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IELTS READING (BENJAMIN BROWN) TEST 003

READING PASSAGE 1 you should spend about 20 minutes on **Questions 1-13** which are based on Reading Passage 1 below.

Brain Gymnastics

a. Hundreds of fans heard Prof. Greenfield speak at a public lecture. Britain's most famous neuroscientist whose Mind Gym training programmes have worked with over 100 well-known companies including Microsoft, Barclays Bank, Guinness and Proctor and Gamble, Prof. Susan Greenfield dismissed the idea tossed around by scientists for decades that we use less than one quarter of our brains. In fact, she said our brains could be exercised like our muscles and could grow and perform at maximum capacity we just had to go to the metaphorical gym. 1 We all know what it feels like to fall on the couch in a heap, well, your brain falls on a couch as well if you don't exercise it,' she said yesterday. 'Memory is not lost, your brain just remembers what is important to you at the timeand what's not important is pushed into the background.

b. Our understanding of the brain has developed enormously over the past 20 years. Since we can now "see' brain activity through MRI scans and other medical technology, we can now begin to see what happens when we think and when we think different kinds of thought. As neurologists tell us more about the brain we can apply that knowledge to construct optimum situations for learning. Each human brain has 100 billion brain cells and each cell has 100,000 potential connections to any other. it would take you 32 million years at one per second to count the connections even in the outer layer of your brain'. Greenfield tells us. She adds the good news, 'Your brain is configured exactly for you...it is the only part of your body that can get better and better if used'.

c. There are three traditional views toward creativity. The first view is that there is nothing you can do about it. New ideas will come about by chance or by inspiration. On this basis Newton may never have come to his ideas on gravity if an apple had not fallen on his head. The second traditional view is that creativity is a special talent which some people have and others can only envy. It is perfectly true that some people are more motivated to be creative and also have more confidence in their creative ability. Over time such people do develop quite a creative skill. The second view is that if you do not have this special talent there is not much you can do about it. The third traditional view is that being free and liberated will make a person more creative. From this belief come methods like brain-storming. You sit around feeling free and generate ideas. It can work but is a very weak method. A person whose hands are tied to his side cannot play the violin. But cutting the rope does not make that person a violinist. If you are inhibited it is indeed difficult to be creative. But making you uninhibited does not itself make you creative.
d. The brain is specifically designed to be non-creative—and we should be grateful for this. With eleven pieces of clothing

d. The brain is specifically designed to be non-creative—and we should be grateful for this. With eleven pieces of clothing there are 39,916,800 ways of getting dressed. Trying out one method every minute would take seventy six years of life. The purpose of the brain is to make stable patterns for dealing with a stable universe. That is why you can get dressed in the morning, cross the road, get to work, read or write. All this depends on the standard patterns formed in your brain. In The Mechanism of the Mind, EDWARD DE BONO described how the nerve networks in the brain organize these patterns from incoming information. The brain is a self-organizing information system which creates patterns. These patterns are not symmetric, so the route from A to B is not necessarily the same as the route from B to A. From this arises the phenomenon of humour which is by far the most significant behavior of the human brain—in terms of indicating the underlying system.

e. So for the first time in history we can understand creativity. We can understand the logical basis of creativity in how the brain works. From such an understanding we can derive the deliberate tools of thinking. These tools can be learned and used. As with any skill (cooking or skiing for instance) some people will become more skilful than others. But everyone can learn to be creative. It is not a mystical gift.

f. Nothing can hide the sense of new frontiers of learning on the creative potential of our brains. There are a number of provisos however. Susan Greenfield reminds us that this is a new science and we must not rush too quickly from these early observations to general conclusions. Ference Marton in Sweden and more recently Peter Honey, have reminded us that there are different types of learning. There is surface learning, passive, often incomplete, motivated by assessment requirements, dependent upon memorizing facts and procedures; and there is deep learning, the kind where the learner intends to understand the material, link it to other learning, integrate and organize it, learning which can be transferred to other contexts and placed within a wider frame which might include culture, critical thinking and values. Deep learning in other words is reliant upon deep and creative thinking. Even more recent work by Steven Pinker has introduced the concept of the 'unique environment' in support of his notion that 50% of the difference between each of us is the result of the unique interaction between our brain and what happens to us as individual organisms from conception onwards.

g. These and the works of many other researchers have opened the file intelligence itself to forensic examination and arrive at theories which make education, and particularly creative education, greatly more inclusive than old definitions. The educational implications of this are obvious many teachers, school systems and parents have struggled with the challenge of motivating and teaching children reading, writing and arithmetic. Learning is often not perceived as enjoyable and challenging but as frustrating and drudgery.

h. Combining these different findings regarding creativity we might list the following conditions most likely to generate creativity in our pupils:

- Early opportunities to excel in at least one pursuit;
- Early exposure to people who take risks;
- Enough [subject] discipline to allow early mastery;
- A stretching environment;
- Supportive peers;
- Acceptance of difference.

Questions 1-3

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Complete the sentences below with words taken from the Reading Passage 1, Use **NO MORE THAN THREE WORDS** for each blank. Write your answers in boxes **1** -**3** on your answer sheet.

- 1. People can now investigate what happens to the brain when we think through, and
- 3. The brain creates asymmetric patterns of communication, with the most significant behavior being

Questions 4-8

Reading Passage 1 has 8 paragraphs a- h. Which paragraph contains the following information?

- 4. The brain's primary focus is to create stability.
- 5. Motivation and confidence are both key to creativity.
- 6. There is no memory loss however there is selective memory.
- 7. Surface learning is motivated by assessment needs.
- 8. In order to improve, the brain needs to be subjected to a constant work-out.

Questions 9-13

Do the following statements agree with the views of the writer in Reading Passage 2? In boxes 9-13 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
- 9. According to traditional views introverted people find it easy to be creative.
- 10. Self-motivation alone can increase a thinker's creativity.
- 11. Creativity is not a natural gift but is something that everyone can acquire.
- 12. The brain will continue to pursue stability even in an unstable environment.
- 13. Creative education can make the learning process more enjoyable and challenging than traditional education.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-27 which are based on Reading Passage 2 below.

Otters.

Norse mythology tells of the dwarf 6tr habitually taking the form of an otter. In some Native American cultures, otters are considered totem animals. The time of year associated with this is also associated with the Aquarius zodiac house, which is traditionally observed January 20-February 18. Indeed, inhabiting five of the continents of the world, otters are truly amazing mammals. Otters are unique in many ways. For instance, otters are the only marine mammals to have fur instead of blubber. There are thirteen species of otters alive today. There used to be fourteen, but the fourteenth otter. Maxwell's otter, is presumed extinct due to draining of their waters to perform genodde in Iraq. Otters are very smart; they are one of only a handful of tool using mammals. Sea Otters use rocks to pry abalone off rocks and to break open shells.

Otters have a dense layer (1,000 hairs/mm2, 650,000 hairs per square inch) of very soft under fur which, protected by their outer layer of long guard hairs, keeps them dry under water and traps a layer of air to keep them warm. All otters have long, slim, streamlined bodies of extraordinary grace and flexibility, and short limbs; in most cases they have webbed paws. Most have sharp claws to grasp prey, but the short-clawed otter of southern Asia has only vestigial claws, and two closely-related species of African otter have no claws at all: these species live in the often muddy rivers of Africa and Asia and locate their prey by touch.

Otters have a preference for rivers and lakes with clean transparent water, a high flow rate and well-vegetated steep banks. Typical vegetation includes mature trees and woodland, particularly dedduous species, willow and alder carr; scrub and tall bank side vegetation such as hawthorn, blackthorn, bramble, and dog rose; willow herb and reed and sedge beds. The roots of mature trees, particularly ash, oak and sycamore, provide potential holt sites and reed/sedge beds are used to make ' couches'. Important feeding grounds are associated with gravel bottoms and narrow streams or tributaries since these features are optimal for fish. Permanent, well-vegetated mid-channel islands provide secure lying-up and breeding sites. Additionally, ditches and ponds provide alternative food supplies such as amphibians, especially during the winter months and when rivers are in flood.

Most otters have fish as the primary item in their diet, supplemented by frogs, crayfish and crabs; some have become expert at opening shellfish, and others will take any available small mammals or birds. The faeces of an otter is referred to as scat. To survive in the cold waters where many otters live, they do not depend on their specialized fur alone: they have very high metabolic rates and burn up energy at a profligate pace: Eurasian otters, for example, must eat 15% of their body-weight a day; sea otters, 20% to 25%, depending on the temperature. This prey-dependence (eaves otters very vulnerable to prey depletion. In water as warm as lax. an otter needs to catch IOOg of fish per hour: less than that and it cannot survive. Most species hunt for 3 to 5 hours a day, nursing mothers up to 8 hours a day.

The northern river otter became one of the major animals hunted and trapped for fur in North America after European contact. As one of the most playful, curious, and active species of otter, they have become a popular exhibit in zoos and aquaria, but unwelcome on agricultural land because they alter river bonks for access, sliding, and defense. River otters eat a variety of fish and shellfish, as well as small land mammals and birds. They grow to 3 CT? to 4 feet in length and weigh from 10 to 30 pounds. Once found all over North America, they have become rare or extinct in most places, although flourishing in some locations. Some

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jurisdictions hove made otters a protected species in some areas, and some places have otter sanctuaries. These sanctuaries help ill and injured otters to recover.

Sea otters live along the Pacific coast of North America. Their historic range included shallow waters of the Bering Strait and Kamchatka, and as far south as Japan. Unlike most marine mammals {seals, for example, or whales), sea otters do not have a layer of insulating blubber. Sea otters have some 200,000 hairs per square cm of skin, a rich fur for which humans hunted them almost to extinction. By the time the 1911 Fur Seal Treaty gave them protection, so few sea otters remained that the fur trade had become unprofitable. Sea otters eat shellfish and other invertebrates (especially clams, obolone, and sea urchins I, and one can frequency observe them using rocks as crude toots to smash open shells. They grow to 2. 5 to 6 feet in length and weigh 25 to 60 pounds. Although once near extinction, they have begun to spread again, starting from the California coast.

Otters also inhabit Europe. In the United Kingdom they occurred commonly as recently as the 1950s, but have suffered a dramatic decline since then. Populations in Hertfordshire became extinct in the tate 1970's, with the River Mimram reputed to have supported the last breeding female otter in Hertfordshire, at Tewinbury in 1978. The cause of this national decline was direct persecution, the accelerated loss and fragmentation of suitable riparian habitats, due to agricultural intensification and heavy urbanization, and the contamination of wetland systems with organochlorine pesticides.

The European Otter has received full legal protection in England and Wales since 1978. If is included in the Wildlife and Countryside Act 1981, making it an offence to tall, injure or fake a wild otter without a license; to intentionally damage, destroy or obstruct a holt; or to disturb an otter in its resting place. With the aid of a number of initiatives, by 1999 estimated numbers indicated a recovery to under 1,000 animals. The UK Biodiversity Action Plan envisages the re-introduction of otters by 2010 to all the UK rivers and coastal areas that they inhabited in 1960. In 1991, two groups of captive bred otters were released into Hertfordshire by The Otter Trust. Both release groups consisted of two sisters and a male otter. It was hoped 1hat they would eventually re-colonize other rivers in Hertfordshire. But road kill deaths hove become one of the significant threats to the success of their re-introduction.

Questions 14-18 Choose the appropriate letters A-D and write them in boxes 14-18 on your answer sheet.

14	Otters are the sea mammals				
	A who have blubber	В	who evolved into thirteen species		
	C who can use tools	D	who have long limbs		
15	Otters have been traditionally hunted for their				
	A rich fur	В	natural oil		
	C delicious meat	D	blubber		
16	River otters are the preferred species for aqua	iria be	ecause they are		
	A friendly	В	playful		
	C tame	D	timid		
17.	The presence of otters in lakes and rivers indicate				
	A ample food	B	clean water		
	C sanctuaries	⊤ D	extinction		
18.	Otters spend a good deal of their time hunting	beca	use of their unusual		
	A appetite	В	size		
	C metabolism	D	behavior		
Questions 10.22 Complete the submatrix helow					

Questions 19-23 Complete the summary below.

Choose your answers from the box and write them in boxes 19-23 on your answer sheet.

NB There are more words than spaces so you will not use them all.

southern 🔔	eastern	northern	scourge
favorite	necessary	unwelcome	shape
alter	areas	jurisdictions	counties
possible	capture	preference	

Questions 24-27

Answer the following questions USING NO MORE THAN THREE WORDS from the passage.

- 24. What is the otter's main diet outside of shellfish?
- 25. What is the cause for the contamination nf wetlands?
- 26. What is the vision for UK rivers and lakes by 2010?
- 27. What is one significant threat to re introduction?

READING PASSAGE 3

You should spend about 20 minutes on **Questions 28 - 40** which are based on Reading Passage 3 below.

Questions 28-32 Reading Passage 3 has 7 paragraphs (A-G). From the list of headings below choose the 5 most suitable headings for paragraphs B, C, D, E and F. Write the appropriate numbers (i-xi).

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NB There are more headings than paragraphs, so you will not use them all.

List of Headings

- i The famous moai
- ii The status represented sacred symbols
- iii The astronomical spot
- iv The story of the name
- v Early immigrants and prosperity
- vi The geology of Easier Islam!
- vii Tlior Heyerdahl's discovery
- vlll Misconceptions about social and cultural fail
- ix Symbols of authority and power
- x The Navel of the World
- xi Invaders' legacy

- Example
- Paragraph A
- 28. Paragraph B
- 29. Paragraph C
- 30. Paragraph D
- 31. Paragraph E
- 32. Paragraph F



The Rise and Fall of the Unique Culture on Easter Island

A. One of the world's most famous yet least visited archaeological sites, Easter Island is a small, hilly, now treeless island of volcanic origin. Located in the Pacific Ocean at 27 degrees south of the equator and some 2200 miles (3600 kilometers) ' off the coast of Chile, it is considered to be the world's most remote inhabited island. The island is, technically speaking, a single massive volcano rising over ten thousand feet from the Pacific Ocean floor. The island received its most well-known current name, Easter Island, from the Dutch sea captain Jacob Roggeveen who became the first European to visit Easter Sunday, April 5, 1722.
 B. In the early 1950s, the Norwegian explorer Thor Heyerdahl popularized the idea that the island had been originally settled by advanced societies of Indians from the coast of South America. Extensive archaeological, ethnographic and linguistic research has conclusively shown this hypothesis to be inaccurate. It is now recognized that the original inhabitants of Easter Island are of Polynesian stock (DNA extracts from skeletons have confirmed this), that they most probably came from the Marquesas or Society islands, and that they arrived as early as 318 AD (carbon dating of reeds from a grave confirms this). At the time of their arrival, much of the island was forested, was teeming with land birds, and was perhaps the most productive breeding site for seabirds in the Polynesia region. Because of the plentiful bird, fish and plant food sources, the human population grew and gave rise to a rich religious and artistic culture.

C. That culture's most famous features are its enormous stone statues called moai, at least 288 of which once stood upon massive stone platforms called ahu. There are some 250 of these ahu platforms spaced approximately one half mile apart and creating an almost unbroken line around the perimeter of the island. Another 600 moai statues, in various stages of completion, are scattered around the island, either in quarries or along ancient roads between the quarries and the coastal areas where the statues were most often erected. Nearly all the moai are carved from the tough stone of the Rano Raraku volcano. The average statue is 14 feet, 6 inches tall weighs 14 tons. Some moai were as large as 33 feet and weighed more than 80 tons. Depending upon the size of the statues, it has been estimated that between 50 and 150 people were needed to drag them across the countryside on sleds and rollers made from the island's trees.

D. Scholars are unable to definitively explain the function and use of the moai statues. It is assumed that their carving and erection derived from an idea rooted in similar practices found elsewhere in Polynesia but which evolved in a unique way on Easter Island. Archaeological and iconographic analysis indicates that the statue cult was based on an ideology of male, lineage-based authority incorporating anthropomorphic symbolism. The statues were thus symbols of authority and power, both religious and political. But they were not only symbols. To the people who erected and used them, they were actual repositories of sacred spirit. Carved stone and wooden objects in ancient Polynesian religions, when properly fashioned and ritually prepared, were believed to be charged by a magical spiritual essence called mana. The ahu platforms of Easter Island were the sanctuaries of the people, and the moai statues were the ritually charged sacred objects of those sanctuaries.

E. Besides its more well-known name, Easter Island is also known as Te-Pito-O-Te- Henua, meaning ' The Navel of the World', and as Mata-Ki-Te-Rani, meaning ' Eyes Looking at Heaven'. These ancient names, and a host of mythological details ignored by mainstream archaeologists, point to the possibility that the remote island may once have been a geodetic marker and the site of an astronomical observatory of a long forgotten civilization. In his book, Heaven's Mirror, Graham Hancock suggests that Easter Island may once have been a significant scientific outpost of this antediluvian civilization and lhat its location had extreme importance in a planet- spanning, mathematically precise grid of sacred sites. Two other alternative scholars, Christopher Knight and Robert Lomas, have extensively studied the location and possible function of these geodetic markers. In dieir fascinating book, Uriel's Machine, they suggest Uiat one purpose of the geodetic markers was as part of global network of sophisticated astronomical observatories dedicated to predicting and preparing for future commentary impacts and crystal displacement cataclysms.
 F. In the latter years of the 20th century and the first years of the 21st century various writers and scientists have advanced

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theories regarding the rapid decline of Easter Island's magnificent civilization around the time of the first. European contact. Principal among these theories, and now shown to be inaccurate, is that postulated by Jared Diamond in his book Collapse-. How Societies Choose to Fail or Survive. Basically these theories state that a few centuries after Easter Island's initial colonization the resource needs of the growing population had begun to outpace the island's capacity to renew itself ecologically. By the 1400s the forests had been entirely cut, the rich ground cover had eroded away, the springs had dried up, and the vast flocks of birds coming to roost on the island had disappeared. With no logs to build canoes for offshore fishing, with depleted bird and wildlife food sources, and with declining crop yields because of the erosion of good soil, the nutritional intake of the people plummeted. First famine, then cannibalism, set in. Because the island could no longer feed the chiefs, bureaucrats and priests who kept the complex society running, the resulting chaos triggered a social and cultural collapse. By 1700 the population dropped to between one-guarter and one-tenth of its former number, and many of the statues were toppled during supposed "clan wars" of the 1600 and 1700's. The faulty notions presented in these theories began with the racist assumptions of Thor Heyerdahl and have been G. perpetuated by writers, such as Jared Diamond, who do not have sufficient archaeological and historical understanding of the actual events which occurred on Easter Island. The real truth regarding the tremendous social devastation which occurred on Easter Island is that it was a direct consequence of the inhumane behavior of many of the first European visitors, particularly the slavers who raped and murdered the islanders, introduced small pox and other diseases, and brutally removed the natives to mainland South America.

Questions 33-37

Do the following statements agree with the information given in Reading Passage 3? In boxes **33-37** on your answer sheet write

- **TRUE** if the statement is true
- FALSE if the statement is false
- **NOT GIVEN** if the information is not given in the passage.
- 33. The first inhabitants of Easter Island are Polynesian, from the Marquesas or Society islands.
- 34. All the moai statues on the island are completely carved.
- 35. The Moai can he found not only on Easter Island but also elsewhere in Polynesia,
- 36. The structures on Easter Island have been suirl to work as an astronomical outpost for extraterrestrial visitors.
- 37. Depleted natural resources played a significant role in the breakdown of the indigenous ecology.

Questions 38-40

The sunmuny below is based on the paragraph G.

Choose NO MORE THAN THREE WORDS from the passage to complete the summary.

