IELTS

PRACTICE READING TEST 4

Time allowed: 60 minutes
Number of questions: 37

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

- Reading Passage 1	Questions 1 – 10
- Reading Passage 2	Questions 11 – 22
- Reading Passage 3	Questions 23 – 37

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1 –10** which are based on Reading Passage 1.

High School Students in Part-time Employment: What Effect on Scholastic Performance?

Educators in the United States have long argued about the effects of part-time work on the academic performance of high school students. Though many studies claim that there is a relationship between a student's grade point average (GPA) – the standard measure of academic performance in high schools and universities in the US – and the number of hours the student is employed, there seems little agreement on what that relationship is.

Several studies (Sneider, 1982; Wallace, 1988; Johnson & Payne, 1989) suggest that students who work after school do better in their school work than students who do not have a job. Peel and Maas (1990), meanwhile, suggest that students with part-time jobs generally do worse in school than their classmates who do not work at all. Still other research claims the amount of hours worked outside school hours is of very minor importance; much more important in influencing a student's performance in school are the student's study habits and home life (Alvarez, 1987).

Of seven major studies on high school students in employment reviewed by Bjarnes and Doi (1990), four studies specifically investigated the relationship between scholastic achievement and part-time work. Of these, two concluded that students who work beyond a certain amount of hours per week tend to have generally lower GPAs (Walston & Yin, 1990; Corbelli, 1989). These two studies noted the positive correlation between the number of hours worked and improved academic achievement when work hours are no more than about 12 per week. However, when employment took up 20 hours or more of student's week, a negative correlation became evident: GPAs decreased as job hours grew.

In a more recent investigation, Krunjic (1995) surveyed some 1000 students each in grades 10, 11 and 12. (Students in these grades were chosen because they are more likely to have jobs than students in other grades.) The students were from sex high schools of different size in were located in rural areas, two in large cities and two in suburban areas. Students were asked to fill out questionnaires about their GPA and the hours they worked.

Some of the results of Krunjic's survey are illustrated in the figures below. Krunjic found that beyond approximately 5 hours per week, the more hours a student worked, the lower was his or her GPA (figure 1). This relationship between GPA and work appeared to be stronger the lower the grade level (figure 2). Comparing academic

performance and geographic location, Krunjic found that the GPAs of both rural and urban students were less influenced by how many hours worked than were those of suburban students.

Krunjic also looked at differences between males and females. Equal numbers of high school girls and boys were in jobs, but in jobs of fewer hours, girls outnumbered boys. As the number of hours at work increased, there was a greater number of boys and a smaller number of girls (figure 3).

Krunjic concluded from the survey data that while both his and some earlier studies showed an increase in hours worked brings a decrease in GPA, the decrease is not serious enough to worry educators greatly. Krunjic goes on to suggest, however, that schools and boards of education become well acquainted with this relationship before deciding whether or by how much to limit the number of hours students can work.

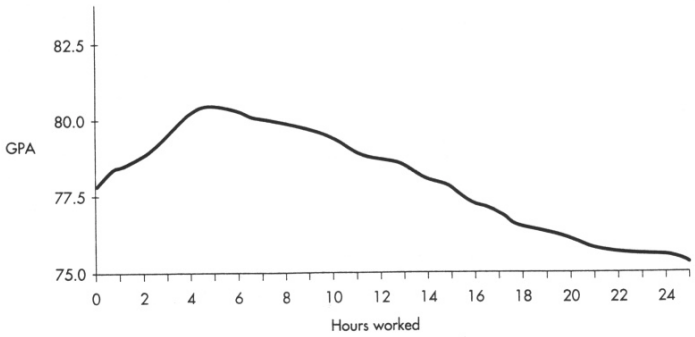

Figure 1: Average GPA and hours worked, all students

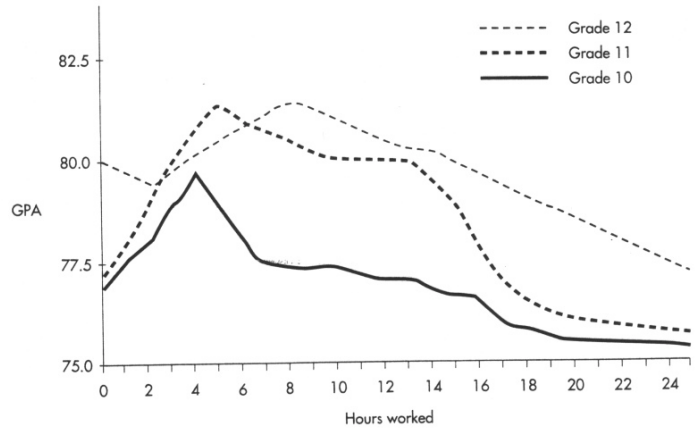

Figure 2: Average GPA and hours worked, by grade level

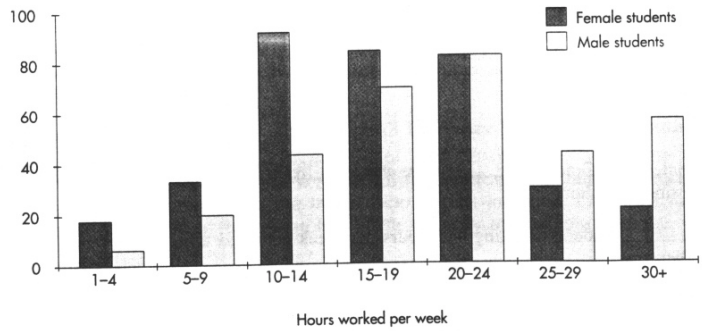

Figure 3: High school girls and boys in employment

Questions 1 – 4

The paragraph below is a partial summary of Reading Passage 1. Complete the summary by choosing your answers from the list below and writing them in boxes 1 – 4 on your answer sheet.

N.B. There are more choices than spaces so you will not use them all. You may use any of the choices more than once.

Research into the effects of part-time work on high school students' academic performance has produced a variety of conclusions. According to … (Example) …, we can expect students with jobs to perform better in school than students not working at all. Indeed, … (1) … believe(s) that the more hours worked, the better the scholastic performance of the student, though this correlation drops off once a student works more than a dozen hours a week. … (2) … found much the same results but that the improvement in GPA dropped off with even fewer hours per week. But still other researchers, such as … (3) …, believe that no amount of employment hours, however few or many, improves academic performance. And according to … (4) …, factors other than working hours have a far greater influence on GPA.

Example answer: D

A Alvarez (1987)

B Bjarnes & Doi (1990)

C Corbelli (1989)

D Johnson & Payne (1989)

E Krunjic (1995)

F Peel & Maas (1990)

Questions 5 – 8

Compete the sentences below with **NUMBERS** taken from Reading Passage 1. Write your answers in boxes 5 – 8 on your answer sheet.

The following statements all refer to the research of Krunjic (1995).

5. Overall, students in Grade _____ were the least likely to suffer poor academic performance with increasing work hours.
6. Grade _____ students working 4 – 5 hours per week achieved a higher average GPA than students in other grades.
7. Girls were more likely than boys to work in jobs of up to _____ hours.
8. Boys were as likely as girls to work in jobs of _____ hours.

Question 9

Complete the following sentence with **NO MORE THAN TWO WORDS** taken from Reading Passage 1. Write your answer in box 9 on your answer sheet.

9. According to Krunjic (1995), having a part-time job is most likely to affect students in high schools located in _____ .

Question 10

Choose the appropriate letter **A – D** and write it in box 10 on your answer sheet.

10. Krunjic (1995) believes that school officials …

A need not take seriously the results of his research.

B worry about the relationship between GPA and part-time work.

C should limit the number of hours students can work.

D need to understand the relationship between GPA and part-time work.

READING PASSAGE 2
You are advised to spend about 20 minutes on **Questions 11 – 22** which are based on Reading Passage 2.

Fish Oil

Much has been made of the benefits of oil derived from fish. It is claimed that people with a diet rich in fish oil have a greatly reduced chance of heart disease and arteriosclerosis. In addition, it has been shown conclusively that people suffering from elevated blood lipids react positively to treatment using fish oils.

The advantages of fish oil became apparent after studies some two decades ago of the diet of the Inuit, or Eskimo, populations of Greenland. It was found that the Inuit, with their traditional diet of seal, whale and Arctic fish – a diet very high in fat – suffered practically no heart disease, had near zero incidence of diabetes, and enjoyed a comparatively low rate of rheumatoid arthritis. (Interestingly, incidence of cancer, equal to that found in most other parts of the world, appeared unaffected by the traditional Inuit diet.)

Until the work of Dyberg and Bang in the 1970s, little attention was paid to the implication of a fish-rich diet, despite a centuries-old knowledge of Inuit customs. The two researchers noted that in one community of 1800 people there were only three heart attack deaths between 1950 and 1974. To understand why, they examined the Inuits' blood lipids and diet. Omega-3 fatty acids featured strongly in the bloodstream of the research subjects, directly attributable to diet.

In order to rule out genetic or racial factors from their findings, Dyberg and Bang went on to compare the Greenland Inuit communities with those Inuit residing in Denmark who consumed a diet almost identical to that of the Danes. The Inuit in Denmark, particularly those who had been there for longer periods, were shown to have higher blood cholesterol levels and significantly higher serum triglyceride levels than their Greenland counterparts. In fact, the levels of the Westernised Inuits matched those of the Danes themselves, who consume mainly meat, milk products and eggs. As would be expected, levels of heart disease and arteriosclerosis of the Inuit well-established in Denmark were far closer to those of the Danes than those of the Greenland Inuit. The findings, according to the researchers, indicated an Omega-3 deficiency in the Danish diet compared to the Greenland diet.

Similar findings come from Japan. A comparison of the diets of farmers and fishermen, together with an examination of health records and death rates of the two groups, has shown a link between the health of the human heart and fish oil. Whereas the average Japanese farmer has 90 grams of fish a day, the average fisherman has 250 grams. In all other respects, their diets are similar. Correspondingly, fishermen have lower blood pressure and smaller rates of heart disease and rheumatoid arthritis.

This compares to the 20 grams eaten daily by the average person in the US, where rates of heart disease and arteriosclerosis are five to seven times higher than in Japan.

Its high Omega-3 content and easy digestibility make fish oil particularly useful in the treatment of hyperlipidaemic patients. Studies have shown an inverse relationship between dosage of salmon oil and plasma triglyceride concentrations. Specifically, it has been found that the consumption of three grams of salmon oil per day by such patients reduces their plasma triglyceride levels some 32 per cent. For patients given six grams, the levels fall by 41 per cent, and for those taking nine grams, concentrations dropped an average of 52 per cent.

Table 1, below, gives the Omega – 3 contents of several fish varieties as compared to a selection of vegetable-based oils and butterfat.

Table 1: Omega-3 fatty acid content of selected fish and vegetable oils and butterfat

Oil source	**Proportion Omega-3 fatty acids in oil (%)**
Salmon	60
Mackerel	62
Tuna	58
Anchovy	71
Linseed	49
Soybean	7
Olive	1
Peanut	0
Butterfat	2.5

Questions 11 –15

Using the information in Reading Passage 2, indicate the relationship between the two items given for each question **11 – 15** on page 83 by marking on your answer sheet:

PC if there is a positive correlation
NC if there is a negative correlation
L/N if there is little or no correlation
NI if there is no information

Write your answers (**PC, NC, L/N,** or **NI**) in boxes 11 – 15 on your answer sheet.

Example	proportion of traditional foods in diet	heart disease among Greenland Inuit	Answer: NC

11.	proportion of traditional foods in	incidence of cancer among Greenland

	diet	Inuit
12.	Inuits' length of stay in Denmark	serum triglyceride levels
13.	amount of meat consumed	consumption of Omega-3 fatty acids
14.	'Westernisation' of Inuit	consumption of Omega-3 fatty acids
15.	daily salmon dosage	plasma triglyceride levels

Questions 16 – 22

Do the following statements reflect the claims of the writer in Reading Passage 2? In boxes 16 – 22 on your answer sheet, write:

YES	if the statement reflects the writer's claims
NO	if the statement contradicts the writer
NOT GIVEN	if there is no information about this in the passage

16. Diabetes is rare among the Greenland Inuit.
17. The Greenland Inuits' rheumatoid arthritis levels are the lowest in the world.
18. Little was known about Inuit life in Greenland before the work of Dyberg and Bang.
19. Blood cholesterol levels of the Denmark Inuit were lower than those of the Danes.
20. Research in Japan generally supports the findings of Dyberg and Bang with regard to the effects of fish oil.
21. Greenland Inuit and Japanese fishermen consume similar amounts of Omega-3 fatty acids.
22. Anchovy oil contains about ten times the proportion of Omega-3 fatty acids contained in an equal measure of soybean oil.

READING PASSAGE 3
You should spend about 20 minutes on Questions 23 – 37 which are based on Reading Passage 3.

Questions 23 – 28
Reading Passage 3 has 7 sections.

Choose the most suitable headings for sections **B – G** from the list of headings below. Write the appropriate numbers **(i – x)** in boxes 23 – 28 on your answer sheet.

NB: There are more headings than sections so you will not use all of them. You may use any of the headings more than once.

List of headings
(i) Benefits of bicycle use: one country's experience
(ii) Situations that best fit bicycle use
(iii) Factors working against NMV use
(iv) The disadvantages of cycle rickshaw use
(v) The continuing importance of NMVs in Asia
(vi) Subsidising public transport use in China
(vii) Appropriate use of cycle rickshaws
(viii) Use of NMVs to reduce motorisation in Europe
(ix) The role of policy in promoting bicycle use
(x) Integrated approach to urban transport

Example	
Section A	Answer: V

23. Section B
24. Section C
25. Section D
20. Section E
21. Section F
22. Section G

Non-motorised Vehicles in Asia

Section A

Non-motorised vehicles (NMVs), which include bicycles, cycle rickshaws and carts, continue to play a vital role in urban transport in much of Asia. NMVs account for 25 to 80 per cent of vehicle trips in many Asian cities, more than anywhere else in the world. Ownership of all vehicles, including NMVs, is growing rapidly throughout Asia as incomes increase.

Section B

However, the future of NMVs in many Asian cities is threatened by growing motorisation, loss of street space for safe NMV use, and changes in urban form prompted by motorisation. Transport planning and investment in most of Asia has focused principally on the motorised transport sector and has often ignored the needs of non-motorised transport. Without changes in policy, NMV use may decline precipitously in the coming decade, with highly negative effects on air pollution, traffic congestion, global warming, energy use, urban sprawl, and the employment and mobility of low income people.

Section C

As cities in Japan, the Netherlands, Germany and several other European nations demonstrate, the modernisation of urban transport does not require total motorisation, but rather the appropriate integration of walking, NMV modes, and motorised transport. As in European and Japanese cities, where a major share of trips are made by walking and cycling, NMVs have an important role to play in urban transport systems throughout Asia in coming decades.

Section D

Transport investment and policy are the primary factors that influence NMV use and can have an effect on the pace and level of motorisation. For example, Japan has witnessed major growth of bicycle use despite increased motorisation, through programs providing extensive bicycle paths, bicycle parking at rail stations, and high fees for motor vehicle use. Denmark and the Netherlands have reversed the decline of bicycle use through similar policies.

Section E

China has for several decades offered commuter subsidies for those people bicycling to work, cultivated a domestic bicycle manufacturing industry, and allocated extensive urban street space to NMV traffic. This strategy reduced the growth of public transport subsidies while meeting most mobility needs. Bicycles have largely replaced buses as the principal means of urban vehicular transport in Tianjin. Buses are generally slower for the same trip made by bicycle. Today, 50 to 80 per cent of urban vehicle trips in China are by bicycle and average journey times in China’s cities appear to be comparable to those of many other more motorised Asian cities, with much more favourable consequences on the environment, petroleum dependency, transport system costs, and traffic safety.

Section F

Bicycles should be encouraged as the most efficient transport mode for short trips in cities of all types, particularly for trips too long for walking and too short for express public transport services or where travel demand or economics do not permit high frequency public transport services. Bicycles are most important for personal transport, but also accommodate light goods, being capable of carrying loads of 100 – 180 kilograms.

Section G

Cycle rickshaws are not as efficient as bicycles for personal transport, but should be encouraged as a complementary mode to motorised goods transport and as a passenger transit mode, particularly in countries where low wages and surplus labour are substantial features of the economy. Where they are in use, they should be accepted as a useful part of the transportation system rather than as a nuisance or a barrier to transport system modernisation. Even in high-income, motor-vehicle dependent cities, there are opportunities for appropriate use of cycle rickshaws for short-distance movement of persons and goods and as the basis for small businesses providing goods and services at dispersed locations. They find greatest utility where slow modes of transport are allocated road space separate from motorised traffic, in neighbourhoods where the majority of people go from one place to another on foot or in central areas with slow traffic speeds, in large factories and shopping districts, and areas where private automobiles are restricted.

Questions 29 – 32

In Reading Passage 3, the author mentions several ways in which bicycle use in cities is encouraged.

From the list below, identify FOUR such ways. Write the appropriate letters A – G in boxes 29 – 32 on your answer sheet.

A establishing routes especially for bicycles

B removing buses from streets

C restricting parts of road from motorised traffic

D educating public about environmental effects of motor vehicle use

E encouraging public transport users to bicycle to train stations

F reducing bicycle manufacturing costs

G making motor vehicle use more expensive

Questions 33 – 37

Complete the notes below. Use **NO MORE THAN TWO WORDS** from the passage

for each answer. Write your answers in boxes 33 – 37 on your answer sheet.

CYCLE RICKSHAWS

- best in economies with **… (33) … & … (34) …**

- best for:
  - transporting people and goods short distances
  - helping **… (35) …** make widely separated deliveries

- best where:
  - motorised and non-motorised traffic are separate
  - most people travel **… (36) …**
  - traffic is kept slow
  - there are large factories
  - there are shopping centres
  - limited use of **… (37) …**