their profits to research and development.**

The 3rd sentence of paragraph D “The number of people from developed countries studying abroad has doubled over the past twenty years, to 1.9 million” gives us another clue. Because “studying abroad” means “**studying outside their home countries**” and “twenty years” is “**two decades**”, we can be sure that one of the true statements is **D**.

We can get information related to statement **E** in the sentence “that they should either provide the requisite funds (as the Scandinavian countries do)” of paragraph E. The phrase “provide the requisite funds” - the other expression of “**provide enough money**”, together with the phrase putted in the bracket “as the Scandinavian countries do”, help us to be sure that statement **E** is absolutely true.

Finally, we can easily find out the information of statement **H** in Peter Drucker’s speech in the middle of the paragraph G. He says “Thirty years from now the big university campuses will be relics”. The word “relics” in his sentence helps us know that he is **foreseeing the end of university campuses**, which means the statement **H** is true.

Therefore, the correct answers for Q18 to Q22 are **A, C, D, E, H**.

23 Answer: **C**

The keywords of Q23 are “universities” and “responding to the changes”.

From these keywords, we can assume the answer will be a method used by universities to respond to the changes.

At paragraph A, line 9, we can get the information in the sentence “Universities are experimenting with new ways of funding (most notably through student fees)”. According to this statement, we know **charging students higher fees** is the new way of funding that universities often choose in response to the changes.

So, the answer for Q23 must be **C**.

24 Answer: C

The keyword of Q24 is "[the knowledge economy](#)"

We can easily see this keyword in the paragraph C, so we must focus on this part. And the sentence at line 8 of this paragraph "[Universities](#) are among [the most important engines of the knowledge economy](#)" gives us the clue. This sentence implies that universities play important role in the knowledge economy, or we can understand this sentence as [the knowledge economy](#) is [heavily reliant on universities](#), which is the answer C.

Hence, the correct answer for this question is C.

25 Answer: A,B

The keywords of Q25 are "[current problems at universities](#)" and "[Europe](#)".

The keyword "[Europe](#)" is the signal for us to pay attention to paragraph E.

Because the word "[problems](#)" is a plural noun so we predict that this question may have more than 1 answer. And thanks to the question 17, we can know that one of the answers will be "[problems with funding](#)". So, we need to check whether there is another answers.

From line 2 of this paragraph, we can see that they mention about the problem between [administrators](#) and the [politicians](#) in the sentences "However, inside academia, particularly in [Europe](#), it does not feel like it. Academics complain and [administrators](#) are locked in [bad-tempered exchanges](#) with [the politicians](#) who fund them. What has gone wrong? [The biggest problem is the role of the state](#)". Because "[administrators](#)" is "[managers](#)" and "[politicians](#)" represents for "[government](#)", we can conclude that A is also a correct answer.

Therefore, with this question, there are 2 suitable choices which are A and B.

26 Answer: A,C

The keywords of Q26 are “[possible solutions](#)”, “[reformists](#)” and “[conservatives](#)”.

Thanks to the keywords, we can assume that there are more than 1 answer about [the possible solutions put forward](#).

Firstly, we get information about solution from [reformists](#) in the passage “Techno-utopians believe that higher education is ripe for revolution... Fortunately, in his view, help is on the way in the form of Internet tuition and for-profit universities”. This passage implies that the [reformists](#) think university is outdated and “incapable of serving a new world of mass audiences and just-in-time information”. According to the next information, this point of view “[help is on the way in the form of Internet tuition and for-profit universities](#)”. From this sentence, we can infer that one solution is using more new technology, which is compatible with answer **A**.

Another solution given out by conservatives is mentioned in the sentences “[Cultural conservatives](#), on the other hand, believe that the best way forward is backward. They think [it is foolish to waste higher education on people who would rather study "Seinfeld" than Socrates](#) ...” According to the clause “[it is foolish to waste higher education on people who](#) ...”, we know that they recommend teaching the right people that are in need of studying or [teaching fewer students](#), which is the answer **C**.

Hence, the right answers for Q26 are both **A** and **C**.