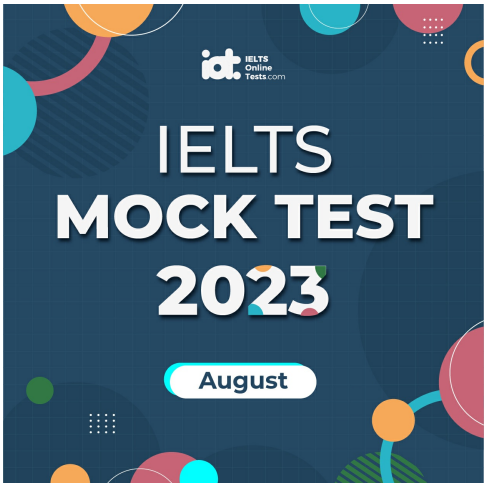


IELTS Mock Test 2023 August

Reading Practice Test 4

HOW TO USE

You have 2 ways to access the test

1. Open this URL **https://link.intergreat.com/U74Mg** on your computer
2. Use your mobile device to scan the QR code attached

READING PASSAGE 1

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

The Beginning of Football

A

Football as we now know it developed in Britain in the 19th century, but the game is far older than this. In fact, the term has historically been applied to games played on foot, as opposed to those played on horseback, so 'football' hasn't always involved kicking a ball. It has generally been played by men, though at the end of the 17th century, games were played between married and single women in a town in Scotland. The married women regularly won.

B

The very earliest form of football for which we have evidence is the 'tsu'chu', which was played in China and may date back 3,000 years. It was performed in front of the Emperor during festivities to mark his birthday. It involved kicking a leather ball through a 30-40 cm opening into a small net fixed onto long bamboo canes – a feat that demanded great skill and excellent technique.

C

Another form of the game, also originating from the Far East, was the Japanese 'kemari' which dates from about the fifth century and is still played today. This is a type of circular football game, a more dignified and ceremonious experience requiring certain skills, but not competitive in the way the Chinese game was, nor is there the slightest sign of struggle for possession of the ball. The players had to pass the ball to each other, in a relatively small space, trying not to let it touch the ground.

D

The Romans had a much livelier game, ‘harpastum’. Each team member had his own specific tactical assignment took a noisy interest in the proceedings and the score. The role of the feet was so small as scarcely to be of consequence. The game remained popular for 700 or 800 years, but, although it was taken to England, it is doubtful whether it can be considered as a forerunner of contemporary football.

E

The game that flourished in Britain from the 8th to the 19th centuries was substantially different from all the previously known forms – more disorganised, more violent, more spontaneous and usually played by an indefinite number of players. Frequently, the games took the form of a heated contest between whole villages. Kicking opponents were allowed, as in fact was almost everything else.

F

There was tremendous enthusiasm for football, even though the authorities repeatedly intervened to restrict it, as a public nuisance. In the 14th and 15th centuries, England, Scotland and France all made football punishable by law, because of the disorder that commonly accompanied it, or because the well-loved recreation prevented subjects from practicing more useful military disciplines. None of these efforts had much effect.

G

The English passion for football was particularly strong in the 16th century, influenced by the popularity of the rather better organised Italian game of ‘calcio’. English football was as rough as ever, but it found a prominent supporter in the school headmaster Richard Mulcaster. He pointed out that it had positive educational value and promoted health and strength. Mulcaster claimed that all that was needed was to refine it a little, limit the number of participants in each team and, more importantly, have a referee to oversee the game.

H

The game persisted in a disorganised form until the early 19th century, when a number of influential English schools developed their own adaptations. In some, including Rugby School, the ball could be touched with the hands or carried; opponents could be tripped up and even kicked. It was recognised in educational circles that, as a team game, football helped to develop such fine qualities as loyalty, selflessness, cooperation, subordination and deference to the team spirit. A ‘games cult’ developed in schools and some form of football became an obligatory part of the curriculum.

I

In 1863, developments reached a climax. At Cambridge University, an initiative began to establish some uniform standards and rules that would be accepted by everyone, but there were essentially two camps: the minority – Rugby School and some others – wished to

continue with their own form of the game, in particular allowing players to carry the ball. In October of the same year, eleven London clubs and schools sent representatives to establish a set of fundamental rules to govern the matches played amongst them. This meeting marked the birth of the Football Association.

J

The dispute concerning kicking and tripping opponents and carrying the ball was discussed thoroughly at this and subsequent meetings, until eventually, on 8 December, the die-hard exponents of the Rugby style withdrew, marking a final split between rugby and football. Within eight years, the Football Association already had 50 member clubs, and the first football competition in the world was started – the FA Cup.

Questions 1-7

Reading Passage 1 has ten paragraphs **A-J**.

Choose the correct headings for paragraphs **D-J** from the list of headings below.

*Write the correct number **i-x** in boxes **1-7** on your answer sheet.*

	List of Headings
i	Limited success in suppressing the game
ii	Opposition to the role of football in schools
iii	A way of developing moral values
iv	Football matches between countries
v	A game that has survived
vi	Separation into two sports
vii	Proposals for minor improvements
viii	Attempts to standardize the game
ix	Probably not an early version of football

Example *Paragraph* **C** *Answer* **v**

1 [ ] Paragraph D

2 [ ] Paragraph E

3 [ ] Paragraph F

4 [ ] Paragraph G

5 [ ] Paragraph H

6 [ ] Paragraph I

7 [ ] Paragraph J

Questions 8-13

Complete each sentence with the correct ending **A-I** from the box below.

*Write the correct letter **A-I** in boxes **8-13** on your answer sheet.*

8 [ ] Tsu'chu

9 [ ] Kemari

10 [ ] Harpastum

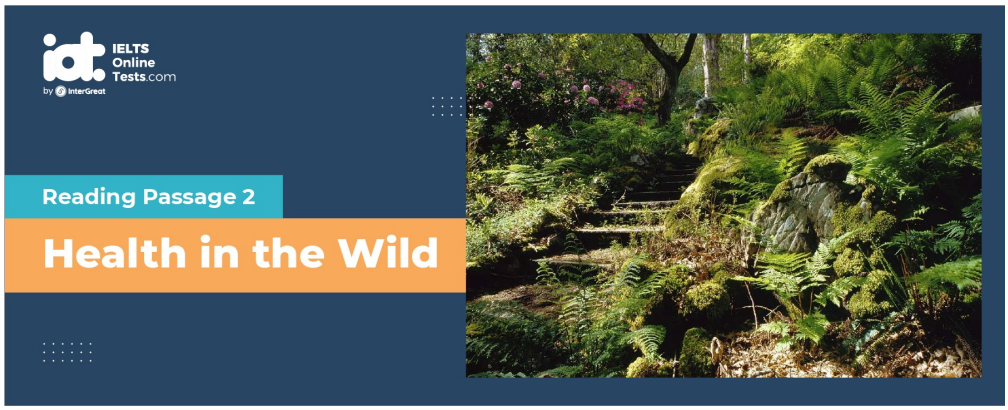
11 [ ] From the 8th centuries, football in the British Isles

12 [ ] In the past, the authorities legitimately despised the football and acted on the belief that football.

13 [ ] When it was accepted in academic settings, football.

READING PASSAGE 2

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



Health in the Wild

A

For the past decade Dr Engel, a lecturer in environmental sciences at Britain's Open University, has been collating examples of self-medicating behaviour in wild animals. She recently published a book on the subject. In a talk at the Edinburgh Science Festival earlier this month, she explained that the idea that animals can treat themselves has been regarded with some scepticism by her colleagues in the past. But a growing number of animal behaviourists now think that wild animals can and do deal with their own medical needs.

B

One example of self-medication was discovered in 1987. Michael Huffman and Mohamedi Seifu, working in the Mahale Mountains National Park in Tanzania, noticed that local chimpanzees suffering from intestinal worms would dose themselves with the pith of a plant called Veronia. This plant produces poisonous chemicals called terpenes. Its pith contains a strong enough concentration to kill gut parasites, but not so strong as to kill chimps (nor people, for that matter; locals use the pith for the same purpose). Given that the plant is known locally as "goat-killer", however, it seems that not all animals are as smart as chimps and humans. Some consume it indiscriminately and succumb.

C

Since the Veronia-eating chimps were discovered, more evidence has emerged suggesting that animals often eat things for medical rather than nutritional reasons. Many species, for example, consume dirt a behaviour known as geophagy. Historically, the preferred explanation was that soil supplies minerals such as salt. But geophagy occurs in areas where the earth is not a useful source of minerals, and also in places where minerals can be more easily obtained from certain plants that are known to be rich in them. Clearly, the animals must be getting something else

out of eating earth.

D

The current belief is that soil—and particularly the clay in it—helps to detoxify the defensive poisons that some plants produce in an attempt to prevent themselves from being eaten. Evidence for the detoxifying nature of clay came in 1999, from an experiment carried out on macaws by James Gilardi and his colleagues at the University of California, Davis. Macaws eat seeds containing alkaloids, a group of chemicals that has some notoriously toxic members, such as strychnine. In the wild, the birds are frequently seen perched on eroding riverbanks eating clay. Dr Gilardi fed one group of macaws a mixture of harmless alkaloid and clay, and a second group just the alkaloid. Several hours later, the macaws that had eaten the clay had 60% less alkaloid in their bloodstreams than those that had not, suggesting that the hypothesis is correct.

E

Other observations also support the idea that clay is detoxifying. Towards the tropics, the amount of toxic compounds in plants increases-and so does the amount of earth eaten by herbivores. Elephants lick clay from mud holes all year round, except in September when they are bingeing on fruit which, because it has evolved to be eaten, is not toxic. And the addition of clay to the diets of domestic cattle increases the amount of nutrients that they can absorb from their food by 10-20%.

F

A third instance of animal self-medication is the use of mechanical scours to get rid of gut parasites, in 1972 Richard Wrangham, a researcher at the Gombe Stream Reserve in Tanzania, noticed that chimpanzees were eating the leaves of a tree called Aspilia. The chimps chose the leaves carefully by testing them in their mouths. Having chosen a leaf, a chimp would fold it into a fan and swallow it. Some of the chimps were noticed wrinkling their noses as they swallowed these leaves, suggesting the experience was unpleasant. Later, undigested leaves were found on the forest floor.

G

Dr Wrangham rightly guessed that the leaves had a medicinal purpose—this was, indeed, one of the earliest interpretations of a behaviour pattern as self-medication. However, he guessed wrong about what the mechanism was. His (and everybody else's) assumption was that Aspilia contained a drug, and this sparked more than two decades of phytochemical research to try to find out what chemical the chimps were after. But by the 1990s, chimps across Africa had been seen swallowing the leaves of 19 different species that seemed to have few suitable chemicals in common. The drug hypothesis was looking more and more dubious.

H

It was Dr Huffman who got to the bottom of the problem. He did so by watching what came out of the chimps, rather than concentrating on what went in. He found that the egested leaves were full of intestinal worms. The factor common to all 19 species of leaves swallowed by the chimps was that they were covered with microscopic hooks. These caught the worms and dragged them from their lodgings.

I

Following that observation, Dr Engel is now particularly excited about how knowledge of the way that animals look after themselves could be used to improve the health of livestock. People might also be able to learn a thing or two, and may, indeed, already have done so. Geophagy, for example, is a common behaviour in many parts of the world. The medical stalls in African markets frequently sell tablets made of different sorts of clays, appropriate to different medical conditions.

J

Africans brought to the Americas as slaves continued this tradition, which gave their owners one more excuse to affect to despise them. Yet, as Dr Engel points out, Rwandan mountain gorillas eat a type of clay rather similar to kaolinite – the main ingredient of many patent medicines sold over the counter in the West for digestive complaints. Dirt can sometimes be good for you, and to be “as sick as a parrot” may, after all, be a state to be desired.

Questions 14-17

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

*In boxes **14-17** 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

14 [ ] It is for 10 years that Dr Engel has been working on animal self-medication.

15 [ ] In order to find plants for medication, animals usually need to walk a long distance.

16 [ ] Birds such as Macaw, are seen eating clay because it is a part of their natural diet.

17 [ ] According to Dr Engel, it is exciting that research into animal self-medication can be helpful in the invention of new painkillers.

Questions 18-22

Complete the notes below using **NO MORE THAN ONE WORD** from the passage.

*Write your answers in boxes **18-22** on your answer sheet.*

Date	Name	Animal	Food	Mechanism
1987	Michael Huffman and Mohamedi Seifu	Chimpanzee	18 _____ of Veronia	Contained chemicals named 19 _____ which can kill parasites
1999	James Gilardi and his colleagues	Macaw	Seeds (contain 20 _____) and clay	Clay can 21 _____ the poisonous contents in food
1972	Richard Wrangham	Chimpanzee	Leaves with tiny 22 _____ on surface	Such leaves can catch and expel worms from intestines

Questions 23-26

Complete the summary below using words from the box.

*Write your answers, **A-H**, in boxes **23-26** on your answer sheet.*

Though often doubted, the self-medicating behaviour of animals has been supported by an increasing amount of evidence. One piece of evidence particularly deals with 23 [ ] , a soil-consuming behaviour commonly found across animals species, because the earth, often clay, can neutralize the 24 [ ] content of their diet. Such behaviour can also be found among humans in Africa, where people purchase 25 [ ] at market stalls as a kind of medication to their illnesses. Another example of this is found in chimps eating leaves of often 26 [ ] taste but with no apparent medicinal value until its unique structure came into light.

A	mineral
B	plants
C	unpleasant
D	toxic
E	clay tablets
F	nutritional
G	geophagy
H	harmless

READING PASSAGE 3

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

Art in Iron and Steel

A

Works of engineering and technology are sometimes viewed as the antitheses of art and humanity. Think of the connotations of assembly lines, robots, and computers. Any positive values there might be in such creations of the mind and human industry can be overwhelmed by the associated negative images of repetitive, stressful, and threatened jobs. Such images fuel the arguments of critics of technology even as they may drive powerful cars and use the Internet to protest what they see as the artless and dehumanizing aspects of living in an industrialized and digitized society. At the same time, landmark megastructures such as the Brooklyn and Golden Gate bridges are almost universally hailed as majestic human achievements as well as great engineering monuments that have come to embody the spirits of their respective cities. The relationship between art and engineering has seldom been easy or consistent.

B

The human worker may have appeared to be but a cog in the wheel of industry, yet photographers could reveal the beauty of line and composition in a worker doing something as common as using a wrench to turn a bolt. When Henry Ford's enormous River Rouge plant opened in 1927 to produce the Model A, the painter/photographer Charles Sheeler was chosen to photograph it. The world's largest car factory captured the imagination of Sheeler, who described it as the most thrilling subject he ever had to work with. The artist also composed oil paintings of the plant, giving them titles such as American Landscape and Classic Landscape.

C

Long before Sheeler, other artists, too, had seen the beauty and humanity in works of engineering and technology. This is perhaps no more evident than in Coalbrookdale, England,

where iron, which was so important to the industrial revolution, was worked for centuries. Here, in the late eighteenth century, Abraham Darby III cast on the banks of the Severn River the large ribs that formed the world's first iron bridge, a dramatic departure from the classic stone and timber bridges that dotted the countryside and were captured in numerous serene landscape paintings. The metal structure, simply but appropriately called Iron Bridge, still spans the river and still beckons engineers, artists, and tourists to gaze upon and walk across it, as if on a pilgrimage to a revered place.

D

At Coalbrookdale, the reflection of the ironwork in the water completes the semicircular structure to form a wide-open eye into the future that is now the past. One artist's bucolic depiction shows pedestrians and horsemen on the bridge, as if on a woodland trail. On one shore, a pair of well-dressed onlookers interrupts their stroll along the riverbank, perhaps to admire the bridge. On the other side of the gently flowing river, a lone man leads two mules beneath an arch that lets the towpath pass through the bridge's abutment. A single boatman paddles across the river in a tiny tub boat. He is in no rush because there is no towline to carry from one side of the bridge to the other. This is how Michael Rooker was Iron Bridge in his 1792 painting. A colored engraving of the scene hangs in the nearby Coalbrookdale museum, along with countless other contemporary renderings of the bridge in its full glory and in its context, showing the iron structure not as a blight on the landscape but at the center of it. The surrounding area at the same time radiates out from the bridge and pales behind it.

E

In the nineteenth century, the railroads captured the imagination of artists, and the steam engine in the distance of a landscape became as much a part of it as the herd of cows in the foreground. The Impressionist Claude Monet painted man-made structures like railway stations and cathedrals as well as water lilies. Portrait painters such as Christian Schussele found subjects in engineers and inventors – and their inventions – as well as in the American founding fathers. By the twentieth century, engineering, technology, and industry were very well established as subjects for artists.

F

American-born Joseph Pennell illustrated many European travel articles and books. Pennell, who early in his career made drawings of buildings under construction and shrouded in scaffolding, returned to America late in life and recorded industrial activities during World War I. He is perhaps best known among engineers for his depiction of the Panama Canal as it neared completion and his etchings of the partially completed Hell Gate and Delaware River bridges.

G

Pennell has often been quoted as saying, "Great engineering is great art," a sentiment that he

expressed repeatedly. He wrote of his contemporaries, “I understand nothing of engineering, but I know that engineers are the greatest architects and the most pictorial builders since the Greeks.” Where some observers saw only utility, Pennell saw also beauty, if not in form then at least in scale. He felt he was not only rendering a concrete subject but also conveying through his drawings the impression that it made on him. Pennell called the sensation that he felt before a great construction project ‘The Wonder of Work”. He saw engineering as a process. That process is memorialized in every completed dam, skyscraper, bridge, or other great achievement of engineering.

H

If Pennell experienced the wonder of work in the aggregate, Lewis Hine focused on the individuals who engaged in the work. Hine was trained as a sociologist but became best known as a photographer who exposed the exploitation of children. His early work documented immigrants passing through Ellis Island, along with the conditions in the New York tenements where they lived and the sweatshops where they worked. Upon returning to New York, he was given the opportunity to record the construction of the Empire State Building, which resulted in the striking photographs that have become such familiar images of daring and insouciance. He put his own life at risk to capture workers suspended on cables hundreds of feet in the air and sitting on a high girder eating lunch. To engineers today, one of the most striking features of these photos, published in 1932 in Men at Work, is the absence of safety lines and hard hats. However, perhaps more than anything, the photos evoke Pennell’s “The Wonder of Work” and inspire admiration for the bravery and skill that bring a great engineering project to completion.

Questions 27-31

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

Which paragraph contains the following information?

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

27 [ ] Art connected with architecture for the first time.

28 [ ] Small artistic object and constructions built are put together

29 [ ] The working condition were recorded by the artist as an exciting subject.

30 [ ] Mention of one engineers’ artistic work on an unfinished engineering project

31 [ ] Two examples of famous bridges which became the iconic

symbols of those cities

Questions 32-36

Use the information in the passage to match the people (listed **A-F**) with opinions or deeds below.

Write the appropriate letters **A-F** in boxes **32-36** on your answer sheet.

	List of people
A	Charles Sheeler
B	Michael Rooker
C	Claude Monet
D	Christian Schussele
E	Joseph Pennell
F	Lewis Hine

32 [ ] who made a comment that concrete constructions have a beauty just as artistic processes created by engineers the architects

33 [ ] who made a romantic depiction of an old bridge in one painting

34 [ ] who produced art pieces demonstrating the courage of workers in the site

35 [ ] who produced portraits involving subjects in engineers and inventions and historical human heroes.

36 [ ] who produced a painting of factories and named them ambitiously

Questions 37-40

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 37-40 on your answer sheet.

Iron bridge Coalbrookdale, England

In the late eighteenth century, as artists began to capture the artistic attractiveness incorporated into architecture via engineering and technology were captured in numerous serene landscape paintings. One good example, the engineer called 37 _____ had designed the first iron bridge in the world and changed to using irons yet earlier bridges in the countryside were constructed using materials such as 38 _____ and wood. This first Iron bridge which across the 39 _____ was much significant in the industrial revolution period and it functioned for centuries. Numerous spectacular paintings and sculpture of Iron Bridge are collected and exhibited locally in 40 _____ , showing the iron structure as a theme on the landscape.

Solution:

Part 1: Question 1 - 13

1. ix
2. x
3. i
4. vii
5. iii
6. viii
7. vi
8. I
9. D
10. B
11. H
12. E
13. A

Part 2: Question 14 - 26

14. TRUE
15. NOT GIVEN
16. FALSE
17. FALSE
18. pith
19. terpenes
20. alkaloids
21. detoxify
22. hooks
23. G

24 D

25 E

26 C

Part 3: Question 27 - 40

27 C

28 E

29 B

30 F

31 A

32 E

33 B

34 F

35 D

36 A

37 Abraham Darby III

38 stone

39 river

40 Coalbrookdale Museum