DREAM SKY
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dreamsky@dreamsky.com.vn
www.dreamsky.edu.vn
https://www.facebook.com/Dreamskyenglish/
0989 087 518

IELTS FIGHTER

TEST 2: READING

Student's name: ..... Teacher: Ms/Mr.....	**Score:** **READING:**.....

READING I:

Education Philosophy

A Although we lack accurate statistics about child mortality in the pre-industrial period, we do have evidence that in the 1660s, the mortality rate for children who died within 14 days of birth was as much as 30 per cent. Nearly all families suffered some premature death. Since all parents expected to bury some of their children, they found it difficult to invest in their newborn children. Moreover, to protect themselves from the emotional consequences of children's death, parents avoided making any emotional commitment to an infant. It is no wonder that we find mothers leaving their babies in gutters or referring to the death in the same paragraph as a reference to pickles.

B The 18th century witnessed the transformation from an agrarian economy to an industrial one - one of the vital social changes taking place in the Western world. An increasing number of people moved from their villages and small towns to big cities where life was quite different. Social supports which had previously existed in smaller communities were replaced by ruthless problems such as poverty, crime, substandard housing and disease. Due to the need for additional income to support the family, young children from the poorest families were forced into early employment and thus their childhood became painfully short. Children as young as 7 might be required to work full-time, subjected to unpleasant and unhealthy circumstances, from factories to prostitution. Although such a role has disappeared in most wealthy countries, the practice of childhood employment still remains a staple in underdeveloped countries and has rarely disappeared entirely.

C The lives of children underwent a drastic change during the 1800s in the United States. Previously, children from both rural and urban families were expected to participate in everyday labour due to the bulk of manual hard work. Nevertheless, thanks to the technological advances of the mid-1800s, coupled with the rise of the middle class and redefinition of roles of family members, work and home became less synonymous over time. People began to purchase toys and books for their children. When the country depended more upon machines, children in rural and urban areas were less likely to be required to work at home. Beginning from the Industrial Revolution and rising slowly over the course of the 19th century, this trend increased exponentially after the Civil War. John Locke, one of the most influential writers of his period, created the first clear and comprehensive statement of the 'environmental position' that family education determines a child's life, and via this, he

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became the father of modern learning theory. During the colonial period, his teachings about child care gained a lot of recognition in America.

D According to Jean Jacques Rousseau, who lived in an era of the American and French Revolution, people were 'noble savages' in the original state of nature, meaning they were innocent, free and uncorrupted. In 1762, Rousseau wrote a famous novel - Emile - to convey his educational philosophy through a story of a boy's education from infancy to adulthood. This work was based on his extensive observation of children and adolescents, their individuality, his developmental theory and on the memories of his own childhood. He contrasted children with adults and described their age-specific characteristics in terms of historical perspective and developmental psychology. Johan Heinrich Pestalozzi, living during the early stages of the Industrial Revolution, sought to develop schools to nurture children's all-round development. He agreed with Rousseau that humans were naturally good but were spoiled by a corrupt society. His approach to teaching consisted of both general and specific methods, and his theory was based upon establishing an emotionally healthy and homelike learning environment, which had to be in place before more specific instruction occurred.

E One of the best-documented cases of Pestalozzi's theory concerned a so-called feral child named Victor, who was captured in a small town in the south of France in 1800. Prepubescent, mute, naked, and perhaps 11 or 12 years old, Victor had been seen foraging for food in the gardens of the locals in the area, and sometimes accepted people's direct offers of food before his final capture. Eventually, he was brought to Paris and expected to answer some profound questions about the nature of humanity, but that goal was quashed very soon. A young physician, Jean Marc Gaspard Itard, was optimistic about the future of Victor and initiated a five-year education plan to civilise him and teach him to speak. With a subsidy from the government, Itard recruited a local woman called Madame Guerin to assist him to provide a semblance of a home for Victor, and he spent an enormous amount of time and effort working with Victor. Itard's goal to teach Victor the basics of speech could never be fully achieved, but Victor had learn.

F Although other educators were beginning to recognise the simple truth embedded in Rousseau's philosophy, it is not enough to identify the stages of children's development alone. There must be specific education geared towards those stages.One of the early examples was the invention of kindergarten, which was a word and a movement created by a German-born educator, Friedrich Froebel, in 1840. Froebel placed a high value on the importance of play in children's learning. His invention would spread around the world eventually in a variety of forms. Froebel's ideas were inspired through his cooperation with Johann Heinrich Pestalozzi. Froebel didn't introduce the notion of kindergarten until he was 58 years old, and he had been a teacher for four decades. The notion was a haven and a preparation for children who were about to enter the regimented educational system. The use of guided or structured play was a cornerstone of his kindergarten education because he believed that play was the most significant aspect of development at this time of life. Play served as a mechanism for a child to grow emotionally and to achieve a sense of self-worth. Meanwhile, teachers served to organise materials and a structured environment in which each child, as an individual, could achieve these goals. When Froebel died in 1852, dozens of kindergartens had been created in Germany. Kindergartens began to increase in Europe, and the movement eventually reached and flourished in the United States in the 20th century.

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Questions 1-4

Reading Passage 1 has six paragraphs, ***A-F.*** *Choose the correct heading for paragraphs* ***A,C, D and E*** *from the list of headings below.*

	List of Headings
i	**The evolution and development of educational concepts of different thinkers**
ii	**Why children had to work to alleviate the burden on family**
iii	**Why children are not highly valued**
iv	**An explanation for children dying in hospital at an early age**
v	**The first appearance of modern educational philosophy**
vi	**The application of a creative learning method on a wild child**
vii	**The emergence and spread of the notion of kindergarten**

Example Answer

Paragraphs B ***ii***

1. **Paragraphs A** .....
2. **Paragraphs C** .....
3. **Paragraphs D** .....
4. **Paragraphs E** .....

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Questions 5-8: Look at the following events (Questions 5-8) and the list of dates below. Match each event with the correct date, A, B or C. NB You may use any letter more than once.

A	the 18th century (1700-1799)
B	the 19th century (1800-1899)
C	the 20th century (1900-1999)

5. the need for children to work …

6. the rise of the middle class …

7. the emergence of a kindergarten …

8. the spread of kindergartens around the U.S. …

Questions 9-13
Look at the following opinions or deeds (Questions 9-13) and the list of people below. Match each opinion or deed with the correct person, A, B, C or D.
NB You may use any letter more than once.

	List of People
A	**Jean Jacques Rousseau**
B	**Johan Heinrich Pestalozzi**
C	**Jean Marc Gaspard Itard**
D	**Friedrich Froebel**

9. was not successful in proving a theory ….

10. observed children's records ….

11. suggested a setting for study which prioritized emotional comfort ….

12. proposed that corruption was not a characteristic of people's nature ….

13. was responsible for an increase in the number of a type of school ….

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READING II:

Reducing the Effects of Climate Change

Mark Rowe reports on the increasingly ambitious geo-engineering projects being explored by scientists

A

Such is our dependence on fossil fuels, and such is the volume of carbon dioxide already released into the atmosphere, that many experts agree that significant global warming is now inevitable. They believe that the best we can do is keep it at a reasonable level, and at present the only serious option for doing this is cutting back on our carbon emissions. But while a few countries are making major strides in this regard, the majority are having great difficulty even stemming the rate of increase, let alone reversing it. Consequently, an increasing number of scientists are beginning to explore the alternative of geo-engineering — a term which generally refers to the intentional large-scale manipulation of the environment. According to its proponents, geo-engineering is the equivalent of a backup generator: if Plan A - reducing our dependency on fossil fuels - fails, we require a Plan B, employing grand schemes to slow down or reverse the process of global warming.

B

Geo-engineering; has been shown to work, at least on a small localised scale. For decades, MayDay parades in Moscow have taken place under clear blue skies, aircraft having deposited dry ice, silver iodide and cement powder to disperse clouds. Many of the schemes now suggested look to do the opposite, and reduce the amount of sunlight reaching the planet. The most eye-catching idea of all is suggested by Professor Roger Angel of the University of Arizona. His scheme would employ up to 16 trillion minute spacecraft, each weighing about one gram, to form a transparent, sunlight-refracting sunshade in an orbit 1.5 million km above the Earth. This could, argues Angel, reduce the amount of light reaching the Earth by two per cent.

C

The majority of geo-engineering projects so far carried out — which include planting forests in deserts and depositing iron in the ocean to stimulate the growth of algae - have focused on achieving a general cooling of the Earth. But some look specifically at reversing the melting at the poles, particularly the Arctic. The reasoning is that if you replenish the ice sheets and frozen waters of the high latitudes, more light will be reflected back into space, so reducing the warming of the oceans and atmosphere.

D

The concept of releasing aerosol sprays into the stratosphere above the Arctic has been proposed by several scientists. This would involve using sulphur or hydrogen sulphide aerosols so that sulphur dioxide would form clouds, which would, in turn, lead to a global dimming. The idea is modelled on historic volcanic explosions, such as that of Mount Pinatubo in the Philippines in 1991, which led to a short-term cooling of global temperatures by 0.5 °C. Scientists have also scrutinised whether it's possible to preserve the ice sheets of Greenland with reinforced high-tension cables, preventing icebergs from moving into the sea. Meanwhile in the Russian Arctic, geo-engineering plans include the planting of millions of birch trees. Whereas the -regions native evergreen pines shade the snow an absorb radiation,

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birches would shed their leaves in winter, thus enabling radiation to be reflected by the snow. Re-routing Russian rivers to increase cold water flow to ice-forming areas could also be used to slow down warming, say some climate scientists.

E

But will such schemes ever be implemented? Generally speaking, those who are most cautious about geo-engineering are the scientists involved in the research. Angel says that his plan is 'no substitute for developing renewable energy: the only permanent solution'. And Dr Phil Rasch of the US-based Pacific Northwest National Laboratory is equally guarded about the role of geo-engineering: 'I think all of us agree that if we were to end geo-engineering on a given day, then the planet would return to its pre-engineered condition very rapidly, and probably within ten to twenty years. That's certainly something to worry about.'

F

The US National Center for Atmospheric Research has already suggested that the proposal to inject sulphur into the atmosphere might affect rainfall patterns across the tropics and the Southern Ocean. 'Geo-engineering plans to inject stratospheric aerosols or to seed clouds would act to cool the planet, and act to increase the extent of sea ice,' says Rasch. 'But all the models suggest some impact on the distribution of precipitation.'

G

A further risk with geo-engineering projects is that you can "overshoot Y says Dr Dan Hunt, from the University of Bristol's School of Geophysical Sciences, who has studied the likely impacts of the sunshade and aerosol schemes on the climate. 'You may bring global temperatures back to pre-industrial levels, but the risk is that the poles will still be warmer than they should be and the tropics will be cooler than before industrialisation.'To avoid such a scenario," Hunt says, "Angel's project would have to operate at half strength; all of which reinforces his view that the best option is to avoid the need for geo-engineering altogether."

H

The main reason why geo-engineering is supported by many in the scientific community is that most researchers have little faith in the ability of politicians to agree - and then bring in — the necessary carbon cuts. Even leading conservation organisations see the value of investigating the potential of geo-engineering. According to Dr Martin Sommerkorn, climate change advisor for the World Wildlife Fund's International Arctic Programme, 'Human-induced climate change has brought humanity to a position where we shouldn't exclude thinking thoroughly about this topic and its possibilities.'

Questions 1-3

Reading Passage has eight paragraphs *A-H*. Which paragraph contains the following information? Choose the correct letter, *A-H*, in boxes *1-3* on your answer sheet.

1. mention of a geo-engineering project based on an earlier natural phenomenon …..

2. an example of a successful use of geo-engineering …..

3. a common definition of geo-engineering …..

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Questions 4-10

Complete the table below.

Choose ONE WORD from the passage for each answer. Write your answers in boxes 4-10 on your answer sheet.

GEO-ENGINEERING PROJECTS

Procedure	Aim
put a large number of tiny spacecraft into orbit far above Earth	to create a **4** …….. that would reduce the amount of light reaching Earth
place **5** …….. in the sea	to encourage **6** …….. to form
release aerosol sprays into the stratosphere	to create **7** …….. that would reduce the amount of light reaching Earth
fix strong **8** …….. to Greenland ice sheets	to prevent icebergs moving into the sea
plant trees in Russian Arctic that would lose their leaves in winter	to allow the **9**…….. to reflect radiation
change the direction of **10** ……..	to bring more cold water into ice-forming areas

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Questions 11-14

Look at the following statements (Questions 11-14) and the list of scientists below.

Match each statement with the correct scientist, A-D.

Write the correct letter, A-D, in boxes 11-14 on your answer sheet.

List of Scientists

A Roger Angel

B Phil Rasch

C Dan Lunt

D Martin Sommerkorn

11. The effects of geo-engineering may not be long-lasting.

12. Geo-engineering is a topic worth exploring.

13. It may be necessary to limit the effectiveness of geo-engineering projects.

14. Research into non-fossil-based fuels cannot be replaced by geo-engineering

READING III:

Unfair Education

In a country where government and families alike are tightening their belts and trying to make do with less, you could be pardoned for thinking that private education would be in a bit of a jam right now. And yet, although fees at independent schools in Britain have approximately doubled over the last two and a half decades, pupil numbers are the highest since records started in 1974.

Although there are numerous reasons why parents might choose to fork out an average of £12,500 per year on their child's education, there is one which stands out more than any other: their reputation for getting their students into elite universities, such as the American Ivy League colleges and Britain's most prestigious universities: Oxford and Cambridge.

Private schools with experience in these admissions processes run like well-oiled machines. Their informed careers advisers have in-depth tactical knowledge of which colleges would best suit each candidate, and help them to edit their personal statements to reflect the qualities that elite universities are looking for. Interview training sessions guide young applicants through an interview system which has been described as being 'more reminiscent of an old-boy network than justice for society'. Those with family members and teachers who have successfully gone through the admissions process are at a considerable advantage to those who are the first to apply among their social group.

Consequently, the social mix of students at the top universities remains sadly biased towards the rich and privately educated – although thanks to increasing numbers of bursaries providing free private school education to academically gifted youngsters, it is possible to be one without the other. Even so, the fact is that 7% of British children go to private schools, while

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more than 40% of the intake at Oxford and Cambridge is privately educated, and this statistic depicts a worryingly skewed trend.

The proportion matters because, although there are obviously plenty of other universities offering excellent study programmes, an Oxbridge or Ivy-League degree undoubtedly enhances employability in the ruling professions. According to recent studies by the UK educational charity The Sutton Trust, over 30% of leading professionals in the United Kingdom, including almost 80% of lawyers, 47% of highflyers in financial services and 41% of top journalists attended Oxford or Cambridge. Every university-educated Prime Minister since 1937 except one, Gordon Brown, is an alumnus of one or the other, as are approximately two-thirds of the current government cabinet.

This bias is bad news not only for the clever but underprivileged students who have to settle for a less renowned university; it is bad news for Britain, as decisions that affect the whole nation are made by a select group with a narrow pool of experience, rather than one that is representative of society as a whole.

This disproportion was brought to public attention in 2000, when politician Gordon Brown launched an attack on the selection processes at Oxford University. He publicised the story of Laura Spence, a gifted students who had the "best A-level qualifications you can have", but nevertheless was turned down by Magdalen College, Oxford. Later, Member of Parliament David Lammy used the freedom of information act to examine admissions data at Oxford and Cambridge Universities, and found that almost 90% of the student body at both universities was drawn from the upper and middle classes, that in 2009 Oxford accepted only one British black Caribbean undergraduate, and it focused its attentions on admissions events at private schools such as Kate Middleton's school, Marlborough College, and Prince William's alma mater, Eton.

Since then, universities have been forced to up their game welcoming the less privileged among their students. Quotas have been put into place to ensure that the colleges admit a larger proportion of less privileged students. These targets are not often met, however, and they have brought about a new practice in which parents privately educate their children up to the age of 16, giving them a sound academic background, then put them in state education for their two final years, to better improve their chances of being accepted at a top university as part of their 'less privileged' quota.

Even so, Oxford now spends $4 million a year on student outreach, a $1.6 million increase since 2006–07. Much of this is spent on school visits and teacher-training programmes aimed at supporting poor and minority students who wish to apply to the university. The university has also launched a summer school, which allows around 500 academically talented, state-school students a chance to experience studying at Oxford for a week.

And yet these strategies depend on state schools being able to educate students to the same level as private schools; where stringent selection processes, partnered with high budgets, parental support.

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