IELTS READING TEST

Full name: ……..

Date: …….

READING PASSAGE 1

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

The Dinosaurs Footprints and Extinction

A. Everybody knows that the dinosaurs were killed by an asteroid. Something big hit the earth 65 million years ago and, when the dust had fallen, so had the great reptiles. There is thus a nice if ironic, symmetry in the idea that a similar impact brought about the dinosaurs' rise. That is the thesis proposed by Paul Olsen, of Columbia University, and his colleagues in this week's Science.

B. Dinosaurs first appeared in the fossil record 230m years ago, during the Triassic period. But they were mostly small, and they shared the earth with lots of other sorts of reptile. It was in the subsequent Jurassic, which began 202 million years ago, that they overran the planet and turned into the monsters depicted in the book and movie "**Jurassic Park**". (Actually, though, the dinosaurs that appeared on screen were from the still more recent Cretaceous period.) Dr Olsen and his colleagues are not the first to suggest that the dinosaurs inherited the earth as the result of an asteroid strike. But they are the first to show that the takeover did, indeed, happen in a geological eyeblink.

C. Dinosaur skeletons are rare. Dinosaur footprints are, however, surprisingly abundant. And the sizes of the prints are as good an indication of the sizes of the beasts as are the skeletons themselves. Dr Olsen and his colleagues, therefore, concentrated on prints, not bones.

D. The prints in question were made in eastern North America, a part of the world the full of rift valleys to those in East Africa today. Like the modern African rift valleys, the Triassic/Jurassic American ones contained lakes, and these lakes grew and shrank at regular intervals because of climatic changes caused by periodic shifts in the earth's orbit. (A similar phenomenon is responsible for modern ice ages.) That regularity, combined with reversals in the earth's magnetic field, which are detectable in the tiny fields of certain magnetic minerals, means that rocks from this place and period can be dated to within a few thousand years. As a bonus, squishy lake-edge sediments are just the things for recording the tracks of passing animals. By dividing the labour between themselves, the ten authors of the paper were able to study such tracks at 80 sites.

E. The researchers looked at 18 so-called ichnotaxa. These are recognizable types of the footprint that cannot be matched precisely with the species of animal that left them. But they can be matched with a general sort of animal, and thus act as an indicator of the fate of that group, even when there are no bones to tell the story. Five of the ichnotaxa disappear before the end of the Triassic, and four march confidently across the boundary

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into the Jurassic. Six, however, vanish at the boundary, or only just splutter across it; and there appear from nowhere, almost as soon as the Jurassic begins.

F. That boundary itself is suggestive. The first geological indication of the impact that killed the dinosaurs was an unusually high level of iridium in rocks at the end of the Cretaceous when the beasts disappear from the fossil record. Iridium is normally rare at the earth's surface, but it is more abundant in meteorites. When people began to believe the impact theory, they started looking for other Cretaceous-and anomalies. One that turned up was a surprising abundance of fern spores in rocks just above the boundary layer – a phenomenon known as a "fern spike".

G. That matched the theory nicely. Many modern ferns are opportunists. They cannot compete against plants with leaves, but if a piece of land is cleared by, say, a volcanic eruption, they are often the first things to set up shop there. An asteroid strike would have scoured much of the earth of its vegetable cover, and provided a paradise for ferns. A fern spike in the rocks is thus a good indication that something terrible has happened.

H. Both an iridium anomaly and a fern spike appear in rocks at the end of the Triassic, too. That accounts for the disappearing ichnotaxa: the creatures that made them did not survive the holocaust. The surprise is how rapidly the new ichnotaxa appear.

I. Dr Olsen and his colleagues suggest that the explanation for this rapid increase in size may be a phenomenon called ecological release. This is seen today when reptiles (which, in modern times, tend to be small creatures) reach islands where they face no competitors. The most spectacular example is on the Indonesian island of Komodo, where local lizards have grown so large that they are often referred to as dragons. The dinosaurs, in other words, could flourish only when the competition had been knocked out.

J. That leaves the question of where the impact happened. No large hole in the earth's crust seems to be 202m years old. It may, of course, have been overlooked. Old craters are eroded and buried, and not always easy to find. Alternatively, it may have vanished. Although the continental crust is more or less permanent, the ocean floor is constantly recycled by the tectonic processes that bring about continental drift. There is no ocean floor left that is more than 200m years old, so a crater that formed in the ocean would have been swallowed up by now.

K. There is a third possibility, however. This is that the crater is known, but has been misdated. The Manicouagan "structure", a crater in Quebec, is thought to be 214m years old. It is huge – some 100km across – and seems to be the largest of between three and five craters that formed within a few hours of each other as the lumps of a disintegrated comet hit the earth one by one.

Questions 1-6

Do the following statements agree with the information given in Reading Passage 1?
In boxes **1-6** on your answer sheet, write

YES if the statement is true
NO if the statement is false
NOT GIVEN if the information is not given in the passage

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1. Dr Paul Olsen and his colleagues believe that asteroid knock may also lead to dinosaurs' boom.
2. Books and movie like ***Jurassic Park*** often exaggerate the size of the dinosaurs.
3. Dinosaur footprints are more adequate than dinosaur skeletons.
4. The prints were chosen by Dr Olsen to study because they are more detectable than the earth magnetic field to track the date of geological precise within thousands of years.
5. Ichnotaxa showed that footprints of dinosaurs offer exact information of the trace left by an individual species.
6. We can find more Iridium in the earth's surface than in meteorites.

Questions 7-13

Complete the following summary of the paragraphs of Reading Passage.

Using **NO MORE THAN TWO WORDS** from the Reading Passage for each answer.

*Write your answers in boxes **7-13** on your answer sheet.*

Dr Olsen and his colleagues applied a phenomenon named **7**……. to explain the large size of the Eubrontes, which is a similar case to that nowadays reptiles invade a place where there are no **8**……..; for example, on an island called Komodo, indigenous huge lizards grow so big that people even regarding them as **9**……

However, there were no old impact trace being found? The answer may be that we have **10**…….. the evidence. Old craters are difficult to spot or it probably **11**……. Due to the effect of the earth moving. Even a crater formed in Ocean had been **12**…… under the impact of crust movement. Besides, the third hypothesis is that the potential evidence – some craters maybe **13**……..

READING PASSAGE 2

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

UNDOING OUR EMOTIONS

A. Three generations ago, 180 young women wrote essays describing why they wanted to join a convent (a religious community of nuns). Years later, a team of psychological researchers came across these autobiographies in the convent's archives. The researchers were seeking material to confirm earlier studies hinting at a link between having a good vocabulary in youth and a low risk of Alzheimer's disease in old age. What they found was even more amazing. The researchers found that, although the young women were in their early twenties when they wrote their essays, the emotions expressed in these writings were predictive of how long they would live: those with upbeat autobiographies lived more than ten years longer than those whose language was more neutral. Deborah Danner, a psychologist at the University of Kentucky who spearheaded the study, noted that the results were particularly striking because all members of the convent lived similar

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lifestyles, eliminating many variables that normally make it difficult to interpret longevity studies. It was a phenomenal finding', she says. 'A researcher gets a finding like that maybe once in a lifetime.' However, she points out that no one has been able to determine why positive emotions might have such life-extending effects.

B. Barbara Fredrickson, Professor of Psychology at the University of Michigan, believes that part of the answer is the 'undo effect'. According to this theory, positive emotions help you live longer by shutting down the effects of negative ones. Fredrickson's theory begins with the observation that negative emotions, like fear and stress, enhance our flight-or-fight response to very real threats. However, even when the emergency is gone, negative emotions produce lingering effects. Brooks Gump, a stress researcher at the State University of New York, explains that one of these effects is excessive cardiovascular reactivity. Behaviourally, Gump says, this reactivity is related to excessive vigilance: the state of being constantly on guard for potential dangers. Not only is it physically draining to live in a perpetual state of high vigilance, but high cardiovascular reactivity could be linked to increased chances of a heart attack.

C. Fredrickson believes positive emotions work their magic by producing a rapid unwinding of pent-up tension, restoring the system to normal. People who quickly bounce back from stress often speed the process by harnessing such emotions as amusement, interest, excitement, and happiness, she says. To test her theory, Fredrickson told a group of student volunteers that they had only a few minutes to prepare a speech that would be critiqued by experts. After letting the students get nervous about that, Fredrickson then told them they wouldn't actually have to deliver their speeches. She monitored heart rates and blood pressure. Not surprisingly, all students got nervous about their speeches, but those who viewed the experiment with good-humored excitement saw their heart rates return to normal much more quickly than those who were angry about being fooled. In a second experiment, Fredrickson reported that even those who normally were slow to bounce back could be coached to recover more quickly by being told to view the experiment as a challenge, rather than a threat.

D. Fredrickson believes that positive emotions make people more flexible and creative. Negative emotions, she says, give a heightened sense of detail that makes us hypersensitive to minute clues related to the source of a threat. But that also produces 'tunnel vision' in which we ignore anything unrelated to the danger. Fredrickson speculated that just as positive emotions can undo the cardiovascular effects of negative ones, they may also reverse the attention-narrowing effects of negative feelings: broadening our perspectives.

E. To verify her theory, Fredrickson showed a group of students some film clips- some saw frightening clips, some saw humorous ones or peaceful ones. They then did a matching test in which they were shown a simple drawing and asked which of two other drawings it most resembled. The drawings were designed so that people would tend to give one answer if they focused on details, and another answer if they focused on the big picture. The results confirmed Fredrickson's suspicion that positive emotions affect our perceptions. Students who had seen the humorous or peaceful clips were more likely to match objects according to broad impressions.

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F. This fits with the role that positive emotions might have played in early human tribes, Fredrickson says. Negative emotions provided focus, which was important for surviving in life-or-death situations, but the ability to feel positive emotions was of long-term value because it opened the mind to new ideas. Humour is a good example of this. She says: 'The emotions are transient, but the resources are durable. If you building a friendship through being playful, that friendship is a lasting resource.' So while the good feelings may pass, the friendship remains. On an individual level, Fredrickson's theory also says that taking time to do things that make you feel happy isn't simply self-indulgent. Not only are these emotions good for the individual, but they are also good for society.

G. Other researchers are intrigued by Fredrickson's findings. Susan Folkman, of the University of California, has spent two decades studying how people cope with long-term stresses such as bereavement, or caring for a chronically ill child. Contrary to what one might expect, she says, these people frequently experience positive emotions. 'These emotions aren't there by accident', she adds. 'Mother Nature doesn't work that way, I think that they give a person time out from the intense stress to restore their resources and keep going. This is very consistent with Fredrickson's work.'

Questions 14-19

Reading Passage has seven sections, ***A-G****.*

Which section contains the following information?

Write the correct letter, ***A-G,*** *in boxes* ***14-19*** *on your answer sheet.*

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

14. a conclusion that it is possible to train people to deal with anxiety conclusive evidence that lifespan can be influenced by emotions.
15. an explanation of the way negative emotions affect what people concentrate on
16. an experiment that showed how a positive outlook can help people adjust to
17. a stressful situation faster than others
18. a discovery beyond what researchers were investigating
19. an experiment where the nature of a material seen by participants affected the way they performed a task

Questions 20-23

Look at the following statements (Questions 20-23) and the list of researchers below.
Match each statement with the correct researcher, ***A-D****.*
Write the correct letter, ***A-D****, in boxes* ***20-23*** *on your answer sheet.*
NB *You may use any letter more than once.*

List of Researchers

A Deborah Danner
B Barbara Fredrickson
C Brooks Gump
D Susan Folkman

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20. People whose daily lives are stressful often have surprisingly positive emotions.
21. The body's reaction to a crisis may trigger a life-threatening event.
22. It is unusual to have a study group whose circumstances were very alike.
23. The reasons for a link between positive emotions and a longer life have not been established.

Questions 24-26

Complete the sentences below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

*Write your answers in boxes **24-26** on your answer sheet.*

- In early tribes, negative emotions gave humans the **24** _____ that they needed to deal with emergencies.
- Fredrickson believes that a passing positive emotion can lead to an enduring asset such as a **25** _____, which is useful in times to come.
- Fredrickson also believes that both individuals and **26** _____ benefit from positive emotions.

READING PASSAGE 3

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

Children's literature studies today

Who studies children's literature and what is it that they study? The answers to this question are complex and messy, because of the many confounding factors which exist in this field.

Firstly, unlike literature for adults. Children's literature is not generally written by its own readers. Adults write for children, and thus adult perceptions of what children are and of what they could and should be become woven into the literature.

Furthermore, some of those who study children's literature (and those who write certain kinds of children's books) are less interested in literary values than in the kinds of lessons it can teach- either in terms of creating better children or in terms of serving a particular curriculum. The issue of how a teacher can use a children's book is often contentious, but even outside the classroom, much material for children is still didactic.

Thirdly, while almost all literature is currently promoted within a strong commercial matrix, children's literature is often especially targeted for marketing initiatives. This fact means that readers are often recruited with a message that is negligibly literary and significantly oriented to ideas of consumption. Daniel Hade (2002) has raised useful questions about whether children's experience of reading is altered when their books are part of a larger marketing framework involving the movie, the game, and the toy of a popular children's book. How children perceive and respond to their stories in this new context is an important question.

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It is also important to note that texts in an ever-increasing range of new media compete with print media for the attention of the child reader, and create definitional issues for scholars. Does the term literature' exclusively imply a verbal text? If not, where are the limits? Could a literary computer game ever be considered a work of literature? If not, what kind of attention should be paid to it, since children themselves undoubtedly perceive their print literature as part of a broader continuum? The internet provides one forum through which children now communicate with each other. (In 2003, the internet search engine Google listed 7,920,000 sites relating to the Harry Potter novels; even allowing for duplication and dead ends, that is a number with revolutionary implications.)

Finally, in the context of the higher education institutions where the formal study of children's literature of often located, at least three disciplinary frameworks (English, education, and librarianship) fragment the focus of scholarly study of children's literature.

How is the value of the imaginative encounter with the work of literature sustained and honored among such a welter of conflicting interests? One route through this maze is to ask the child readers for help. As David Lewis (2001) has perceptively noted, what children think of reading is not usually the same as what adults think, whether teachers or parents. As Lewis points out children 'sometimes see more and they often see differently'. If those who study reading can explore children's perceptions as well as those of adults, their understanding of the nature of reading will be enhanced.

Lewis makes a further valid point when he adds that exploring children's perceptions is usually justified for educational reasons: "It is true that a better understanding of how children read and how they learn to read, is a prerequisite to improved approaches to teaching. However, it can also be argued, as Lewis rightly does, that when children's responses to literature are accessed and interpreted, they frequently lead to an understanding of how picture books appeal to children.

Young people's accounts of what and how they read also enable a more sophisticated description of many of the complex processes involved in reading. All descriptions of reading run the risk of solipsism: i.e. this is how I read so this is what reading is for everyone. Asking other readers how they read, however, reduces that risk. For example, if I am a strong visualizer as I read, I may consider that visualization is a key component of successful reading and I may judge books by their capacity to evoke a vivid visual response. Other readers, however, may help me to realize that not everyone reads with mental pictures. Some readers respond to the patterns of the words, 'hearing' them inaudibly like a subliminal radio program. Others respond to the patterns of feelings in the story, responding with an emotional connection. Talking to competent readers, of all ages, provides a better understanding of reading experiences.

Children's insights are even more important when it comes to understanding the significance of print literature as one aspect of literary culture. Too often adults assume that reading any book at all is a more worthwhile experience than playing a digital game of any kind. A humbler approach would include asking why the game appeals to the player. Many adults will probably never develop the automatic skills to precess a game as readily as they can read a book. This does not indicate that a book is better, but that a particular set of skills is absent Non-players must acknowledge that some fictional universes are thus closed to them, and a logical response would be to find someone who can guide them to

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the pleasures and challenges of the gaming world. Games need to be judged individually just as books do, and any evaluative framework needs to take this into account.

Questions 27-29

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

*_Write the correct answer on boxes **27-29**, on your answer sheet.*

27. Which of the following best summarises the writer's argument in the second paragraph?

A. Children are portrayed as adults see them.

B. Children are unable to _write their own stories.

C. Adults fail to stimulate children's imaginations.

D. Adult literature is too difficult for children.

28. In the third paragraph, what does the writer say is the main interest of some people who study children's literature?

A. the quality of the writing

B. the imaginative content of stories

C. the instructive nature of children's books

D. the way children are written about in stories

29. The main point of the writer's argument in the fifth paragraph is to

A. demonstrate that academics consider computer games to be a logical extension of children's literature.

B. explore the impact of computers on the boundaries of children's literature.

C. illustrate that literature and computer games have from different origins.

D. prove that children are using computers more than they are reading literature.

Questions 30-34

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

*In boxes **30-34** on your answer sheet, write*

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

30. Children tend to make a clear distinction between print literature and electronic media.

31. The study of children's literature at higher education institutions is restricted to one subject area.

32. Exploring children's perceptions of reading will assist parents to choose suitable books for children.

33. Adults may appreciate the appeal of illustrated stories better, if they have more information on how children read.

34. Children should be asked what features they would like digital games to include.

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Questions 35-40

*Complete each sentence with the correct ending, **A-H**, below. easily*

*Write the correct letter, **A-H**, in boxes 35-40 on your answer sheet.*

List of endings

A accepting that literature exists in a variety of forms today

B verbalising the words in their heads

C discovering the reading techniques used by others

D the style of written stories changing over time

E the lack of some specific abilities

F a deeper knowledge of the intricacies of reading

G children teaching adults to play computer games

H creating a variety of images in their minds.

35. Young people's accounts of how they read lead to

36. The risk of solipsism is reduced by

37. Strong visualisers judge books on the basis that they are

38. Children's insights are important in

39. When adults read a book more easily than they play a digital game it simply suggests

Question 40

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

Write the correct letter in box 40 on your answer sheet.

What was the writer's main purpose in _writing this article?

A. to evaluate how the process of reading fits into children's literature studies

B. to discuss the impact of the increasing commercial influence on children's literature studies

C. to review the challenges in the field of children's literature studies and suggest how to proceed

D. to provide arguments in favor of including computerized forms of me children's literature studies

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