



IELTS Mock Test 2023 April

Reading Practice Test 1

HOW TO USE

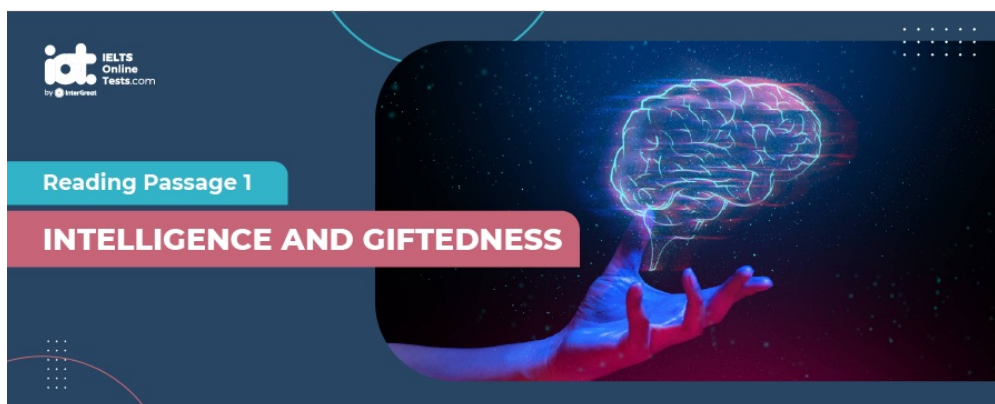
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READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below.



Intelligence and Giftedness

A

In 1904 the French minister of education, facing limited resources for schooling, sought a way to separate the unable from the merely lazy. Alfred Binet got the job of devising selection principles and his brilliant solution put a stamp on the study of intelligence and was the forerunner of intelligence tests still used today, he developed a thirty-problem test in 1905, which tapped several abilities related to intellect, such as judgment and reasoning, the test determined a given child's mental age'. The test previously established a norm for children of a given physical age. (for example, five-year-old on average get ten items correct), therefore, a child with a mental age of five should score 10, which would mean that he or she was functioning pretty much as others of that age. The child's mental age was then compared to his physical age.

B

A large disparity in the wrong direction (e.g., a child of nine with a mental age of four) might suggest inability rather than laziness and mean he or she was earmarked for special schooling, Binet, however, denied that the test was measuring intelligence, its purpose was simply diagnostic, for selection only. This message was however lost and caused many problems and misunderstanding later.

C

Although Binet's test was popular, it was a bit inconvenient to deal with a variety of physical and mental ages. So in 1912, Wilhelm Stern suggested simplifying this by reducing the two to a single number, he divided the mental age by the physical age and multiplied the result by 100. An average child, irrespective of age, would score 100. A number much lower than 100 would suggest the need for help, and one much higher would suggest a child well ahead of his

peer.

D

This measurement is what is now termed the IQ (for intelligence quotient) score and it has evolved to be used to show how a person, adult or child, performed in relation to others. (the term IQ was coined by Lewis M. Terman, professor of psychology and education of Stanford University, in 1916. He had constructed an enormously influential revision of Binet's test, called the Stanford-Binet test, versions of which are still given extensively.)

E

The field studying intelligence and developing tests eventually coalesced into a sub-field of psychology called psychometrics (psycho for 'mind' and metrics for 'measurements'). The practical side of psychometrics (the development and use of tests) became widespread quite early, by 1917, when Einstein published his grand theory of relativity, mass-scale testing was already in use. Germany's unrestricted submarine warfare (which led to the sinking of the Lusitania in 1915) provoked the United States to finally enter the First World War in the same year. The military had to build up an army very quickly; it had two million inductees to sort out. Who would become officers and who enlisted men? Psychometricians developed two intelligence tests that help sort all these people out, at least to some extent, this was the first major use of testing to decide who lived and who died, as officers were a lot safer on the battlefield, the tests themselves were given under horrendously bad conditions, and the examiners seemed to lack commonsense, a lot of recruits simply had no idea what to do and in several sessions most inductees scored zero! The examiners also came up with the quite astounding conclusion from the testing that the average American adult's intelligence was equal to that of a thirteen-year-old!

F

Intelligence testing enforced political and social prejudice, their results were used to argue that Jews ought to be kept out of the united states because they were so intelligently inferior that they would pollute the racial mix, and blacks ought not to be allowed to breed at all. And so abuse and test bias controversies continued to plaque psychometrics.

G

Measurement is fundamental to science and technology, science often advances in leaps and bounds when measurement devices improve, psychometrics has long tried to develop ways to gauge psychological qualities such as intelligence and more specific abilities, anxiety, extroversion, emotional stability, compatibility, with a marriage partner, and so on. Their scores are often given enormous weight, a single IQ measurement can take on a life of its own if teachers and parents see it as definitive, it became a major issue in the 70s, when court cases were launched to stop anyone from making important decisions based on IQ test scores, the main criticism was and still is that current tests don't really measure intelligence, whether

intelligence can be measured at all is still controversial, some say it cannot others say that IQ tests are psychology's greatest accomplishments.

Questions 1-4

The Reading Passage has seven paragraphs **A-G**

Which paragraph contains the following information?

Write the correct letter **A-G**, in boxes **1-4** on your answer sheet.

- 1 IQ is just one single factor of human characteristics.
- 2 Discussion of the methodology behind Professor Stern's test.
- 3 Inadequacy of IQ test from Binet.
- 4 The definition of IQ was created by a professor.

Questions 5-8

5 Professor Binet devises the test to

- A** find those who do not perform satisfied
- B** choose the best one
- C** measure the intelligence
- D** establish the standard of intelligence

6 The test is designed according to_____

- A** math
- B** age
- C** reading skill
- D** gender

7 US Army used Intelligence tests to select_____

- A** Officers
- B** Normal Soldiers
- C** Examiners

D Submarine drivers.

8 the purpose of the text is to_____

A Give credit to the contribution of Binet in the IQ test

B prove someone's theory is feasible.

C discuss the validity and limitation of the test

D outline the history of the test

Questions 9-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9-13 on your answer sheet, write

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 Part the intension in designing the test by professor Binet has been misunderstood.

10 Age as a factor is completely overlooked in the simplified tests by Wilhelm Stern

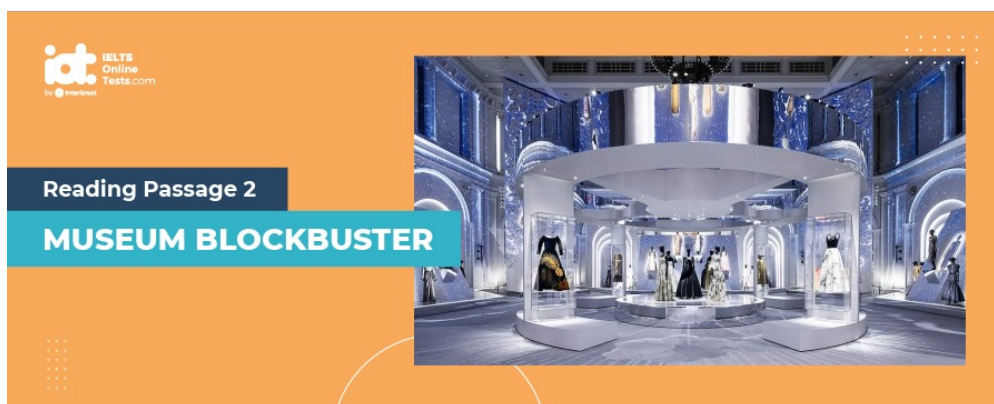
11 Einstein was a counter-example of IQ test conclusion.

12 IQ test may probably lead to racial discrimination as a negative effect.

13 The author regards measuring intelligent test as a goal hardly meaningful.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.



Museum Blockbuster

A

Since the 1980s, the term “blockbuster” has become the fashionable word for the special spectacular museum, art gallery or science centre exhibitions. These exhibitions have the ability to attract large crowds and often large corporate sponsors. Here is one of some existing definitions of a blockbuster: Put by Elsen (1984), a blockbuster is a “... large scale loan exhibition that people who normally don’t go to museums will stand in line for hours to see ...” James Rosenfield, writing in *Direct Marketing* in 1993, has described a successful blockbuster exhibition as a “... triumph of both curatorial and marketing skills ...” My own definition for a blockbuster is “a popular, high profile exhibition on display for a limited period, that attracts the general public, who are prepared to both stand in line and pay a fee in order to partake in the exhibition.” What both Elsen and Rosenfield omit in their descriptions of a blockbuster, is that people are prepared to pay a fee to see a blockbuster and that the term blockbuster can just as easily apply to a movie or a museum exhibition.

B

Merely naming an exhibition or movie a blockbuster, however, does not make it a blockbuster. The term can only apply when the item in question has had an overwhelmingly successful response from the public. However, in literature from both the UK and USA the other words that also start to appear in descriptions of a blockbuster are “less scholarly”, “non-elitist” and “populist”. Detractors argue that blockbusters are designed to appeal to the lowest common denominator, while others extol the virtues of encouraging scholars to cooperate on projects and to provide exhibitions that cater for a broad selection of the community rather than an elite sector.

C

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Maintaining and increasing visitor levels is paramount in the new museology. This requires continued product development. Not only the creation or hiring of blockbuster exhibitions but regular exhibition changes and innovations. In addition, the visiting public has become customers rather than visitors, and the skills that are valued in museums, science centres and galleries to keep the new customers coming through the door have changed. High on the list of requirements are commercial, business, marketing and entrepreneurial skills. Curators are now administrators. Being a director of an art gallery no longer requires an Arts Degree. As succinctly summarised in the Economist in 1994 “business nous and public relation skills” were essential requirements for a director, and the ability to compete with other museums to stage travelling exhibitions which draw huge crowds.

D

The new museology has resulted in the convergence of museums, the heritage industry, and tourism, profit-making and pleasure-giving. This has given rise to much debate about the appropriateness of adopting the activities of institutions so that they more closely reflect the priorities of the market place and whether it is appropriate to see museums primarily as tourist attractions. At many institutions, you can now hold office functions in the display areas, or have dinner with the dinosaurs. Whatever commentators may think, managers of museums, art galleries and science centres worldwide are looking for artful ways to blend culture and commerce, and blockbuster exhibitions are at the top of the list. But while blockbusters are all part of the new museology, there is proof that you don't need a museum, science centre or art gallery to benefit from the drawing power of a blockbuster or to stage a blockbuster.

E

But do blockbusters held in public institutions really create a surplus to fund other activities? If the bottom line is profit, then according to the accounting records of many major museums and galleries, blockbusters do make money. For some museums overseas, it may be the money that they need to update parts of their collections or to repair buildings that are in need of attention. For others in Australia, it may be the opportunity to illustrate that they are attempting to pay their way, by recovering part of their operating costs or funding other operating activities with off-budget revenue. This makes the economic rationalists cheerful. However, not all exhibitions that are hailed to be blockbusters will be blockbusters, and some will not make money. It is also unlikely that the accounting systems of most institutions will recognise the real cost of either creating or hiring a blockbuster.

F

Blockbusters require large capital expenditure, and draw on resources across all branches of an organisation; however, the costs don't end there. There is a Human Resource Management cost in addition to a measurable 'real' dollar cost. Receiving a touring exhibition involves large expenditure as well, and draws resources from across functional management structures in project management style. everyone from a general labourer to a building servicing unit, the

front of the house, technical, promotion, education and administration staff, are required to perform additional tasks. Furthermore, as an increasing number of institutions in Australia try their hand at increasing visitor numbers, memberships (and therefore revenue), by staging blockbuster exhibitions, it may be less likely that blockbusters will continue to provide a surplus to subsidise other activities due to the competitive nature of the market. There are only so many consumer dollars to go around, and visitors will need to choose between blockbuster products.

G

Unfortunately, when the bottom-line is the most important objective to the mounting of blockbuster exhibitions, this same objective can be hard to maintain. Creating, mounting or hiring blockbusters is exhausting for staff, with the real costs throughout an institution difficult to calculate. Although the direct aims may be financial, creating or hiring a blockbuster has many positive spin-offs; by raising their profile through a popular blockbuster exhibition, a museum will be seen in a more favorable light at budget time. Blockbusters mean crowds, and crowds are good for the local economy, providing increased employment for shops, hotels, restaurants, the transport industry and retailers. Blockbusters expose staff to the vagaries and pressures of the market place and may lead to creative excellence. Either the success or failure of a blockbuster may highlight the need for managers and policymakers to rethink their strategies. However, the new museology and the apparent trend towards blockbusters make it likely that museums, art galleries and particularly science centres will be seen as part of the entertainment and tourism industry, rather than as cultural icons deserving of government and philanthropic support.

H

Perhaps the best pathway to take is one that balances both blockbusters and regular exhibitions. However, this easy middle ground may only work if you have enough space, and have alternate sources of funding to continue to support the regular less exciting fare. Perhaps the advice should be to make sure that your regular activities and exhibitions are more enticing, and find out what your local community wants from you. The question (trend) now at most museums and science centres, is “What blockbusters can we tour to overseas venues and will it be cost-effective?”

Questions 14-17

The Reading Passage has seven paragraphs **A-H**

Which paragraphs contains the following information?

Write the correct letter **A-H**, in boxes **14-17** on your answer sheet.

NB You may use any letter more than once.

14 A reason for changing the exhibition programs.

15 The time people have to wait in a queue in order to enjoy exhibitions.

16 Terms people used when referring to the blockbuster

17 There was some controversy over confining target groups of a blockbuster.

Questions 18-21

Complete the following summary of the paragraphs of Reading Passage

Using **NO MORE THAN THREE WORDS** from the Reading Passage for each answer.

Write your answers in boxes **18-21** on your answer sheet.

Instead of being visitors, people turned out to be 18 , who require the creation or hiring of blockbuster exhibitions as well as regular exhibition changes and innovations. Business nous and 19 simply summarized in a magazine are not only important factors for directors but also an ability to attract a crowd of audiences. 20 has contributed to the linking of museums, the heritage industry, tourism, profit-making and pleasure-giving. There occurs some controversy over whether it is proper to consider museums mainly as 21

Questions 22-23

Choose **TWO** letters A-E.

Write your answer in boxes **22-23** on your answer sheet.

The list below gives some advantages of a blockbuster.

Which **TWO** advantages are mentioned by the writer of the text?

- A To offer sufficient money to repair architectures.
- B To maintain and increase visitor levels.
- C Presenting the mixture in the culture and commerce of art galleries and science centres worldwide.
- D Being beneficial for the development of local business.

- E** Being beneficial for the directors.

Questions 24-26

Choose **THREE** letters A-F.

Write your answer in boxes 24-26 on your answer sheet.

The list below gives some disadvantages of a blockbuster.

Which **THREE** disadvantages are mentioned by the writer of the text?

- A** People left hesitated to choose exhibitions.
- B** Workers has become tired of workloads.
- C** The content has become more entertaining rather than cultural.
- D** General labourers are required to perform additional tasks
- E** Huge amounts of capital invested in specialists.
- F** Exposing staff to the fantasies and pressures of the market place.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.



Beyond the blue line

A

Much of the thrill of venturing to the far side of the world rests on the romance of difference. So one feels a certain sympathy for Captain James Cook on the day in 1778 that he “discovered” Hawaii. Then on his third expedition to the Pacific, the British navigator had explored scores of islands across the breadth of the sea, from lush New Zealand to the lonely wastes of Easter Island. This latest voyage had taken him thousands of miles north from the Society Islands to an archipelago so remote that even the old Polynesians back on Tahiti knew nothing about it. Imagine Cook’s surprise, then, when the natives of Hawaii came paddling out in their canoes and greeted him in a familiar tongue, one he had heard on virtually every mote of inhabited land he had visited. Marveling at the ubiquity of this Pacific language and culture, he later wondered in his journal: “How shall we account for this Nation spreading itself so far over this vast ocean?”

B

That question, and others that flow from it has tantalized inquiring minds for centuries: Who were these amazing seafarers? Where did they come from, starting more than 3,000 years ago? And how could a Neolithic people with simple canoes and no navigation gear manage to find, let alone colonize, hundreds of far-flung island specks scattered across an ocean that spans nearly a third of the globe? Answers have been slow in coming. But now a startling archaeological find on the island of Éfaté, in the Pacific nation of Vanuatu, has revealed an ancient seafaring people, the distant ancestors of today’s Polynesians, taking their first steps into the unknown. The discoveries there have also opened a window into the shadowy world of those early voyagers.

C

“What we have is a first- or second-generation site containing the graves of some of the Pacific’s first explorers,” says Spriggs, professor of archaeology at the Australian National University and co-leader of an international team excavating the site. It came to light only by luck. A backhoe operator, digging up topsoil on the grounds of a derelict coconut plantation, scraped open a grave – the first of dozens in a burial ground some 3,000 years old. It is the oldest cemetery ever found in the Pacific islands, and it harbors the bones of an ancient people archaeologists call the Lapita, a label that derives from a beach in New Caledonia where a landmark cache of their pottery was found in the 1950s.

D

They were daring blue-water adventurers who roved the sea not just as explorers but also as pioneers, bringing along everything they would need to build new lives – their families and livestock, taro seedlings and stone tools. Within the span of a few centuries, the Lapita stretched the boundaries of their world from the jungle-clad volcanoes of Papua New Guinea to the loneliest coral outliers of Tonga, at least 2,000 miles eastward in the Pacific. Along the way they explored millions of square miles of an unknown sea, discovering and colonizing scores of tropical islands never before seen by human eyes: Vanuatu, New Caledonia, Fiji, Samoa.

It was their descendants, centuries later, who became the great Polynesian navigators we all tend to think of: the Tahitians and Hawaiians, the New Zealand Maori, and the curious people who erected those statues on Easter Island. But it was the Lapita who laid the foundation – who bequeathed to the island the language, customs, and cultures that their more famous descendants carried around the Pacific.

E

While the Lapita left a glorious legacy, they also left precious few clues about themselves. A particularly intriguing clue comes from chemical tests on the teeth of several skeletons. Then as now, the food and water you consume as a child deposits oxygen, carbon, strontium, and other elements in your still-forming adult teeth. The isotope signatures of these elements vary subtly from place to place, so that if you grow up in, say, Buffalo, New York, then spend your adult life in California, tests on the isotopes in your teeth will always reveal your eastern roots.

Isotope analysis indicates that several of the Lapita buried on Éfaté didn’t spend their childhoods here but came from somewhere else. And while isotopes can’t pinpoint their precise island of origin, this much is clear: At some point in their lives, these people left the villages of their birth and made a voyage by seagoing canoe, never to return. DNA teased from these ancient bones may also help answer one of the most puzzling questions in Pacific anthropology: Did all Pacific islanders spring from one source or many? Was there only one outward migration from a single point in Asia, or several from different points? “This represents the best opportunity we’ve had yet,” says Spriggs, “to find out who the Lapita actually were, where they came from, and who their closest descendants are today.”

F

There is one stubborn question for which archaeology has yet to provide any answers: How did the Lapita accomplish the ancient equivalent of a moon landing, many times over? No one has found one of their canoes or any rigging, which could reveal how the canoes were sailed. Nor do the oral histories and traditions of later Polynesians offer any insights.

“All we can say for certain is that the Lapita had canoes that were capable of ocean voyages, and they had the ability to sail them,” says Geoff Irwin, a professor of archaeology at the University of Auckland and an avid yachtsman. Those sailing skills, he says, were developed and passed down over thousands of years by earlier mariners who worked their way through the archipelagoes of the western Pacific making short crossings to islands within sight of each other. The real adventure didn’t begin, however, until their Lapita descendants neared the end of the Solomons chain, for this was the edge of the world. The nearest landfall, the Santa Cruz Islands, is almost 230 miles away, and for at least 150 of those miles, the Lapita sailors would have been out of sight of land, with empty horizons on every side.

G

The Lapita’s thrust into the Pacific was eastward, against the prevailing trade winds, Irwin notes. Those nagging headwinds, he argues, may have been the key to their success. “They could sail out for days into the unknown and reconnoiter, secure in the knowledge that if they didn’t find anything, they could turn about and catch a swift ride home on the trade winds. It’s what made the whole thing work.” Once out there, skilled seafarers would detect abundant leads to follow to land: seabirds and turtles, coconuts and twigs carried out to sea by the tides and the afternoon pileup of clouds on the horizon that often betokens an island in the distance.

All this presupposes one essential detail, says Atholl Anderson, professor of prehistory at the Australian National University and, like Irwin, a keen yachtsman: that the Lapita had mastered the advanced art of tacking into the wind. “And there’s no proof that they could do any such thing,” Anderson says. “There has been this assumption that they must have done so, and people have built canoes to re-create those early voyages based on that assumption. But nobody has any idea what their canoes looked like or how they were rigged.”

H

However they did it, the Lapita spread themselves a third of the way across the Pacific, then called it quits for reasons known only to them. Ahead lay the vast emptiness of the central Pacific, and perhaps they were too thinly stretched to venture farther. They probably never numbered more than a few thousand in total, and in their rapid migration eastward they encountered hundreds of islands – more than 300 in Fiji alone. Supplied with such an embarrassment of riches, they could settle down and enjoy what for a time was Earth’s last Edens.

I

Rather than give all the credit to human skill and daring, Anderson invokes the winds of change. El Niño, the same climate disruption that affects the Pacific today, may have helped scatter the first settlers to the ends of the ocean, Anderson suggests. Climate data obtained from slow-growing corals around the Pacific and from lake-bed sediments in the Andes of South America point to a series of unusually frequent El Niño around the time of the Lapita expansion, and again between 1,600 and 1,200 years ago, when the second wave of pioneer navigators made their voyages farther east, to the remotest corners of the Pacific. By reversing the regular east-to-west flow of the trade winds for weeks at a time, these “super El Niño” might have sped the Pacific’s ancient mariners on long, unplanned voyages could have been key to launching Polynesians across the wide expanse of open water between Tonga, where the Lapita stopped, and the distant archipelagoes of eastern Polynesia. “Once they crossed that gap, they could island-hop throughout the region, and from the Marquesas, it’s mostly downwind to Hawaii,” Anderson says. It took another 400 years for mariners to reach Easter Island, which lies in the opposite direction – normally upwind. “Once again this was during a period of frequent El Niño activity.”

Questions 27-31

Complete the summary with the list of words **A-L** below

Write the correct letter **A-L** in boxes **27-31** on your answer sheet.

A	bones
B	co-leader
C	descendents
D	international team
E	inquiring minds
F	proof
G	ancestors
H	early seafarers
I	pottery
J	assumption
K	horizons
L	grave

The question, arisen from Captain Cook’s expedition to Hawaii, and others derived from it, has fascinated researchers for a long time. However, a surprising archaeological find on Éfaté began to provide valuable information about the

27 . On the excavating site, a 28 . Containing
29 of Lapita was uncovered. Later on, various researches and tests
have been done to study the ancient people – Lapita and their 30 .
How could they manage to spread themselves so far over the vast ocean? All that is
certain is that they were good at canoeing. And perhaps they could take well
advantage of the trade wind. But there is no 31 of it.

Questions 32-35

Choose the correct letter, **A**, **B**, **C** or **D**.

Write your answers in boxes 32-35 on your answer sheet.

32 The chemical tests indicate that

- A** the elements in one's teeth varied from childhood to adulthood.
- B** the isotope signatures of the elements remain the same in different places.
- C** the result of the study is not fascinating.
- D** these chemicals can't conceal one's origin.

33 The isotope analysis from the Lapita

- A** exactly locates their birth island.
- B** reveals that the Lapita found the new place via straits.
- C** helps researchers to find out answers about the islanders.
- D** leaves more new questions for anthropologists to answer.

34 According to paragraph F, the offspring of Lapita

- A** were capable of voyages to land that is not accessible to view.
- B** were able to have the farthest voyage of 230 miles.
- C** worked their way through the archipelagoes of the western Pacific.
- D** fully explored the horizons.

35 Once out exploring the sea, the sailors

- A always found the trade winds unsuitable for sailing.
- B could return home with various clues.
- C sometimes would overshoot their home port and sail off into eternity.
- D would sail in one direction.

Questions 36-40

Do the following statements agree with the information given in Reading Passage?

In boxes 36-40 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	If there is no information on this

36 The Lapita could canoe in the prevailing wind.

37 It was difficult for the sailors to find ways back, once they were out.

38 The reason why the Lapita stopped canoeing farther is still unknown.

39 The majority of the Lapita dwelled on Fiji.

40 The navigators could take advantage of El Nino during their forth voyages



Solution:

Part 1: Question 1 - 13

- | | |
|--------------|----------|
| 1 G | 2 C |
| 3 B | 4 D |
| 5 B | 6 B |
| 7 A | 8 C |
| 9 TRUE | 10 FALSE |
| 11 NOT GIVEN | 12 TRUE |
| 13 NOT GIVEN | |

Part 2: Question 14 - 24

- | | |
|---------------------|---------------------------|
| 14 C | 15 A |
| 16 B | 17 B |
| 18 customers | 19 public relation skills |
| 20 museology | 21 tourist attractions |
| $\frac{22}{23}$ A,D | $\frac{24}{26}$ B,C,E |

Part 3: Question 27 - 40

27 H

28 L

29 A

30 C

31 F

32 D

33 C

34 A

35 B

36 TRUE

37 FALSE

38 TRUE

39 FALSE

40 NOT GIVEN