## READING PASSAGE 1

**Tourism Development: A Blessing or a Curse?**

**A.** In developing countries, collectively referred to as the Global South, tourism is seen as a fast and effective means of economic development. This is especially true for countries that lack exportable natural resources, but possess plenty of natural attractions, such as beaches, mountains, lush forests, and jungles. As a means of maximising the economic benefits for their citizens, such countries are encouraged to capitalise on these attractions by promoting tourism and developing a suitable tourist infrastructure. Many countries are taking up this opportunity and there has been a noticeable tendency for developing nations to invest heavily in expanding their tourism industries.

**B.** In reality, however, tourism can cause extensive damage to the natural world. It can therefore bring more harm than good to the communities it is supposed to serve. Ecotourism, for example, is designed to take advantage of a locale's natural beauty to attract 'green' travellers, but ironically the environment is often sacrificed to accommodate them. Every year, hordes of tourists flock to St. Lucia to take in its gorgeous scenery, scuba dive among the coral reefs in its clear waters, and explore the rainforests of the island's interior. While well-managed scuba diving trips and excursions into the rainforest may not directly disturb the native wildlife and flora, the resorts built to accommodate eco-tourists have caused significant increases in beach erosion, and the demand for boating transport has resulted

**Questions 1-6**

Reading Passage 1 has seven paragraphs, A-G. Choose the correct heading for paragraphs B-G from the list of headings below.

**List of Headings**

i. Implications of foreign investors avoiding regulations

ii. Government investment leads to jobs for locals

iii. The impact of tourism on real estate prices

iv. Competition presents challenges for local businesses

v. The problem of unequal income

vi. Non-economic consequences for communities

vii. Tourism as a fast way to grow the economy

viii. Widespread degradation of the environment

ix. Impact of neglecting the development of other industries

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F
6. Paragraph G

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in the loss of mangrove swamps and increased pollution of the marine environment (Nagle, 1999).

**C.** Another problem is the income disparity that almost always occurs as a result of tourism in underdeveloped nations. It starts with governments investing heavily in infrastructure such as roads, airports, public transportation and the like. The money to fund these projects comes out of taxpayers' wallets, with the idea that the investment will create jobs and opportunities for the local population, but that is rarely the case. Contracts to build hotels, resorts, parks, and restaurants are often given to wealthy businesspeople who exploit local laborers in order to increase profit margins. Then, when the establishments open, the same pattern occurs with hired staff who work for wages barely above the minimum wage. Thus, the rich get richer while the increasing wealth gap forces the lower socioeconomic classes into deeper poverty.

**D.** Moreover, overseas investors make it impossible for small, local businesses to compete. International chains are the first in line to bid for spaces on beachfront property in almost every country of the world. They pay premium prices to secure their stronghold in developing tourist sectors. This has happened in Costa Rica, where foreign individuals or companies own 65 per cent of hotels in the country. [4]Therefore, although tourism constitutes around 12.5 per cent of Costa Rica's GDP, local businesses have not benefited from this thriving industry.

**E.** These trends affect the private real estate mark[8]et as well. Once a place becomes popular with foreigners, there's a rush to purchase vacation homes, dramatically increasing property values and displacing the native inhabitants. This is evident to

**Questions 7-8**

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

7. One way that people have avoided strict regulations is by

A. paying additional fees to government agencies.

B. buying property with the help of local citizens.

C. promising to invest in local infrastructure.

D. guaranteeing good jobs to local residents.

8. When a large number of jobs are dependent on tourism, countries tend to

A. invest heavily in other areas to create a balanced economy.

B. grow concerned about the possibility of social instability.

C. ignore the development of other sectors.

D. increase the wages of citizens working in the tourist industry.

**Questions 9-13**

Complete the summary using the list of words, A-I, below.

**Tourism for Economic Development**

Tourism can be a fast and effective way for developing countries to expand their economies. Many of these countries are urged to take advantage of the (9)_____ within their natural environment. However, it is unclear whether the development of tourism is the panacea that it is alleged to be; in certain cases the problems it

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anyone who has travelled along the coast of Spain or to any of the Greek islands. A San Francisco State University study on Belize revealed that as a result of tourism development, local prices have increased overall by around 8 per cent in the past decade alone. Some countries such as Thailand, have made foreign direct ownership of property illegal, which has alleviated some of these effects. However, even with such rigid regulations, people still find a way to evade the laws by coordinating with Thai citizens or businesses to purchase property. In the end, an inflated real estate market is inevitable, as are increases in other basic costs such as food, water, clothing, and daily necessities.

**F.** Regardless of who is making the profits, though, local populations become dependent on the influx of tourist cash, despite the hazards. In Gambia, for instance, 30 per cent of the workforce depends directly or indirectly on tourism, and in the Maldives, this figure is a striking 83 per cent. When a substantial quantity of available jobs revolves around tourism countries often neglect developing other sectors that could decrease that dependency. While this may not seem problematic, it quickly becomes so when unforeseen events threaten the stability of a country and scare off tourists. This has happened to Thailand several times over the past decade, with both civil unrest and natural disasters resulting in recessions caused by dramatic decreases in tourism.

**G.** Economics aside, there are also social consequences of high growth tourism for local communities; along with foreign influences can come unwelcome behaviour and activities. This can simply be undesirable habits or mannerisms that contradict local customs. But it can also be more serious, such as increases

causes for local (10)_____ outweigh its benefits. Whilst developing the conditions for a local tourism industry is often funded by (11), it is not necessarily the case that they will see any profits. It is (12) that hurry 14to buy coastal property, and they are willing to pay large amounts of money for a dominant position in the tourist industry. Moreover, influences from outside the country can also lead to behaviour15 that goes against the (13)_____ of the local people.

**List of words:**

A. taxpayers

B. infrastructure

C. valuable materials

D. customs

E. international chains

F. communities

G. attractions

H. industries

I. uneven development

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in drug use, alcohol abuse, and petty crime, all of which often accompany tourism. Even if locals don't participate directly in such misconduct, they are bound to be adversely affected by a rise in criminality, and will often report a decline in their sense of personal security and quality of life because of it. Thus, the development of a tourism industry can be a mixed blessing, bringing developing countries an influx of investment, visitors from around the world, and a variety of intractable problems. Governments in these countries must do their best to effectively regulate and manage tourism, so that the benefits can be widespread, and the negative effects can be avoided or minimised.

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## READING PASSAGE 2

### Parental Involvement in Children's Education

At the most fundamental level, education is a human undertaking. It requires people and real human interaction. When we think of a child's education, the first people who come to mind are schoolteachers, and the importance of their role cannot be overstated. But what of the role of parents in children's education? At home, parental involvement can include everything from general encouragement to actively tutoring children. Furthermore, parents can also lend their support to schools in many ways, such as attending school functions, helping with school activities or serving as school governors or administrators. Does this parental involvement have a measurable effect on student outcomes? If so, what are the results of their involvement?

Extensive research has clearly demonstrated the positive benefit of parental involvement when it comes to academic achievement. Students of parents who engage directly with their children in the early years of childhood education show especially strong results (Cotton and Wikelund 1989). In other words, the earlier parental involvement occurs, the more likely children are to have tremendous academic success. In the US, the National Head Start Impact Study collected detailed data on 5,000 children from kindergarten to 3rd grade. The Head Start programme provided comprehensive early childhood development services to low-income families, and actively encouraged parental involvement. The study collected student data measuring school readiness, language use and literacy, as

**Questions 14-17**

Look at the following statements and the list of researchers below. Match each statement with the correct researcher, A-E.

**List of Researchers**

A. Karen Reed Wikelund

B. Walter Emmerlich

C. James Comer

D. Marylin Bruckman

E. David Hart

14. claimed that parents in administration tend to put the needs of their own children before others

15. proposed a connection between parental encouragement and children's views on education

16. argued that there was no evidence linking parental involvement in school decisions and student success

17. instituted a programme of parental participation in school decision making

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well as cognition and general knowledge. Over the course of three years, the data definitively established a strong correlation between parental monitoring of school-related assignments, parental involvement in school activities, and academic performance. Though the long-term effectiveness of such programmes has been called into question, even critics such as psychologist Todd Wisley have noted that continued parental involvement is crucial for children's success.

Similarly, the connection between the extent of parental engagement and a child's attitude and behaviour in school was highlighted as early as 1973 when child development psychologist Walter Emmerlich posited that constructive parent interaction enhances their children's attitudes toward learning and gives them a more positive outlook on life. Since then, researchers have conducted in-depth analyses of such criteria as classroom behaviour, peer interactions, self-concept, motivation, and general socio-emotional functioning. Unlike academic achievement, however, in which parental help with studies and instruction was clearly the primary factor, there is no obvious form of involvement that stands out as contributing to improvements in attitude and behaviour. Thus, it seems that all forms of involvement contribute equally, and it is no surprise that schools which offer the greatest variety of opportunities for parental involvement see the most positive impact in this regard.

Even though parental involvement is widely encouraged both in school systems and in literature produced by education experts, it is not without controversy. Some educational professionals question whether it can go too far, and this sentiment is

**Questions 18-21**

Complete the sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

18. Parents can support schools by becoming school _____ and serving on administrative committees.

19. Early parental involvement increases the likelihood of great _____ among children.

20. The most beneficial approach is for schools to provide diverse _____ for parents to participate.

21. A decision school administrators do not want parents to get involved in is the allocation of _____.

**Questions 22-26**

Do the following statements agree with the information given in Reading Passage 2?

**TRUE** (if the statement agrees with the information)

**FALSE** (if the statement contradicts the information)

**NOT GIVEN** (if there is no information on this)

22. Parental involvement tends to have more of an effect on older students than younger students.

23. Different types of parental involvement produce different results in attitude and behaviour.

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particularly common when it comes to parental involvement in school governance and administration. David Hart, the general secretary of the National Association of Head Teachers in the UK, has suggested that governing bodies in Britain are overloaded with parents, many of whom are unqualified for the job. Hart declared that parents were often too focused on the needs of their own children to think of the greater good when it came to governance. Nevertheless, polls consistently show that many parents would like to play a more active role in school affairs - whether it is through becoming a school governor or a member of a parental advisory committee or school improvement council.

In contrast, school administrators and teachers tend to support Hart's negative opinion of parents taking an active role; they continually demonstrate great reluctance to allow parents to get involved with goal setting, personnel decisions, assessment, and how to allocate funding. They point out that parents generally lack the training and capability to make decisions related to school administration and governance. Educational literature sometimes supports their view: some mainstream studies claim that parental involvement in school governance has no obvious correlation with increased academic achievement or improvements in student attitude and behaviour. Karen Reed Wikelund has pointed out that in half a dozen studies that addressed the link between parental involvement in school decision making, none could conclusively prove a causal relationship between it and student achievement. And Marylin Bruckman has argued that many early childhood educators have negative views of parental involvement in general, implying that some educators may have an adverse impact on family involvement.

24. Polls show that mothers are generally more likely to play a part in school affairs than fathers.

25. Research suggests that educators may have a negative effect on parental participation in schools.

26. The School Development Programme helped to revolutionise some urban schools.

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Still, exceptions exist. In New Haven, Connecticut, the School Development Programme (SDP) started by James Comer of Yale University revealed that parents could provide meaningful contributions at all levels whether it be at home, in the classroom, or school administration. He sought to 'change the ecology' of education by instituting a programme of electing parents to school planning and management teams, where they made substantial decisions along with teachers, the principal, and support staff. The SDP helped radically transform two of the worst-performing inner-city schools in Connecticut, and as many as 120 other inner-city schools have subsequently followed suit using his model. Comer's example proves that parents can play a constructive role within schools if an appropriate framework exists, which allows parents and teachers to work together constructively in getting the best for children. [22]

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## READING PASSAGE 3

### The Snowball Earth Hypothesis

*Analysing the theory that Earth was once a giant ice-covered snowball*

A debate has been raging among scientists about the plausibility of the 'snowball Earth' hypothesis, which posits that the Earth was once completely covered in ice and snow. If this theory is true, it could explain many geological mysteries, but some claim the planet could not have recovered from such a deep freeze. Imagine an Earth entirely covered by ice, from the poles to the equator, where little to no life survives and temperatures are perpetually far below zero. That is the proposition of the 'snowball Earth' hypothesis. This is a contentious theory that suggests that the Earth was entirely frozen for at least one period in its history, and scientists are divided on how to interpret the geological record and the debate over the hypothesis is ongoing. According to proponents of the theory this deep freeze occurred over 650 million years ago in at least one of three periods, the Neoproterozoic, the Palaeoproterozoic or the Karoo Ice Age. Scientists are however divided on both the geological evidence and the likelihood of Earth reviving, and fostering life, after such a period, as well as when exactly this could have taken place. Proponents nevertheless suggest that the theory explains some of the mysteries of the geological record.

The first geologist to put forward the idea of a snowball Earth was Douglas Mawson who discovered glacial sediments in southern Australia in the mid-20th century, which he took as evidence of global glaciation. However, this theory was superseded by the

**Questions 27-31**

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

**YES** (if the statement agrees with the views of the writer)

**NO** (if the statement contradicts the views of the writer)

**NOT GIVEN** (if it is impossible to say what the writer thinks about this)

27. Scientists agree the snowball Earth occurred in the Palaeoproterozoic era.

28. Climate models developed in the 20th century led to theories about paleomagnetism.

29. Some experts believe that if Earth had been totally enclosed in ice, life would have been permanently erased.

30. The 'slushball Earth' hypothesis shows how life evolved on Earth.

31. Linda Sohl showed that the snowball Earth model can teach us about climate change.

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idea of continental drift, which more readily explained the existence of glaciers in Australia and other landmasses. The snowball Earth theory was revived in the 1960s by W. Brian Harland who suggested that glacial sediments in Greenland were actually deposited nearer to the tropics. According to Harland, the only thing that could account for these deposits was an extreme, worldwide ice age. It was not until the 1990s that Joseph Kirschvink, a Professor of geobiology, coined the term 'snowball Earth' to describe this ice age. Kirschvink also proposed an ultra-greenhouse effect as a way in which the Earth may have escaped from this glacial condition. Kirschvink's ideas were taken up by Franklyn Van Houten, who stated that phosphorus deposits and banded iron formations proved that the Earth had once been ice-covered.

According to proponents of the snowball Earth hypothesis, there are several ways in which both the geological record and climate models support the theory. The most persuasive is perhaps the evidence of palaeomagnetism, a recent development in geology which can show when and where geological deposits were made, whilst taking into account continental drift. Through palaeomagnetism it has been possible to show that sediments of glacial origin were deposited near to the equator during the Neoproterozoic era. However scientists are sceptical of this conclusion due to other plausible explanations, such as the possibility that the Earth's magnetic field has shifted over time and the existence of an earlier magnetic pole near the equator which could account for these deposits. The snowball Earth hypothesis has also been challenged on the grounds that glacial deposits could be accounted for by continents breaking up and causing a tectonic uplift, which would create extremely high

**Questions 32-36**

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

32. In the first paragraph, the writer suggests that the 'snowball Earth' hypothesis

A. has changed how geologists understand the formation of glaciers.

B. is an experimental theory that has caused widespread confusion.

C. has changed how scientists understand the origins of the planet.

D. is a theory which has prompted extensive debate.

33. The writer says that scientists oppose the snowball Earth theory because

A. it shows that climate change is not man-made.

B. banded iron formations disprove it.

C. there are other reasonable explanations.

D. the theory of continental drift explains the evidence better.

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plateaus where glaciers could potentially form. This theory of continental separation has been proposed by Nicholas Eyles, Professor of Geology at the University of Toronto, as the 'Zipper Rift hypothesis'. In this scenario, the separation of continents creates these high plateaus where glaciations occur, thus limiting the snowball effect to certain areas of the planet.

As Eyles' research suggests, one of the main points of contention of the snowball Earth debate is the extent to which this big freeze took hold across the planet. Many geologists and climate scientists claim that a 'hard snowball' effect, in which the planet is completely enveloped in ice sheets, would have obliterated life on Earth forever. They thus say that the most likely scenario was a partial freeze, in which some parts of the ocean remained free of ice. The lack of a mass extinction event in the geological record proves that the snowball Earth was more temperate than some claim. They argue that carbon dioxide built up during the cold period, when vegetation was reduced and could not remove as much of it from the atmosphere. In turn, the carbon dioxide warmed the planet, leading to widespread thawing and release of water into the soil. Francis Macdonald, an Earth scientist at Harvard University, who has carried out research into volcanic rocks in Canada that suggested that the global glaciation did indeed occur, has suggested that in fact Earth wasn't 'just a white ball, but more of a mud ball' during this period. This idea of a 'mud ball' rather than a snowball has gained many adherents among geologists.

Richard Peltier of the University of Toronto says, 'The suggestion that the Earth was once entirely covered by ice - the continents by thick ice sheets and the oceans by thick sea ice - remains

34. The Zipper rift hypothesis suggests that

A. continents moving apart created conditions for glaciers to appear.

B. the snowball effect extended to every area of the planet.

C. extremely high plateaus allowed life to survive during the snowball period.

D. earthquakes caused the formation of glaciers.

35. What confirmed that the snowball Earth was warmer than some maintain?

A. A new climate model developed at a university

B. An absence of evidence for a mass extinction

C. Carbon dioxide samples taken from sea ice

D. Vegetation patterns in the geological record

36. The writer suggests that Richard Peltier's climate model proves

A. the Earth was a mud ball rather than a snowball.

B. the equator remained frozen throughout the snowball Earth period.

C. life on Earth survived in spite of a negative feedback reaction.

D. the water close to the tropics remained unfrozen.

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somewhat contentious'. Peltier created a climate model which suggests what actually occurred during the Neoproterozoic era was a 'negative feedback reaction', in which the Earth oscillated between 'glaciations and de-glaciations'. Peltier's model demonstrated that despite deep glaciations across the planet, a large amount of water remained unfrozen in the tropical regions of the planet. This has been termed the 'slushball Earth' hypothesis, and it is supported by many who cite the survival of life during this period as evidence of a less extensive global freeze. If the slushball Earth hypothesis is true then a band of ice-free waters would have persisted around the equator; most experts now agree that this was the most probable situation. The debate over the snowball Earth hypothesis seems to continue, although it is clear that some form of glaciation did occur. The idea of a completely frozen Earth nonetheless remains a thriving area of research, not only for geology but also for climate science. A recent study by Linda Sohl of Columbia University revealed how climate models using the snowball Earth theory can offer insight into future climate change, and the potential repercussions of catastrophic global climate shifts. As Sohl states, 'Studying snowball Earth glaciations can tell us just how bad it can get, in which case life as we know it would probably not survive'.

**Questions 37-40**

Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

**The History of the Snowball Earth Theory**

The snowball Earth hypothesis was first put forward by Douglas Mawson, who found (37)_____ in southern Australia. This prompted him to theorise that the entire planet had at one point been covered in ice. However, (38)_____ was proposed to explain existence of glaciers in Australia and other landmasses and Mawson's ideas were forgotten. W. Brian Harland brought the snowball Earth hypothesis back to prominence when he proposed that glaciers found in Greenland were originally deposited in the (39)_____ due to a global freeze. This was reiterated by Joseph Kirschvink, who invented the term 'snowball Earth', and Franklyn Van Houten, whose discovery of phosphorus deposits and banded (40)_____ formations provided evidence for the hypothesis.

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