



IELTS Mock Test 2020 November Reading Practice Test 1

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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.



GRAFFITI

A

The word 'graffiti' derives from the Greek word *graphein*, meaning to write. This evolved into the Latin word *graffito*. Graffiti is the plural form of *graffito*. Simply put, graffiti is a drawing, scribbling or writing on a flat surface. Today, we equate graffiti with the 'New York' or 'Hip Hop' style which emerged from New York City in the 1970s. Hip Hop was originally an inner-city concept. It evolved from the rap music made in Brooklyn and Harlem in the late 1960s and early 1970s. Donald Clarke, a music historian, has written that rap music was a reaction to the disco music of the period. Disco was centred in the rich, elitist clubs of Manhattan and rap emerged on street corners as an alternative. Using lyrical rhythms and 'beat boxing', the music was a way to express feelings about inner-city life. Hip Hop emerged as turntables began to be used to form part of the rhythm by 'scratching' (the sound created by running the stylus over the grooves of an LP). As Hip Hop music emerged so did a new outlet for artistic visibility. Keith Haring began using posters to place his uniquely drawn figures and characters in public places. Soon he began to draw directly on subway walls and transit posters. The uniqueness of his drawings eventually led to their being shown in galleries and published in books and his art became 'legitimate'.

B

At about the same time as Keith Haring, a delivery messenger began writing 'Taki 183' whenever he delivered documents. Soon his name was all over the city. Newspapers and magazines wrote articles about him and Keith Haring, and soon both became celebrities. This claim to fame attracted many young people, especially those involved with rapping, and they began to imitate 'Taki 183', as a means to indicate the writer's presence, i.e. the age old statement of I was here. Graffiti was soon incorporated into the Hip Hop culture and became a

sort of triad with rapping and breakdancing. Breakdancing has since lost much of its initial popularity, while rapping has emerged as a major style in American music. New York City was inundated with graffiti during the late seventies and early eighties, but as media coverage faded so did the graffiti. Then, in the mid-eighties a national TV programme did a graffiti story and set off a graffiti wildfire which has since gone global.

C

In the past, graffiti artists usually worked alone, but the size and complexity of pieces as well as safety concerns motivated artists to work together in crews, which are groups of graffiti artists that vary in membership from 3 to 10 or more persons. A member of a crew can be 'down with' (affiliated with) more than one crew. To join a crew, one must have produced stylish pieces and show potential for developing one's own, unique style. A crew is headed by a king or queen who is usually that person recognised as having the best artistic ability among the members of the crew. One early crew wrote TAG as their crew name, an acronym for Tuff Artists Group. Tag has since come to mean both graffiti writing, 'tagging' and graffiti, a 'tag'. Crews often tag together, writing both the crew tag and their own personal tags. Graffiti has its own language with terms such as: piece, toy, wild-style, and racking.

D

At first pens and markers were used, but these were limited as to what types of surfaces they worked on, so very quickly everyone started using spray paint. Spray paint could mark all types of surfaces and was quick and easy to use. However, the spray nozzles on the spray cans proved inadequate to create the more colourful pieces. Caps from deodorant, insecticide, and other aerosol cans were substituted to allow for a finer or thicker stream of paint. As municipalities began passing graffiti ordinances outlawing graffiti implements, clever ways of disguising paint implements were devised. Shoe polish, deodorant roll-ons and other seemingly innocent containers were emptied and filled with paint. Markers, art pens and grease pens obtained from art supply stores were also used. In fact, nearly any object which can leave a mark on most surfaces is used by taggers, though the spray can is the medium of choice for most taggers.

E

As graffiti has grown, so too has its character. What began as an urban lower-income protest, graffiti now spans all racial and economic groups. While many inner-city kids are still heavily involved in the graffiti culture, taggers range from the ultra-rich to the ultra-poor. There is no general classification of graffiti artists. They range in age from 12-30 years old, and there are male and female artists. One tagger recently caught in Philadelphia was a 27-year-old stockbroker who drove to tagging sites in his BMW. Styles have dramatically evolved from the simple cursory style, which is still the most prevalent, to intricate interlocking letter graphic designs with multiple colours called 'pieces' (from masterpieces). Gang markings of territory also fit the definition of graffiti, and they mainly consist of tags and messages that provide 'news' of

happenings in the neighbourhood.

F

Graffiti shops, both retail and on-line, sell a wide variety of items to taggers. Caps, markers, magazines, T-shirts, backpacks, shorts with hidden pockets, even drawing books with templates of different railroad cars can be purchased. Over 25,000 graffiti sites exist on the world wide web; the majority of these are pro-graffiti. Graffiti vandalism is a problem in nearly every urban area in the world. Prograffiti web sites post photos of graffiti from Europe, South America, the Philippines, Australia, South Africa, China and Japan. Billions of dollars worldwide are spent each year in an effort to curb graffiti.

G

While most taggers are simply interested in seeing their name in as many places as possible and as visibly as possible, some taggers are more content to find secluded warehouse walls where they can practise their pieces. Some of these taggers are able to sell twelve-foot canvases of their work for upwards of \$10 - \$12,000. As graffiti was introduced to the art world, two trends happened. One, the art world of collectors, dealers, curators, artists and the like helped graffiti artists evolve in style, presumably by sharing their artistic knowledge with the newcomers. Two, the exposure helped to expand graffiti into all parts of the world. Furthermore, more progressive cities have recognised the talent of graffiti artists by providing a means for them to do legal graffiti art, which has helped to foster the art form and lessen the amount of graffiti art that appears in the city as vandalism. Likewise, organisations who support graffiti artists seek out places to do legal graffiti such as abandoned buildings, businesses, or community walls in parks. What this shows is that some graffiti, particularly in the form of spraycan art, is recognised as art by the conventional art world.

Questions 1-7

Reading Passage 1 has seven paragraphs, A - G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number i - x in spaces 1-7 below.

	List of headings
i	Becoming mainstream art
ii	The Culture Of Graffiti
iii	Tools Of The Trade
iv	Internet Art Styles
v	Crossing Boundaries
vi	Cashing In On The Craze
vii	Trends In Street Music
viii	Gradually gaining popularity
ix	A Solitary Existence
x	From Ancient To Modern

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F
- 7 Paragraph G

Questions 8-10

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

In spaces 8-10 below, 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

- 8 The introduction of anti-graffiti laws managed to curb its spread in some cities.

9 Along with Hip Hop music came a new way of visual expression.

10 There was hostility towards graffiti artists among the established art community.

Questions 11-13

Complete each sentence with the correct ending A - F below.

Write the correct letter A - F in spaces 11-13 below.

11 Graffiti is flourishing in the 21st century as people from all backgrounds have begun to

12 As graffiti has developed, it has come to

13 Graffiti artists used many ingenious methods to

A	use it as a means of expression of rebellion against law enforcement.
B	become increasingly more difficult to succeed in the art world
C	transcend race, status and gender
D	realise that inner-urban areas where poverty is the norm are decreasing.
E	conceal their intentions from law enforcement officers
F	embrace it as a means of expression

READING PASSAGE 2

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



DISTANCE LEARNING

A Distance learning is not a recent innovation in education, correspondence courses having been used for over 150 years, but new interactive technologies are providing new opportunities and strategies for teaching at a distance. Several studies have compared face-to-face classrooms to distance classrooms in order to evaluate differences in student performance and quality of instruction. A meta-analysis of these studies showed that distance-learning students performed equally well and some distance courses outperformed their classroom counterparts.

This result has been consistent over many studies across many disciplines; advances in communication technology and innovative methods of delivery of instruction at a distance have challenged the idea that laboratory courses can only be delivered in a face-to-face laboratory setting. In engineering, for example, virtual laboratories have been used to teach thermodynamics, electronic circuits, and other experimental courses as well. Programmes in nursing, engineering, technology and other sciences are beginning to use different technologies and innovative methods to deliver courses via distance-learning methodology in order to reach students in different locations and boost enrolment. A survey of online distance-learning programmes revealed a large increase in student enrolment. The availability of distance courses has made it possible for some people to attend college because courses are accessible within their locality or the time of course delivery is convenient for them.

This opportunity for learning has not been without its critics who keep a close eye on the quality of instruction, and rightly so as with any form of instructional delivery. Quality issues are a major concern for those who intend to pursue degree programmes via distance learning, especially with the proliferation of distance-learning programmes. Although it is difficult for academics to agree on specific standards that constitute quality in distance learning, nonetheless, attributes such as accreditation standards for programmes, evaluating students' experiences, teacher-student interaction, student-to-student interaction, learning resources for

the learner, learner assessment and performance, instructional resources for faculty, faculty training, and learner satisfaction are valid criteria. These and many other factors can determine the quality of delivery of instruction in both distance and face-to-face classrooms.

B Distance-Learning Technologies and Innovation in Laboratory Course Delivery

In a selected UK university, five departments that offered laboratory courses in Technology and Engineering via distance learning used combinations of a variety of instructional technologies. The technologies most used were Interactive Microwave TV (two-way audio and video), compressed video, the Internet, CDs, computer software (virtual software), and video tapes. At the selected university in the UK, interviews were conducted on-site with faculty and staff. A wide range of teaching materials, student portfolios, and a secure website were observed. In addition to the Internet, CDs, and video, the university used the following innovative ways to deliver laboratory courses.

Residential and Summer Schools

Residential and summer schools serve a similar purpose; the difference is the duration. The summer school is one week long and combines labs, lectures, and problem sessions. In general, these schools provide four key features, providing the opportunity for students to:

1. undertake experimental work considered too hazardous for a student working at home.
2. undertake lab work using more sophisticated equipment, or equipment too expensive to provide at home.
3. undertake assessed lab work.
4. work together with fellow students.

Some courses even arranged to take students on a study trip, perhaps to a company with special processes, or to a geographic site of interest.

C Demonstration Laboratory

The demonstration laboratory introduces students to the work they are going to undertake, illustrating how to proceed, how to make particular types of measurements, etc. It also covers topics considered too dangerous for students or situations in which the equipment is not available at the residential school. Many of these demonstrations are recorded on video to control both the process taught and the quality of the teaching across numerous groups of students at different levels.

D Support Services Provided to Faculty and Students Engaged in Distance Learning

All the departments that offer distance-learning courses offer support services to students and faculty. The support services include e-mail systems, graduate assistants, course websites,

proctors, telephone conferencing, electronic library materials, and instructional designers to work with faculty to design and develop courses. At the selected university in the UK, interviews with instructional designers and faculty revealed the significant role played by instructional designers. Although they are not the content experts, they advise faculty, for example, on how information is presented on a website or the format in which the information is presented. The purpose is to maintain a standard format and quality in print materials, including electronic resources. The selected university in the UK also provides a support service to faculty that is unique from other institutions in this study: staff tutors who are regionally based to provide the link between the university faculty and students within the regions. The staff tutors have a key role in quality assurance, especially in facilitating effective teaching of the university faculty's courses, and are responsible for the selection, monitoring, and development of part-time Associate Lecturers. They contribute to faculty research and the development and presentation of courses. The staff tutors are highly qualified in their fields, and as such, bridge the distance gap between the university faculty and students at different locations.

E The UK university, by using innovative strategies such as the Residential and Summer Schools, Field Trips and Demonstration Laboratories in combination with new technologies, is able to teach all its laboratory courses via distance learning to its nearly 200,000 students within and outside the UK. Distance learning is not meant to replace a face-to-face classroom, but it is one major way to make education more accessible to society. As advances in communication and digital technology continue, residential or demonstration labs may someday be replaced with comparable experiences provided through distance education

Questions 14-18

Reading Passage 2 has five sections A - E.

Which section contains the following information?

Write the correct letter A - E in spaces 14-18 below.

NB Some sections may be used more than once.

14 One aspect of the course is that students can gain first-hand experience in a working environment and on educational excursions.

15 Where the instruction takes place is not a critical factor in students' achievements.

16 This method of instruction is not designed to replace traditional teaching techniques.

17 In the future, the use of technology may mean students will not

have to attend practical instruction sessions.

18 Attending laboratory courses allows students to benefit from the use of expensive equipment not otherwise available to them.

Questions 19-22

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

19 One purpose of the summer school is to

- A encourage students to work individually.
- B enable students to be assessed directly.
- C allow students to undertake simple experiments.
- D familiarise students with laboratory equipment.

20 Instructional designers advise faculty on the

- A course content.
- B support services for students.
- C suitability of library material.
- D visual display of coursework.

21 Staff tutors are responsible for the

- A monitoring of students' progress.
- B suitability of courses for students' needs.
- C appointment of certain teaching staff.
- D training of all teaching staff.

22 With the increasing number of distance-learning courses,

- A it has been difficult to find suitable tutors.
- B problems arise with the timing of course delivery.
- C the standard of teaching has become an issue.
- D student-to-teacher interaction is no longer relevant.

Questions 23-26

Do the following statements agree with the information given in Reading Passage 2?

In spaces 23 - 26 below, write

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts the views of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

23 Many students may find the lack of student to student interaction a disadvantage to this method of study.

24 The main difference between residential and summer courses is the length of the courses they offer.

25 At the UK university, difficulties exist where the teaching of science subjects involves laboratory experiments.

26 Instructional designers receive very high salaries.

READING PASSAGE 3

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



LATCHKEY CHILDREN

Latchkey child was a term coined to describe children who wore or carried house keys to school so that they could let themselves into their home when they returned from school. The term came into use during the Second World War, when fathers had gone off to war, and mothers had gone into industry, making the tanks, planes, uniforms and bullets the soldiers needed. The children went home with keys on chains, ribbons or a piece of string tied around their necks. Some mothers chose to work the night shift, called the "swing shift", and tucked their children into bed, locked the door and went to the factory. The country's response was prompt and comprehensive. Programmes were set up in factories, in schools and community centres, to gather in all the children whose parents were busy with the war effort. These programmes closed promptly when the war ended, and women resumed their roles as housewives. More than sixty years on, there are large numbers of working mothers, but unlike in wartime, the country isn't organised to care for their children.

Sadly, finding young children at home without adult supervision has become much too commonplace. Latchkey children were once found only among the lower classes, but the situation has gradually spread to the middle and upper classes. The same is true of adolescent violence. In the past, shootings and stabbings were associated primarily with inner city, or poverty stricken areas permeated with abusive families and neglectful schools. However, in recent times, the "teen violence" epidemic has penetrated society at every economic level. An increase in the number of working mothers, as well as single-parent families, combined with a decrease in extended families that once helped with childcare, has contributed to the growing ranks of latchkey kids.

According to one census, one-third of all school-age children in the United States are, for some part of the week, latchkey kids, that is, they go home to an empty house or apartment. The total number may be between five and seven million children between five and thirteen years old.

Marian Wright Edelman, the director of the Children's Defence Fund, thinks it's close to 16 million children. The Census Bureau found that 15% were home alone before school, 76% after school and 9% at night. Presumably, the 9% have parents who work night shifts.

One-half of all children in the country aged 12 to 14 are home alone for an average of seven hours a week. The very poor in America are less likely to leave their children alone at home, or allow them to go home alone, than families who earn twice their level of income. This is probably because the very poor live in less safe neighbourhoods, and have fewer friends or family who can step in, in case of emergency. In spite of the hours spent on the job, working mothers spend an average of five-and-a-half hours a day with their children.

When latchkey children are functioning well, we don't hear about them. But we do hear about the one-third of all complaints to child welfare agencies which involve latchkey children. We know about the 51% who are doing poorly in school. Most teachers believe that being alone at home is the number one cause of school failure. The afternoon hours are the peak time for juvenile crime. In the last 11 years, juvenile crime has increased 48%. The Carnegie Council on Adolescent Development found that 8th graders who are alone 11 hours a week are twice as likely to abuse drugs as adolescents who are busy after school.

Unsupervised children are more likely to become depressed, smoke cigarettes and marijuana and drink alcohol. They are also more likely to be the victims of crimes. When home alone, latchkey children generally watch television, eat snacks, play with pets and fight with siblings.

Adolescents who fall under the classification of latchkey children are more likely than others of the same age group to experience feelings of rage and isolation and to express those emotions in a physically aggressive manner. While there are certainly genetic and biological factors involved in the development of an adolescent's propensity towards acting out their feelings of rage and isolation, environment also plays a key role in this arena. Sociologists have found that many latchkey children, because they are frequently raised in dysfunctional families, are taught by example to be manipulative, secretive and unpredictable. They often instinctively develop a sense of timing and management of their emotions. These are skills that can be easily and directly used to portray a false picture of themselves and their living situation.

Making the decision: When is a child ready to be home alone? Personality characteristics, skills, and maturity are useful criteria for determining a child's readiness to be home alone.

Personality doesn't generally change much with age, although children can learn to modify some of their reactions as they learn what is expected of them. There are some children who find it very difficult to be alone, some who need time and gradual exposure to become accustomed to being by themselves, and some who adapt easily.

The personality characteristics of the child who is ready to be home alone is a child who

- is not fearful, feels at ease in the world and is self-confident
- is calm, and is not excitable when something unexpected happens

- is outgoing and talks about his or her feelings and thoughts readily with parents and others
- admits wrongdoing, even when expecting disapproval
- has courage enough to resist pressure from friends and others.

In many communities there are activities for school-age children whose parents work and cannot be at home in the afternoon. The importance of looking into these is stressed by child development professionals. According to James Comer of Yale University, "the period between 10 and 15 years is a time when young people re-examine their attitudes and values. They are being pressured by peers. They need to be protected by responsible adults who will help them examine and counter some of these attitudes."

The activities available vary as does the cost. Some are more popular with children than others, and some are more rewarding, but all are preferable to sitting at home in front of the television. These programmes can vary in cost or are free, depending upon the particular activity and the age of the child. All of them offer the opportunity to acquire skills and knowledge that are useful throughout life. Children who are not learning anything for hours every week are at a distinct disadvantage compared to children who are engaged in enriching activities. In the words of T. Berry Brazelton, of Harvard University: "During these all important bridge years between childhood and adulthood, kids really do need something constructive to do, and they also still need to have their activities supervised. Most of all, they need to know that their parents care about them, are involved in their lives, and have their best interests at heart."

Questions 27-29

Choose **THREE** letters A - H

NB Your answers may be given in any order

Which **THREE** of the following statements are mentioned in the text?

- A** Youth crime is no longer attributable to economic background.
- B** The greatest cause for concern is the children whose parents work the night shift.
- C** Latchkey children whose parents have alcohol-abuse problems are more likely to drink alcohol when unsupervised at home.
- D** The safer the neighbourhood, the lower the crime rate amongst adolescents
- E** Because of financial considerations, children from middle-class or upper-class backgrounds have more access to community activities.
- F** Latchkey children are not only drawn to crime; they are victims of crime too.

- G** Expense should not be a factor in allowing children to get involved in out-of-school activities.
- H** Knowing how to say no to one's peers is a sign of an adolescent's maturity

Questions 30-31

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

30 The writer says that during the war

- A** children whose parents were absent from the home were better looked after than present-day children in the same situation are.
- B** the country was slow to react to the problem of latchkey children.
- C** the role of the housewife changed forever.
- D** all wives whose husbands had gone off to fight were expected to work in industry.

31 According to the Census Bureau, most children were left alone

- A** at night.
- B** in the morning.
- C** in the afternoon.
- D** all day.

Questions 32-35

Do the following statements agree with the information given in Reading Passage 3?

In spaces 32 - 35 below, 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

32 Latchkey children can be experts at hiding the truth about their

situation.

33 Latchkey children leave home at a very early age.

34 Latchkey children's aggressive emotional responses are due principally to their biological make-up.

35 Good communication skills are a measure of a child's ability to be left unsupervised.

Questions 36-40

Complete the summary.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

The Second World War gave rise to the phenomenon of the latchkey child, as mothers had to abandon their traditional duties and fill the places of men in 36 _____

Fortunately, there was a quick 37 _____ to this by the authorities to help mothers so that their children would not be left at home unsupervised. However, now, so many years after the war, this type of support has disappeared and the problem of having children alone at home without 38 _____ is very common. These children generally perform poorly at school, display 39 _____ behaviour and may take up smoking and drinking, alcohol.

While 40 _____ and level of maturity plays a part in how a child copes with being a latchkey child, experts say that the remedy for this situation is more parental involvement and interest in their children's lives.



Solution:

Part 1: Question 1 - 13

- | | |
|--------|-------------|
| 1 x | 2 viii |
| 3 ii | 4 iii |
| 5 v | 6 vi |
| 7 i | 8 NOT GIVEN |
| 9 TRUE | 10 FALSE |
| 11 F | 12 C |
| 13 E | |

Part 2: Question 14 - 26

- | | |
|------|--------------|
| 14 B | 15 A |
| 16 E | 17 E |
| 18 B | 19 B |
| 20 D | 21 C |
| 22 C | 23 NOT GIVEN |

24 YES

25 NO

26 NOT GIVEN

Part 3: Question 27 - 40

$\frac{27}{29}$ A,F,H

30 A

31 C

32 TRUE

33 NOT GIVEN

34 FALSE

35 TRUE

36 industry

37 response

38 adult supervision

39 depressed

40 personality