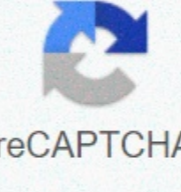


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## Making time for science ielts reading

Type: PDF Date: October 2019 Size: 319.3KB This document was uploaded by user and they confirmed that they have the permission to share it. If you are author or own the copyright of this book, please report to us by using this DMCA report form. Report DMCA DOWNLOAD PDF DOWNLOAD as DOCX DOWNLOAD as PPTX This is a non-profit website to share the knowledge. To maintain this website, we need your help. A small donation will help us alot. The IELTS Reading test consists of 40 questions, designed to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument and recognising writers' opinions, attitudes and purpose. You will get similar question types in both the IELTS General Training and Academic tests, however, the reading text topics are different. Managing your time in the test is important as you only have 60 minutes to answer 40 questions. It is always recommended to spend no more than 20 minutes on each part of the Reading test, however, if you find the first passage easy, you may finish it in a shorter time, allowing you more time to answer questions in the next two passages. The passages get harder as you move through the test, so make sure you keep enough time to tackle the final passage. The IELTS General Training Reading passages are extracts from materials that you can find on a day-to-day basis in an English-speaking country. The questions in this section will test your ability to understand content present in everyday materials such as: Newspapers Advertisements Handbooks Notices. To become more familiar with these text types, make use of our sample questions. By familiarising yourself with a range of texts and question types before test day, you will be able to manage your time better as you will be better prepared. The IELTS Academic test is used for university admissions and professional registrations around the world, so the questions in this section will test your ability to understand content present in academic materials. To prepare for test day, make sure you read a range of texts on different topics from: Books Journals Magazines Newspapers When you have experience with reading a range of different text types, you will be able to focus more on the questions linked to each text type. You can expect a variety of question types in the General and Academic Reading tests such as: Multiple choice Identifying information Identifying a writer's views/claims Matching information Matching headings Matching features Matching sentence endings Sentence completion Summary, note, table, flow-chart completion Diagram label completion Short-answer questions To ensure you can accurately answer a range of question types in the 60 minutes, you will need to manage your time. Take a look at the following advice on how you can manage your time during the IELTS Reading test. Your Reading Test will have 3 different reading passages. You can quickly skim through the entire passage to understand the gist. Do not spend time reading every sentence in detail as this can be time consuming and unnecessary. Focus on headings, sub headings and look for main points that describe the passage. This will help later with finding answers. Pay attention to the introduction and conclusion The author's point of view is often expressed in the introduction and conclusion. You can answer most questions correctly when you read these two sections of the reading passage. Skim through the body of the passage after you thoroughly go through the introduction and conclusion. Identify key words A key word will help you identify the concept associated with the passage. Identify these key words and underline or highlight them when you skim through the passage. This can help you answer most questions that follow the passage. Read all questions before you begin answering Before you begin answering, have a quick look at all the questions first. Remember that questions appear in groups of 3, or 4, or more, so read that group of questions before studying the text. Make sure to highlight the key information words in your questions and since you have already skimmed through the passage and identified key words, it will make it easier to find your answers. Answer every question Remember to answer every question even if you cannot find the answer or option. If you are running out of time, remember that you will not lose a mark if the answer is wrong, so make an educated guess and you may get the answer right. Check your answers Checking your answers can help you improve your IELTS Reading score. Make sure that you answer all the questions and allocate at least 20 minutes for checking. You can use the practice materials available on our website and time yourself to perfection. The IELTS Reading section can be intimidating for test takers however, prior preparation and time management can make the difference between an average score and a great one. The three parts of this practice Reading test are presented over three separate web pages. Make sure you move swiftly from one page to the next so that your practice is as realistic as possible. Time yourself and allow just one hour to complete all three parts. There are 40 questions in this practice paper. Each question carries one mark. If you prefer to work offline, download the test paper and blank answer sheet. Instructions to candidates In the actual test you will be given the following instructions: do not open this question paper until you are told to do so write your name and candidate number in the spaces at the top of the page read the instructions for each part of the paper carefully answer all the questions write your answers on the answer sheet; use a pencil you must complete the answer sheet within the time limit At the end of the test you will be asked to hand in both the question paper and your answer sheet. Review Once you have completed all three sections, download the answers and see how you have done. Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna. This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours. When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype. Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser. Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important. The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then. Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced. Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement. After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces. Evenings are important for winding down before sleep; however, dietician Geraldine Georogue warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient. Do the following statements agree with the information given in Reading passage 1? Answer True, False or Not given to questions 1–7. True if the statement agrees with the information False if the statement contradicts the information Not given if there is no information on this 1) Chronobiology is the study of how living things have evolved over time. 2) The rise and fall of sea levels affects how sea creatures behave. 3) Most animals are active during the daytime. 4) Circadian rhythms identify how we do different things on different days. 5) A 'night person' can still have a healthy circadian rhythm. 6) New therapies can permanently change circadian rhythms without causing harm. 7) Naturally-produced vegetables have more nutritional value. Choose the correct letter, A, B, C or D. 8) What did researchers identify as the ideal time to wake up in the morning? A) 6.04 B) 7.00 C) 7.22 D) 7.30 9) In order to lose weight, we should A) avoid eating breakfast B) eat a low carbohydrate breakfast C) exercise before breakfast D) exercise after breakfast 10) Which is NOT mentioned as a way to improve supplement absorption? A) avoiding drinks containing caffeine while taking supplements B) taking supplements at breakfast C) taking supplements with foods that can dissolve them D) storing supplements in a cool, dry environment 11) The best time to stop drinking coffee is A) mid-afternoon B) 10 p.m. C) only when feeling anxious D) after dinner 12) In the evening, we should A) stay away from carbohydrates B) stop exercising C) eat as much as possible D) eat a light meal 13) Which of the following phrases best describes the main aim of Reading Passage 1? A) to suggest healthier ways of eating, sleeping and exercising B) to describe how modern life has made chronobiology largely irrelevant C) to introduce chronobiology and describe some practical applications D) to plan a daily schedule that can alter our natural chronobiological rhythms Remember, you have 60 minutes to complete the Reading test! You should spend about 20 minutes on each of the three sections. You have completed the first section of your Reading test. Now move on to Reading passage 2. Reading passage 2. The first of our three brains to evolve is what scientists call the reptilian cortex. This brain sustains the elementary activities of animal survival such as respiration, adequate rest and a beating heart. We are not cracked to consciously "think" about these activities. The reptilian cortex also houses the "startle centre", a mechanism that facilitates swift reactions to unexpected occurrences in our surroundings. That panicked lurch you experience when a door slams shut somewhere in the house, or the heightened awareness you feel when a twig cracks in a nearby bush while out on an evening stroll are both examples of the reptilian cortex at work. When it comes to our interaction with others, the reptilian brain offers up just the most basic impulses: aggression, mating, and territorial defence. There is no great difference, in this sense, between a crocodile defending its spot along the river and a turf war between two urban gangs. Although the lizard may stake a claim to its habitat, it exerts total indifference toward the well-being of its young. Listen to the anguished squeal of a dolphin separated from its pod or witness the sight of elephants mourning their dead, however, and it is clear that a new development is at play. Scientists have identified this as the limbic cortex. Unique to mammals, the limbic cortex impels creatures to nurture their offspring by delivering feelings of tenderness and warmth to the parent when children are nearby. These same sensations also cause mammals to develop various types of social relations and kinship networks. When we are with others of "our kind" – be it at soccer practice, church, school or a nightclub – we experience positive sensations of togetherness, solidarity and comfort. If we spend too long away from these networks, then loneliness sets in and encourages us to seek companionship. Only human capabilities extend far beyond the scope of these two cortices. Humans eat, sleep and play, but we also speak, plot, rationalise and debate finer points of morality. Our unique abilities are the result of an expansive third brain – the neocortex – which engages with logic, reason and ideas. The power of the neocortex comes from its ability to think beyond the present, concrete moment. While other mammals are mainly restricted to impulsive actions (although some, such as apes, can learn and remember simple lessons), humans can think about the "big picture". We can string together simple lessons (for example, an apple drops downwards from a tree; hurting others causes unhappiness) to develop complex theories of physical or social phenomena (such as the laws of gravity and a concern for human rights). The neocortex is also responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals. Anticipating a better grade on the following morning's exam, a student can ignore the limbic urge to socialise and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first class degree and a scholarship to graduate school; over a lifetime, it can mean ground-breaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex. Understanding the triune brain can help us appreciate the different natures of brain damage and psychological disorders. The most devastating form of brain damage, for example, is a condition in which someone is understood to be brain dead. In this state a person appears merely unconscious – sleeping, perhaps – but this is illusory. Here, the reptilian brain is functioning on autopilot despite the permanent loss of other cortices. Disturbances to the limbic cortex are registered in a different manner. Pups with limbic damage can move around and feed themselves well enough but do not register the presence of their littermates. Scientists have observed how, after a limbic lobotomy, "one impaired monkey stepped on his outraged peers at feeding on a log or a rock". In our own species, limbic damage is closely related to sociopathic behaviour. Sociopaths in possession of fully-functioning neocortices are often shrewd and emotionally intelligent people but lack any ability to relate to, empathise with or express concern for others. One of the neurological wonders of history occurred when a railway worker named Phineas Gage survived an incident during which a metal rod skewered his skull, taking a considerable amount of his neocortex with it. Though Gage continued to live and work as before, his fellow employees observed a shift in the equilibrium of his personality. Gage's animal propensities were now sharply pronounced while his intellectual abilities suffered; garrulous or obscene jokes replaced his once quick wit. New findings suggest, however, that Gage managed to soften these abrupt changes over time and rediscover an appropriate social manner. This would indicate that reparative therapy has the potential to help patients with advanced brain trauma to gain an improved quality of life. 1) True = three-in-one 2) Lobotomy = surgical cutting of brain nerves Classify the following as typical of the reptilian cortex B the limbic cortex C the neocortex Answer A, B or C, to questions 14–22. 14) giving up short-term happiness for future gains 15) maintaining the bodily functions necessary for life 16) experiencing the pain of losing another 17) forming communities and social groups 18) making a decision and carrying it out 19) guarding areas of land 20) developing explanations for things 21) looking after one's young 22) responding quickly to sudden movement and noise Complete the sentences below. Use no more than two words from the passage for each answer. 23) A person with only a functioning reptilian cortex is known as ..... 24) ..... in humans is associated with limbic disruption. 25) An industrial accident caused Phineas Gage to lose part of his ..... 26) After his accident, co-workers noticed an imbalance between Gage's ..... and higher-order thinking. Remember, you have 60 minutes to complete the Reading test! You should spend about 20 minutes on each of the three sections. You have completed the second section of your Reading test. Now move on to Reading passage 3. Reading passage 3 A) In recent years we have all been exposed to dire media reports concerning the impending demise of global coal and oil reserves, but the depletion of another key non-renewable resource continues without receiving much press at all. Helium – an inert, odourless, monatomic element known to lay people as the substance that makes balloons float and voices squeak when inhaled – would be gone from this planet within a generation. B) Helium itself is not rare; there is actually a plentiful supply of it in the cosmos. In fact, 24 per cent of our galaxy's elemental mass consists of helium, which makes it the second most abundant element in our universe. Because of its lightness, however, most helium vanished from our own planet many years ago. Consequently, only a minuscule proportion – 0.00052%, to be exact – remains in earth's atmosphere. Helium is the by-product of millennia of radioactive decay from the elements thorium and uranium. The helium is mostly trapped in subterranean natural gas bunkers and commercially extracted through a method known as fractional distillation. C) The loss of helium on Earth would affect society greatly. Defying the perception of it as a novelty substance for parties and gimmicks, the element actually has many vital applications in society. Probably the most well known commercial usage is in airships and blimps (non-flammable helium replaced hydrogen as the lifting gas du jour after the Hindenburg catastrophe in 1932, during which an airship burst into flames and crashed to the ground killing some passengers and crew). But helium is also instrumental in deep-sea diving, where it is blended with nitrogen to mitigate the dangers of inhaling ordinary air under high pressure; as a cleaning agent for rocket engines; and, in its most prevalent use, as a coolant for superconducting magnets in hospital MRI (magnetic resonance imaging) scanners. D) The possibility of losing helium forever poses the threat of a real crisis because its unique qualities are extraordinarily difficult, if not impossible to duplicate (certainly, no biosynthetic ersatz product is close to approaching the point of feasibility for helium, even as similar developments continue apace for oil and coal). Helium is even cheerfully derided as a "loner" element since it does not adhere to other molecules like its cousin, hydrogen. According to Dr. Lee Sobotka, helium is the "most noble of gases, meaning it's very stable and non-reactive for the most part ... it has a closed electronic configuration, a very tightly bound atom. It is this coveting of its own electrons that prevents combination with other elements". Another important attribute is helium's unique boiling point, which is lower than that for any other element. The worsening global shortage could render millions of dollars of high-value, life-saving equipment totally useless. The dwindling supplies have already resulted in the postponement of research and development projects in physics laboratories and manufacturing plants around the world. There is an enormous supply and demand imbalance partly brought about by the expansion of high-tech manufacturing in Asia. E) The source of the problem is the Helium Privatisation Act (HPA), an American law passed in 1996 that requires the U.S. National Helium Reserve to liquidate its helium assets by 2015 regardless of the market price. Although intended to settle the original cost of the reserve by a U.S. Congress ignorant of its ramifications, the result of this fire sale is that global helium prices are so artificially deflated that few can be bothered recycling the substance or using it judiciously. Deflated values also mean that natural gas extractors see no reason to capture helium. Much is lost in the process of extraction. As Sobotka notes: "[I]f the government had the good vision to store helium, and the question now is: Will the corporations have the vision to capture it when extracting natural gas, and consumers the wisdom to recycle? This takes long-term vision because present market forces are not sufficient to compel prudent practice". For Nobel-prize laureate Robert Richardson, the U.S. government must be prevailed upon to repeal its privatisation policy as the country supplies over 80 per cent of global helium, mostly from the National Helium Reserve. For Richardson, a twenty- to fifty-fold increase in prices would provide incentives to recycle. F) A number of steps need to be taken in order to avert a costly predicament in the coming decades. Firstly, all existing supplies of helium ought to be conserved and released only by permit, with medical uses receiving precedence over other commercial or recreational demands. Secondly, conservation should be obligatory and enforced by a regulatory agency. At the moment some users, such as hospitals, tend to recycle diligently while others, such as NASA, squander massive amounts of helium. Lastly, research into alternatives to helium must begin in earnest. Reading passage 3 has six paragraphs, A–F. Which paragraph contains the following information? 27) a use for helium which makes an activity safer 28) the possibility of creating an alternative to helium 29) a term which describes the process of how helium is taken out of the ground 30) a reason why users of helium do not make efforts to conserve it 31) a contrast between helium's chemical properties and how non-scientists think about it Do the following statements agree with the claims of the writer in Reading passage 3? Answer Yes, No or Not given to questions 32–35. Yes if the statement agrees with the claims of the writer No if the statement contradicts the claims of the writer Not given if it is impossible to say what the writer thinks about this 32) Helium chooses to be its own. 33) Helium is a very cold substance. 34) High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world. 35) The US Congress understood the possible consequences of the HPA. Complete the summary below. Choose no more than two words from the passage for each answer. Sobotka argues that big business and users of helium need to help look after helium stocks because (36) ..... will not be encouraged through buying and selling alone. Richardson believes that the (37) ..... needs to be withdrawn, as the U.S. provides most of the world's helium. He argues that higher costs would mean people have (38) ..... to use the resource many times over. People should need a (39) ..... to access helium that we still have. Furthermore, a (40) ..... should ensure that helium is used carefully. Remember, you have 60 minutes to complete the Reading test! You should spend about 20 minutes on each of the three sections. You have now reached the end of your Reading test; download the answers and see how well you have done. Downloads Reading practice test 1 IELTS Academic – answers13.35 KB The three parts of this practice Reading test are presented over three separate web pages. Make sure you move swiftly from one page to the next so that your practice is as realistic as possible. Time yourself and allow just one hour to complete all three parts. There are 40 questions in this practice test. Each question carries one mark. If you prefer to work offline, download the test paper and blank answer sheet. Instructions to candidates In the actual test you will be given the following instructions: do not open this question paper until you are told to do so write your name and candidate number in the spaces at the top of the page read the instructions for each part of the paper carefully answer all the questions write your answers on the answer sheet; use a pencil you must complete the answer sheet within the time limit At the end of the test you will be asked to hand in both the question paper and your answer sheet. Review Once you have completed all three sections, download the answers and see how you have done. Read the following text and answer questions 1–8. Emergency procedures Revised July 2011 This applies to all persons on the school campus in cases of emergency (e.g. fire), find the nearest teacher who will: send a messenger at full speed to the Office or inform the Office via phone ext. 99. Procedure for evacuation 1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may not be a hand-held bell or siren.) 2. All class work will cease immediately. 3. Students will leave their bags, books and other possessions where they are. 4. Teachers will take the class rolls. 5. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run. 6. Each class, under the teacher's supervision, will move in a line, orderly fashion to the paved quadrangle area adjacent to the car park. 7. All support staff will do the same. 8. The Marshalling Supervisor, Ms Randall, will be wearing a red cap and she will be waiting there with the master timetable and staff list in her possession. 9. Students assemble in the quad with their teacher at the time of evacuation. The teacher will do a head count and check the roll. 10. Each teacher sends a student to the Supervisor to report whether all students have been accounted for. After checking, students will sit down (in the event of rain or wet pavement they may remain standing). 11. The Supervisor will inform the Office when all staff and students have been accounted for. 12. All students, teaching staff and support personnel remain in the evacuation area until the All Clear signal is given. 13. The All Clear will be a long bell ring or three blasts on the siren. 14. Students will return to class in an orderly manner under teacher guidance. 15. In the event of an emergency occurring during lunch or breaks, students are to assemble in their home-room groups in the quad and await their home-room teacher. Complete the sentences below. Choose no more than three words from the text for each answer. 1) In an emergency, a teacher will either phone the office or ..... 2) The signal for evacuation will normally be several ..... 3) If possible, students should leave the building by the ..... 4) They then walk quickly to the ..... 5) ..... will join the teachers and students in the quad. 6) Each class teacher will count up his or her students and mark ..... 7) After the ..... , everyone may return to class. 8) If there is an emergency at lunchtime, students gather in the quad in ..... and wait for their teacher. Questions 9–14 Read the text below and answer questions 9–14. Community Education Short Courses: Business Basics Gain foundation knowledge for employment in an accounts position with bookkeeping and business basics through to intermediate level; suitable for anyone requiring knowledge from the ground up. Code B/ED011 16th or 24th April 9am–4pm Cost \$420 Bookkeeping This course will provide students with a comprehensive understanding of bookkeeping and a great deal of hands-on experience. Code B/ED020 19th April 9am–2.30pm (one session only so advance bookings essential) Cost \$250 New Enterprise Module Understand company structures, tax rates, deductions, employer obligations, profit and loss statements, GST and budgeting for tax. Code B/ED030 15th or 27th May 6pm–9pm Cost \$105 Social Networking – the Latest Marketing Tool This broad overview gives you the opportunity to analyse what web technologies are available and how they can benefit your organisation. Code B/ED033 1st or 8th or 15th June 6pm–9pm Cost \$95 Communication Take the fear out of talking to large gatherings of people. Gain the public-speaking experience that will empower you with better communication skills and confidence. Code B/ED401 12th or 13th or 14th July 6pm–9pm Cost \$90 Do the following statements agree with the information given in the text? Answer True, False or Not given to questions 9–14. True if the statement agrees with the information False if the statement contradicts the information Not given if there is no information on this 9) Business Basics is appropriate for beginners. 10) Bookkeeping has no practical component. 11) Bookkeeping is intended for advanced students only. 12) The New Enterprise Module can help your business become more profitable. 13) Social Networking focuses on a specific website to help your business succeed. 14) The Communication class involves speaking in front of an audience. Remember, there are three sections to the Reading test and you have 60 minutes to complete all three! You have completed the first section of your Reading test. Now move on to Section 2. questions 15–28. Section 2, questions 15–28 Read the text below and answer Questions 15–21. Beneficial work practices for the keyboard operator A) Sensible work practices are an important factor in the prevention of muscular fatigue, discomfort or pain in the arms, neck, hands or back; or eye strain which can be associated with constant or regular work at a keyboard and visual display unit (VDU). B) It is vital that the employer pays attention to the physical setting such as workplace design, the office environment, and placement of monitors as well as the organisation of the work and individual work habits. Operators must be able to recognise work-related health problems and be given the opportunity to participate in the management of these. Operators should take note of and follow the preventive measures outlined below. C) The tylist must be comfortably accommodated in a chair that is adjustable for height with a back rest that is also easily adjustable both for angle and height. The back rest and sitting ledge (with a curved edge) should preferably be cloth-covered to avoid excessive perspiration. D) When the keyboard operator is working from a paper file or manuscript, it should be at the same distance from the eyes as the screen. The most convenient position can be found by using some sort of holder. Individual arrangement will vary according to whether the operator spends more time looking at the VDU or the paper – whichever the eyes are focused on for the majority of time should be put directly in front of the operator. E) While keying, it is advisable to have frequent but short pauses of around thirty to sixty seconds to proofoad. When doing this, relax your hands. After you have been keying for sixty minutes, you should have a ten minute change of activity. During this spell it is important that you do not remain seated but stand up or walk around. This period could be profitably used to do filing or collect and deliver documents. F) Generally, the best position for a VDU is at right angles to the window. If this is not possible then glare from the window can be controlled by blinds, curtains or movable screens. Keep the face of the VDU vertical to avoid glare from overhead lighting. G) Unsatisfactory work practices or working conditions may result in aches or pain. Symptoms should be reported to your supervisor early on so that the cause of the trouble can be corrected and the operator should seek medical attention. The text above has seven sections, A–G. Choose the correct heading for each section from the list of headings below. Select the correct number, 1–x for questions 15–21. i How can a reduction problems be avoided? ii How long should I work without a break? iii What if I experience any problems? iv When is the best time to do filing chores? v What makes a good seat? vi What are the common health problems? vii What is the best kind of lighting to have? viii What are the roles of management and workers? ix Why does a VDU create eye fatigue? x Where should I place the documents? 15) Section A 16) Section B 17) Section C 18) Section D 19) Section E 20) Section F 21) Section G Questions 22–28 Read the text below and answer questions 22–28. Workplace dismissals Before the dismissal If an employer wants to dismiss an employee, there is a process to be followed. Instances of minor misconduct and poor performance must first be addressed through some preliminary steps. Firstly, you should be given an improvement note. This will explain the problem, outline any necessary changes and offer some assistance in correcting the situation. Then, if your employer does not think your performance has improved, you may be given a written warning. The last step is called a final written warning which will inform you that you will be dismissed unless there are improvements in performance. If there is no improvement, your employer can begin the dismissal procedure. The dismissal procedure begins with a letter from the employer setting out the charges made against the employee. The employee will be invited to a meeting to discuss these accusations. If the employee denies the charges, he is given the opportunity to appear at a formal appeal hearing in front of a different manager. After this, a decision is made as to whether the employee will be let go or not. Dismissals Of the various types of dismissal, a fair dismissal is the best kind if an employer wants an employee out of the workplace. A fair dismissal is legally and contractually strong and it means all the necessary procedures have been correctly followed. In cases where an employee's misconduct has been very serious, however, an employer may not have to follow all of these procedures. If the employer can prove that the employee's behaviour was illegal, dangerous or severely wrong, the employee can be dismissed immediately: a procedure known as summary dismissal. Sometimes a dismissal is not considered to have taken place fairly. One of these types is wrongful dismissal and involves a breach of contract by the employer. This could involve dismissing an employee without notice or without following proper disciplinary and dismissal procedures. Another type, unfair dismissal, is when an employee is sacked without good cause. There is another kind of dismissal, known as constructive dismissal, which is slightly peculiar because the employee is not actually openly dismissed by the employer. In this case the employee is forced into resigning by an employer who tries to make significant changes to the original contract. This could mean an employee might have to work night shifts after originally signing on for day work, or he could be made to work in dangerous conditions. Complete the sentences below. Choose no more than three words from the text for each answer. 22) If an employee receives a ..... , this means he will lose his job if his work does not get better. 23) If an employee does not accept the reasons for his dismissal, a ..... can be arranged. Look at the following descriptions (Questions 24–28) and the list of terms in the box below. Match each description with the correct term A–E. Choose the appropriate letter A–E for questions 24–28. 24) An employee is asked to leave work straight away because he has done something really bad. 25) An employee is pressured to leave his job unless he accepts conditions that are very different from those agreed to in the beginning. 26) An employer gets rid of an employee without keeping to conditions in the contract. 27) The reason for an employee's dismissal is not considered good enough. 28) The reasons for an employee's dismissal are acceptable by law and the terms of the employment contract. A Fair dismissal B Summary dismissal C Unfair dismissal D Wrongful dismissal E Constructive dismissal Remember, there are three sections to the Reading test and you have 60 minutes to complete all three! You have completed the second section of your Reading test. Now move on to Section 3, questions 29–40. Section 3, questions 29–40 Read the text below and answer the questions. Calisthenics The world's oldest form of resistance training A) From the very first caveman to scale a tree or hang from a cliff face, to the mighty armies of the Greco-Roman empires and the gymnasiums of modern American high schools, calisthenics has endured and thrived because of its simplicity and utility. Unlike strength training which involves weights, machines or resistance bands, calisthenics uses only the body's own weight for physical development. B) Calisthenics enters the historical record at around 480 B.C., with Herodotus' account of the Battle of Thermopylae. Herodotus reported that, prior to the battle, the god-king Xerxes sent a scout party to spy on his Spartan enemies. The scouts informed Xerxes that the Spartans, under the leadership of King Leonidas, were practicing some kind of bizarre, synchronised movements akin to a tribal dance. Xerxes was greatly amused. His own army was comprised of over 120,000 men, while the Spartans had just 300. Leonidas was informed that he must retreat or face annihilation. The Spartans did not retreat, however, and in the ensuing battle they managed to hold Xerxes' enormous army at bay for some time until reinforcements arrived. It turns out their tribal dance was not a superstitious ritual but a form of calisthenics by which they were building awe-inspiring physical strength and endurance. C) The Greeks took calisthenics seriously not only as a form of military discipline and strength, but also as an artistic expression of movement and an aesthetically ideal physique. Indeed, the term calisthenics itself is derived from the Greek words for beauty and strength. We know from historical records and images from pottery, mosaics and sculptures of the period that the ancient Olympians took calisthenics training seriously. They were greatly admired – and still are, today – for their combination of athleticism and physical beauty. You may have heard a friend whinorically sigh and mention that someone "has the body of a Greek god". This expression has travelled through centuries and continents, and the source of this envy and admiration is the calisthenics method. D) Calisthenics experienced its second golden age in the 1800s. This century saw the birth of gymnastics, an organised sport that uses a range of bars, rings, vaulting horses and balancing beams to display physical prowess. This period is also when the phenomena of strongmen developed. These were people of astounding physical strength and development who forged nomadic careers by demonstrating outlandish feats of strength to stunned populations. Most of these men trained using hand balancing and horizontal bars, as modern weight machines had not yet been invented. E) In the 1950s, Angelo Siciliano – who went by the stage name Charles Atlas – was crowned "The World's Most Perfectly Developed Man". Atlas's own approach stemmed from traditional calisthenics, and through a series of mail order comic books he taught these methods to hundreds of thousands of children and young adults through the 1960s and 1970s. But Atlas was the last of a dying breed. The tides were turning, fitness methods were drifting away from calisthenics, and no widely-regarded proponent of the method would ever succeed him. F) In the 1960s and 1970s calisthenics and the goal of functional strength combined with physical beauty was replaced by an emphasis on huge muscles at any cost. This became the sport of body building. Although body building's pioneers were drawn from the calisthenics tradition, the sole goal soon became an increase in muscle size. Body building icons, people such as Arnold Schwarzenegger and Sergio Oliva were called mass monsters because of their imposing physiques. Physical development of this nature was only attainable through the use of anabolic steroids, synthetic hormones which boosted muscle development while harming overall health. These body builders also relied on free weights and machines, which allowed them to target and bloom the size of individual muscles rather than develop a naturally proportioned body. Calisthenics, with its emphasis on physical beauty and a balance in proportions, had little to offer the mass monsters. G) In this "bigger is better" climate, calisthenics was relegated to groups perceived to be vulnerable, such as women, people recuperating from injuries and school students. Although some of the strongest and most physically developed human beings ever to have lived acquired their abilities through the use of sophisticated calisthenics, a great deal of this knowledge was discarded and the method was reduced to nothing more than an easily accessible and readily available activity. Those who mastered the rudimentary skills of calisthenics could expect to graduate to weight training rather than advanced calisthenics. H) In recent years, however, fitness trends have been shifting back toward the use of calisthenics. Bodybuilding approaches that promote excessive muscle development frequently lead to joint pain, injuries, unbalanced physiques and weak cardiovascular health. As a result, many of the newest and most popular gyms and programmes emphasise calisthenics-based methods instead. Modern practices often combine elements from a number of related traditions such as yoga, Pilates, kettle-ball training, gymnastics and traditional Greco-Roman calisthenics. Many people are keen to recover the original Greek vision of physical beauty and strength and harmony of the mind-body connection. The text has eight paragraphs, A–H. Which paragraph contains the following information? Choose the correct letter for questions 29–35. 29) the origin of the word 'calisthenics' 30) the last popular supporter of calisthenics 31) the first use of calisthenics as a training method 32) a multidisciplinary approach to all-round health and strength 33) reasons for the survival of calisthenics throughout the ages 34) medical substance to increase muscle mass and strength 35) a reference to travelling showmen who displayed their strength for audiences Complete the summary below. Choose no more than two words from the text for each answer. During the sixties and seventies, attaining huge muscles became more important than (36) ..... or having an attractive-looking body. The first people to take up this new sport of body building had a background in calisthenics but the most famous practitioners became known as (37) ..... on account of the impressive size of their muscles. Drugs and mechanical devices were used to develop individual muscles to a monstrous size. Calisthenics then became the domain of 'weaker' people: females, children and those recovering from (38) ..... Much of the advanced knowledge about calisthenics was lost and the method was subsequently downgraded to the status of a simple, user-friendly activity. Once a person became skilled at this, he would progress to (39) ..... Currently a revival of calisthenics is under way as extreme muscle building can harm the body leaving i sore, out of balance, and in poor (40) ..... Remember, there are three sections to the Reading test and you have 60 minutes to complete all three! You have now reached the end of your Reading test; download the answers and see how well you have done. Downloads Reading practice test 1 IELTS General Training – answers14.3 KB

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