

IELTSFever Academic Reading Test 99

Reading Passage 1

You should spend about 20 minutes on Questions 1-13, which are based on the IELTSFever Academic IELTS Reading Test 99 Reading Passage Plant Scents below.

Vanishing Voices

One language dies every 14 days. By the next century nearly half of the roughly 7,000 languages spoken on Earth will likely disappear, as communities abandon native tongues in favor of English, Mandarin, or Spanish. What is lost when a language goes silent?

{A} One morning in early fall Andrei Mongush and his parents began preparations for supper, selecting a black-faced, fat tailed sheep from their flock and rolling it onto its back on a tarp outside their livestock paddock. The Mongush family's home is on the Siberian taiga, at the edge of the endless steppes, just over the horizon from Kyzyl, the capital of the Republic of Tuva, in the Russian Federation. They live near the geographic center of Asia, but linguistically and personally, the family inhabits a borderland, the frontier between progress and tradition. Tuvans are historically nomadic herders, moving their aal—an encampment of yurts—and their sheep and cows and reindeer from pasture to pasture as the seasons progress. The elder Mongooses, who have returned to their rural aal after working in the city, speak both Tuvan and Russian. Andrei and his wife also speak English, which they are teaching themselves with pieces of paper labeled in English pasted onto seemingly every object in their modern kitchen in Kyzyl. They work as musicians in the Tuvan National Orchestra, an ensemble that uses traditional Tuvan instruments and melodies in symphonic arrangements. Andrei is a master of the most characteristic Tuvan music form: throat singing, or khoomei.

{B} When I ask university students in Kyzyl what Tuvan words are untranslatable into English or Russian, they suggest khöömei, because the singing is so connected with the Tuvan environment that only a native can understand it, and also khoj özeeri, the Tuvan method of killing a sheep. If slaughtering livestock can be seen as part of humans' closeness to animals, khoj özeeri represents an unusually intimate version. Reaching through an incision in the sheep's hide, the slaughterer severs a vital artery with his fingers, allowing the animal to quickly slip away without alarm, so peacefully that one must check its eyes to see if it is dead. In the language of the Tuvan people, khoj özeeri means not only slaughter but also kindness, humaneness, a ceremony by which a family can kill, skin, and butcher a sheep, salting its hide and preparing its meat and making sausage with the saved blood and cleansed entrails so neatly that the whole thing can be accomplished in two hours (as the Mongushes did this morning) in one's good clothes without spilling a drop of blood. Khoj özeeri implies a relationship to animals that is also a measure of a people's character. As one of the students explained, "If a

Tuvan killed an animal the way they do in other places"-by means of a gun or knife "they'd be arrested for brutality.

{C} Tuvan is one of the many small languages of the world. The Earth's population of seven billion people speaks roughly 7,000 languages, a statistic that would seem to offer each living language a healthy one million speakers, if things were equitable. In language, as in life, things aren't. Seventy-eight percent of the world's population speaks the 85 largest languages, while the 3,500 smallest languages share a mere 8.25 million speakers. Thus, while English has 328 million first-language speakers, and Mandarin 845 million, Tuvan speakers in Russia number just 235,000. Within the next century, linguists think, nearly half of the world's current stock of languages may disappear. More than a thousand are listed as critically or severely endangered teetering on the edge of oblivion.

{D} In an increasingly globalized, connected, homogenized age, languages spoken in remote places are no longer protected by national borders or natural boundaries from the languages that dominate world communication and commerce. The reach of Mandarin and English and Russian and Hindi and Spanish and Arabic extends seemingly to every hamlet, where they compete with Tuvan and Yanomami and Altaic in a house-to-house battle. Parents in tribal villages often encourage their children to move away from the insular language of their forebears and toward languages that will permit greater education and success.

{E} Who can blame them? The arrival of television, with its glamorized global materialism, its luxury-consumption proselytizing, is even more irresistible. Prosperity, it seems, speaks English. One linguist, attempting to define what a language is, famously (and humorously) said that a language is a dialect with an army. He failed to note that some armies are better equipped than others. Today any language with a television station and a currency is in a position to obliterate those without, and so residents of Tuva must speak Russian and Chinese if they hope to engage with the surrounding world. The incursion of dominant Russian into Tuva is evident in the speaking competencies of the generation of Tuvans who grew up in the mid-20th century, when it was the fashion to speak, read, and write in Russian and not their native tongue.

{F} Yet Tuvan is robust relative to its frailest counterparts, some of which are down to a thousand speakers, or a mere handful, or even one individual. Languages like Wintu, a native tongue in California, or Siletz Dee-ni, in Oregon, or Amurdak, an Aboriginal tongue in Australia's Northern Territory, retain only one or two fluent or semi fluent speakers. A last speaker with no one to talk to exists in unspeakable solitude.

{G} Increasingly, as linguists recognize the magnitude of the modern language die-off and rush to catalog and decipher the most vulnerable tongues, they are confronting underlying questions about languages' worth and utility. Does each language have some irreplaceable beneficial knowledge? Are there aspects of cultures that won't survive if they are translated into a dominant language? What unexpected insights are being lost to the world with the collapse of its linguistic variety?

{H} Fortunately, Tuvan is not among the world's endangered languages, but it could have been. Since the breakup of the Soviet Union, the language has stabilized. It now has a well-equipped

army-not a television station, yet, or a currency, but a newspaper and a respectable 264,000 total speakers (including some in Mongolia and China). Yet Tofa, a neighboring Siberian language, is down to some 30 speakers. Tuvan's importance to our understanding of disappearing languages lies in another question linguists are struggling to answer: What makes one language succeed while another dwindles or dies?

Questions 1-8

Summary

Complete the following summary of the paragraphs of IELTSFever Academic IELTS Reading Test 99 Reading Passage, using **no more than two words** from the Reading Passage for each answer. Write your answers in boxes 1-8 on your answer sheet.

Although geographically Tuva is located in central Asia, people there are -
 ____ 1 ____ and ____ 2 ____ marginalized. For example, some of the
 words like ____ 3 ____ and ____ 4 ____ in Tuvan can not directly be
 translated into other languages since they are so integrated with the
 environment that only the local people can get what they really mean. The
 number of Tuvan speakers pales in comparison with that of ____ 5 ____
 and ____ 6 ____ The generation of Tuvans growing up in the mid-20th
 century have more passion for ____ 7 ____ instead of their mother
 language. Although the situation with Tuvan is much better than a Siberian
 language ____ 8 ____ which has less than 50 speakers, it could have
 been endangered.

Questions 9-13

Do the following statements agree with the information given in IELTSFever Academic IELTS Reading Test 99 Reading Passage 1? In boxes 9-13 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

(9) Andrei and his wife can speak English because they have learned it at school.

(10) Khoj özeeri means nothing other than killing.

(11) A Tuvan would be judged to have a bad character if he killed an animal with a gun or a knife.

(12) Nowadays languages in the world are spoken disproportionately,

(13) Some aspects of culture are doomed to loss if one vulnerable language is translated into a dominant language.

Reading Passage 2

You should spend about 20 minutes on Questions 14-27, which are based on the IELTSFever Academic IELTS Reading Test 99 Reading Passage European Heat Wave below.

European Heat Wave

{A} IT WAS the summer, scientists now realise, when felt. We knew that summer 2003 was remarkable: global warming at last made itself unmistakably. Britain experienced its record high temperature and continental Europe saw forest fires raging out of control, great rivers drying of a trickle and thousands of heat-related deaths. But just how remarkable is only now becoming clear.

{B} The three months of June, July and August were the warmest ever recorded in western and central Europe, with record national highs in Portugal, Germany and Switzerland as well as Britain. And they were the warmest by a very long way. Over a great rectangular block of the earth stretching from west of Paris to northern Italy, taking in Switzerland and southern Germany, the average temperature for the summer months was 3.78C above the long-term norm, said the Climatic Research Unit (CRU) of the University of East Anglia in Norwich, which is one of the world's leading institutions for the monitoring and analysis of temperature records.

{C} That excess might not seem a lot until you are aware of the context - but then you realise it is enormous. There is nothing like this in previous data, anywhere. It is considered so exceptional that Professor Phil Jones, the CRU's director, is prepared to say openly - in a way few scientists have done before - that the 2003 extreme may be directly attributed, not to natural climate variability, but to global warming caused by human actions.

{D} Meteorologists have hitherto contented themselves with the formula that recent high temperatures are consistent with predictions of climate change. For the great block of the map - that stretching between 35-50N and 0-20E - the CRU has reliable temperature records dating

back to 1781. Using as a baseline the average summer temperature recorded between 1961 and 1990, departures from the temperature norm, or "anomalies": over the area as a whole can easily be plotted. As the graph shows, such is the variability of our climate that over the past 200 years, there have been at least half a dozen anomalies, in terms of excess temperature - the peaks on the graph denoting very hot years - approaching, or even exceeding, 20°C. But there has been nothing remotely like 2003, when the anomaly is nearly four degrees.

{E} "This is quite remarkable," Professor Jones told The Independent. "It's very unusual in a statistical sense. If this series had a normal statistical distribution, you wouldn't get this number. There turn period "how often it could be expected to recur" would be something like one in a thousand years. If we look at an excess above the average of nearly four degrees, then perhaps nearly three degrees of that is natural variability, because we've seen that in past summers. But the final degree of it is likely to be due to global warming, caused by human actions.

{F} The summer of 2003 has, in a sense, been one that climate scientists have long been expecting. Until now, the warming has been manifesting itself mainly in winters that have been less cold than in summers that have been much hotter. Last week, the United Nations predicted that winters were warming so quickly that winter sports would die out in Europe's lower-level ski resorts. But sooner or later the unprecedented hot summer was bound to come, and this year it did.

{G} One of the most dramatic features of the summer was the hot nights, especially in the first half of August. In Paris, the temperature never dropped below 23.0°C (73.4°F) at all between 7 and 14 August, and the city recorded its warmest-ever night on 11-12 August, when the mercury did not drop below 25.5°C (77.9°F). Germany recorded its warmest-ever night at Weinbiet in the Rhine valley with a lowest figure of 27.6°C (81.7°F) on 13 August, and similar record-breaking night-time temperatures were recorded in Switzerland and Italy.

{H} The 15,000 excess deaths in France during August, compared with previous years, have been related to the high night-time temperatures. The number gradually increased during the first 12 days of the month, peaking at about 2,000 per day on the night of 12-13 August, then fell off dramatically after 14 August when the minimum temperatures fell by about 5°C. The elderly were most affected, with a 70 per cent increase in mortality rate in those aged 75-94.

{I} For Britain, the year as a whole is likely to be the warmest ever recorded, but despite the high temperature record on 10 August, the summer itself - defined as the June, July and August period - still comes behind 1976 and 1995, when there were longer periods of intense heat. At the moment, the year is on course to be the third-hottest ever in the global temperature record, which goes back to 1856, behind 1998 and 2002 but when all the records for October, November and December are collated, it might move into second place, Professor Jones said. The 10 hottest years in the record have all now occurred since 1990. Professor Jones is in no doubt about the astonishing nature of European summer of 2003. "The temperatures recorded were out of all proportion to the previous record," he said. "It was the warmest summer in the past 500 years and probably way beyond that. It was enormously exceptional."

{J} His colleagues at the University of East Anglia's Tyndall Centre for Climate Change Research are now planning a special study of it. "It was a summer that has not been experienced before, either in terms of the temperature extremes that were reached, or the range and diversity of the impacts of the extreme heat," said the centre's executive director, Professor Mike Hulme. "It will certainly have left its mark on a number of countries, as to how they think and plan for climate change in the future, much as the 2000 floods have revolutionised the way the Government is thinking about flooding in the UK. "The 2003 heat wave will have similar repercussions across Europe."

Questions 14-19

Do the following statements agree with the information given in IELTSFever Academic IELTS Reading Test 99 Reading Passage 2? In boxes 14-19 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

(14) The average summer temperature in 2003 is approximately four degrees higher than that of the past.

(15) Jones believes the temperature statistic is within the normal range.

(16) Human factors are one of the reasons that cause hot summers.

(17) In large cities, people usually measure temperature twice a day.

(18) Global warming has the obvious effect of warmer winter instead of hotter summer before 2003.

(19) New ski resorts are to be built on a high-altitude spot.

Questions 20-21

*Answer the questions below using **NO MORE THAN THREE WORDS AND/OR NUMBERS** from the IELTSFever Academic IELTS Reading Test 99 passage for each answer. Write your answers in boxes 20-21 on your answer sheet*

(20) What are the two hottest years in Britain besides 2003?

(21) What will affect UK government policies besides climate change according to Hulme ?

Questions 22-26

Complete the summary below using **NO MORE THAN TWO WORDS** from the IELTSFever Academic IELTS Reading Test 99 passage. Write your answers in boxes 22-26 on your answer sheet

In the summer of 2003, thousands of extra death occurred in the country of 22. Moreover, world-widely, the third record of hottest summer date from 23, after the year of 24. According to Jones, all the 10 hottest years happened from 25. However, summer of 2003 was at the peak of previous 26 years, perhaps even more.

Question 27

Choose the correct letter A, B, C or D

Write your answer in box 27 on your answer sheet

Question 27 Which one can be best served as the title of this passage in the following options?

- (A) Global Warming effect
- (B) Global Warming in Europe
- (C) The Effects of hot temperature
- (D) Hottest summer in Europe

Reading Passage 3

You should spend about 20 minutes on Questions 28-40, which are based on the IELTSFever Academic IELTS Reading Test 99 Reading Passage New ways of Teaching History below.

New Ways of Teaching History

{A} In a technology and media-driven world, it's becoming increasingly difficult to get our students' attention and keep them absorbed in classroom discussions. This generation, in particular, has brought a unique set of challenges to the educational table. Whereas youth are easily enraptured by high-definition television, computers, iPods, video games and cell phones, they are less than enthralled by what to them are obsolete textbooks and boring classroom lectures. The question of how to teach history in a digital age is often contentious. On the one side, the old guard thinks the professional standards history is in mortal danger from flash-in-the-pan challenges by the digital that are all show and no substance. On the other side, the self-styled "disruptors" offer overblown rhetoric about how digital technology has changed everything while the moribund profession obstructs all progress in the name of outdated ideals. At least, that's a parody (maybe not much of one) of how the debate proceeds. Both supporters and opponents of the digital share more disciplinary common ground than either admits.

{B} When provided with merely a textbook as a supplemental learning tool, test results have revealed that most students fail to pinpoint the significance of historical events and individuals. Fewer still are able to cite and substantiate primary historical sources. What does this say about the way our educators are presenting information? The quotation comes from a report of a 1917 test of 668 Texas students. Less than 10 percent of school-age children attended high school in 1917; today, enrollments are nearly universal. The whole world has turned on its head during the last century but one thing has stayed the same: Young people remain woefully ignorant about history reflected from their history tests. Guess what? Historians are ignorant too, especially when we equate historical knowledge with the "Jeopardy" Daily Double. In a test, those specializing in American history did just fine. But those with specialties in medieval, European and African history failed miserably when confronted by items about Fort Ticonderoga, the Olive Branch Petition, or the Quebec Act—all taken from a typical textbook. According to the testers, the results from the recent National Assessment in History, like scores from earlier tests, show that young people are "abysmally ignorant" of their own history. Invoking the tragedy of last September, historian Diane Ravitch hitched her worries about our future to the idea that our nation's strength is endangered by youth who do poorly on such tests. But if she were correct, we would have gone down the tubes in 1917!

{C} There is a huge difference between saying "Kids don't know the history we want them to know" and saying "Kids don't know history at all." Historical knowledge burrows itself into our cultural pores even if young people can't marshal it when faced by a multiple choice test. If we weren't such hypocrites (or maybe if we were better historians) we'd have to admit that today's students follow in our own footsteps. For too long we've fantasized that by rewriting textbooks we could change how history is learned. The problem, however, is not the content of textbooks

but the very idea of them. No human mind could retain the information crammed into these books in 1917, and it can do no better now. If we have learned anything from history that can be applied to every time period, it is that the only constant is change. The teaching of history, or any subject for that matter, is no exception. The question is no longer whether to bring new technologies into everyday education; now, the question is which technologies are most suitable for the range of topics covered in junior high and high school history classrooms. Fortunately, technology has provided us with opportunities to present our Civil War lesson plans or our American Revolution lesson plans in a variety of new ways.

{D} Teachers can easily target and engage the learners of this generation by effectively combining the study of history with innovative multimedia. PowerPoint and presentations in particular can expand the scope of traditional classroom discussion by helping teachers to explain abstract concepts while accommodating students' unique learning styles. PowerPoint study units that have been pre-made for history classrooms include all manner of photos, prints, maps, audio clips, video clips and primary sources which help to make learning interactive and stimulating. Presenting lessons in these enticing formats helps technology-driven students retain the historical information they'll need to know for standard exams.

{E} Whether you're covering Revolutionary War lesson plans or World War II lesson plans, PowerPoint study units are available in formats to suit the needs of your classroom. Multimedia teaching instruments like PowerPoint software are getting positive results the world over, framing conventional lectures with captivating written, auditory and visual content that helps students recall names, dates and causal relationships within a historical context.

{F} History continues to show us that new times bring new realities. Education is no exception to the rule. The question is not whether to bring technology into the educational environment. Rather, the question is which technologies are suitable for U.S. and world history subjects, from Civil War lesson plans to World War II lesson plans. Whether you're covering your American Revolution lesson plans or your Cold War lesson plans, PowerPoint presentations are available in pre-packaged formats to suit your classroom's needs.

{G} Meanwhile, some academic historians hold a different view on the use of technology in teaching history. One reason they hold is that not all facts can be recorded by film or videos and literature is relatively feasible in this case. Another challenge they have to be faced with is the painful process of learning new technology like the making of PowerPoint and the editing of audio and video clips which is also reasonable especially to some elderly historians.

Questions 28-34

Reading this IELTSFever Academic IELTS Reading Test 99 passage has eight paragraphs, A-G
Choosing the correct heading for paragraphs A-G from the list of heading below
Write the appropriate number, i -x, in boxes 28-34 on your answer sheet.

List of Headings

- (i) unavoidable changing facts to be considered when picking up technology means
- (ii) A debatable place where the new technologies stand in for history teaching
- (iii) Hard to attract students in traditional ways of teaching history
- (iv) Display of the use of emerging multimedia as teaching tools
- (v) Both students and professionals as candidates did not produce decent results
- (vi) A good concrete example illustrated to show how multimedia animates the history class
- (vii) The comparisons of the new technologies applied in history class
- (viii) Enormous breakthroughs in new technologies
- (ix) Resistance of using new technologies from certain historian
- (x) Decisions needed on which technique to be used for history teaching instead of improvement in the textbooks

(28) Paragraph A

(29) Paragraph B

(30) Paragraph C

(31) Paragraph D

(32) Paragraph E

(33) Paragraph F

(34) Paragraph G

Questions 35-37

Do the following statements agree with the information given in IELTSFever Academic IELTS Reading Test 99 Reading Passage 3? In boxes 35-37 on your answer sheet, write

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer
NOT GIVEN	if there is no information about this in the passage

(35) Modern people are better at memorizing historical information compared with their ancestors.

(36) New technologies applied in history teaching are more vivid for students to memorize the details of historical events.

(37) Conventional ways like literature are gradually out of fashion as time goes by.

Questions 38-40

Complete the following summary of the paragraphs of IELTSFever Academic IELTS Reading Test 99 Reading Passage, using no more than three words from the Reading Passage for each answer. Write your answers in boxes 38-40 on your answer sheet.

Contemporary students can be aimed at without many difficulties by integrating studying history with novels.....38..... Conventional classroom discussion is specially extended by two ways to assist the teachers to interpret39..... and at the same time retain students' distinct learning modes. PowerPoint study units prepared beforehand comprising a wide variety of elements make40..... learning feasible. Combined classes like this can also be helpful in taking required tests.