Academic Reading Practice Test #1

Time: 1 hour

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You must complete the answer sheet within the time limit (one hour only).

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

Each question carries one mark.
PERSONAL TIME MANAGEMENT

Since the early work of Halberg (1960), the existence of human "circadian rhythms" has been well known to biologists and psychologists. Circadian rhythms dictate that there are certain times of the day when we are at our best both physically and psychologically. At its simplest, the majority of us feel most alive and creative in the mornings, while come the evenings we are fit only for collapsing with a good book or in front of the television. Others of us note that in the morning we take a great deal of time to get going physically and mentally, but by the evening are full of energy and bright ideas, while a very few of us feel most alert and vigorous in the late afternoon.

Irrespective of our personal rhythms, most of us have a productive period between 10 a.m. and noon, when the stomach, pancreas, spleen and heart all appear to be in their most active phases. Conversely, the majority of us experience a low period in the hour or two after lunch (a time when people in some societies sensibly take a rest), as most of our energy is devoted to the process of digestion. The simple rules here are: don't waste too much prime time having a coffee break around 11 a.m. when you should be doing some of your best work, and don't make the after-lunch period even less productive by overloading your digestion. A short coffee or tea break is, in fact, best taken on arrival at the office, when it helps us start the day in a positive mood, rather than mid-morning when it interrupts the flow of our activities. Lunch is best taken early, when we are just beginning to feel hungry, and we are likely to eat less than if we leave it until later. An early lunch also means that we can get back into our productive stride earlier in the afternoon.

Changes in one's attitude can also enhance personal time management. For example, the notion of proaction is eminently preferable to reaction. To proact means to anticipate events and be in a position to take appropriate action as soon as the right moment arrives. To react, on the other hand, means to have little anticipation and do something only when events force you to do so. Proactors tend to be the people who are always one step ahead of other people, who always seem to be in the right place at the right time, and who are always better informed than anyone else. Many of us like an easy life, and so we tend to be reactors. This means that we aren't alert to the challenges and opportunities coming our way, with the consequence that challenges bother us or opportunities pass us by before we're even properly aware they're upon us. We can train ourselves in proaction by regularly taking the time to sit down and appraise the likely immediate future, just as we sit down and review the immediate past.
Psychologists recognise that we differ in the way in which we characteristically attribute responsibility for the various things that happen to us in life. One of the ways in which we do this is known as *locus of control* (Weiner, 1979), which refers to assigning responsibility. At its simplest, some individuals have a predominantly external locus of control, attributing responsibility to outside causes (for example, the faults of others or the help given by them), while with other individuals the locus of control is predominantly internal, in which responsibility is attributed to themselves (for example, one’s own abilities or lack of them, hard work, etc.).

However, the picture usually isn’t as simple as this. Many people’s locus of control is more likely to be specific to a particular situation, for example internal in certain areas, such as their social lives, and external in others, such as their working lives. Or, to take another example, they may attribute certain kinds of results to themselves, such as their successes, and certain kinds of results to other people, such as their failures. Obviously the best kind of locus of control is one that is realistic and able to attribute every effect to its appropriate cause, and this is particularly important when it comes to time management. Certainly, there are occasions when other people are more responsible for our time loss than we are, but for most of us, and for most of the time, the blame must fall fairly and squarely upon ourselves.
Questions 1 - 6

Choose ONE phrase (A - J) from the list in the box below to complete each key point below. The information in the completed sentences should be an accurate summary of points made by the writer.

Write the appropriate letters (A - J) in boxes 1 - 6 on your answer sheet.

You may use any phrase more than once.

Time management – key points

<table>
<thead>
<tr>
<th>Example</th>
<th>Our patterns of circadian rhythms …</th>
<th>Answer: G</th>
</tr>
</thead>
</table>

1. A proactive person …

2. A reactive person …

3. Analysing circadian rhythms …

4. The idea that the best time to work is in the morning …

5. The notion of feeling alert in the late afternoon …

6. Productivity appears to be enhanced …

List of phrases

A. ... agrees with the circadian rhythms of most people.
B. ... makes us feel alive and creative.
C. ... conforms to the circadian rhythms of a minority of people.
D. ... if our energy is in a low phase.
E. ... is more able to take advantage of events when they happen.
F. ... enables one to gauge physical potential at particular times throughout the day.
G  ... can affect us physically and mentally.

H  ... when several specific internal organs are active.

I  ... takes a more passive attitude toward events.

J  ... when we have a coffee or tea break in the late morning.

Questions 7 - 13

Complete the sentences below with words taken from Reading Passage 1. Use NO MORE THAN THREE WORDS for each answer.

Write your answers in boxes 7 - 13 on your answer sheet.

Example  Most people are less productive .................  Answer:  after lunch  

7    Our............... influence our physical and mental performance.

8    We are more likely to be productive in the afternoon if we have............... .

9    A person who reacts tends not to see............... when they are approaching.

10   Assessing the............... aids us in becoming proactive.

11   People with a mainly internal locus of control would likely direct blame toward............... .

12   A person with a mainly external locus of control would likely direct failure toward............... .

13   A person with a healthy and balanced locus of control would attribute a result, whether negative or positive, to............... .
READING PASSAGE 2

You are advised to spend about 20 minutes on Questions 14 - 27 which are based on Reading Passage 2 (below).

Questions 14 - 18

Reading Passage 2 has six sections. Choose the most suitable heading for each section from the list of headings (i - xi) below.

Write the appropriate numbers (i - xi) in boxes 14 - 18 on your answer sheet.

List of Headings

i The presumptions of policy makers
ii Need for more equitable parenting policies
iii The impact of dual employment
iv Comparison of employed and non-employed mothers
v The benefits of balanced responsibility
vi The unchanged role of the female parent
vii The effect of stress on the female parent
viii Disadvantages of parental equality
ix The experts' view of the male parent's role
x Commitment of mothers to their paid jobs
xi Origins of anxiety in working mothers
PARENTING AND RESPONSIBILITY

Section A
There are still significant gaps between women and men in terms of their involvement in family life, the tasks they perform and the responsibilities they take. Yet, at least in developed Western countries, both women and men express a desire for greater equality in family life. It is evident that in terms of attitudes and beliefs, the problem cannot simply be thought of in terms of women wanting men to share more equally and men being reluctant to do so. The challenge now is to develop policies and practices based on a presumption of shared responsibility between men and women, and a presumption that there are potential benefits for men and women, as well as for families and the community, if there is greater gender equality in the responsibilities and pleasures of family life. These are becoming key concerns of researchers, policy makers, community workers and, more importantly, family members themselves.

Section B
Despite the significant increase in the number of women with dependent children who are in the paid workforce, Australian research studies over the last 15 years are consistent in showing that divisions of labour for family work are very rigid indeed (Watson 2011). In terms of time, women perform approximately 90 per cent of child care tasks and 70 per cent of all family work, and only 14 per cent of fathers are highly participant in terms of time spent on family work (Russell 2003). Demo and Acock (2013), in a recent US study, also found that women continue to perform a constant and major proportion of household labour (68 per cent to 95 per cent) across all family types (first marriage, divorced, step-family or never married), regardless of whether they are employed or non-employed in paid work.

Section C
Divisions of labour for family work are particularly problematic in families in which both parents are employed outside the home (dual-worker families). Employed mothers adjust
their jobs and personal lives to accommodate family commitments more than employed fathers do. Mothers are less likely to work overtime and are more likely to take time off work to attend to children's needs (VandenHeuvel 2013). Mothers spend less time on personal leisure activities than their partners, a factor that often leads to resentment (Demo and Acock 2013).

Section D
The parental role is central to the stress-related anxiety reported by employed mothers, and a major contributor to such stress is their taking a greater role in child care (VandenHeuvel 2013). Edgar and Glezer (2012) found that close to 90 per cent of both husbands and wives agreed that the man should share equally in child care, yet 55 per cent of husbands and wives claimed that the men actually did this. (These claims are despite the findings mentioned earlier that point to a much lower participation rate by fathers.) A mother's wanting her partner to do more housework and child care is a better predictor of poor family adjustment than is actual time spent by fathers in these tasks (Demo and Acock 2013). It is this desire, together with its lack of fulfilment in most families, that bring about stress in the female parent.

Section E
Family therapists and social work researchers are increasingly defining family problems in terms of a lack of involvement and support from fathers and are concerned with difficulties involved in having fathers take responsibility for the solution of family and child behaviour problems (Edgar and Glezer 2006). Yet, a father accepting responsibility for behaviour problems is linked with positive outcomes.

Section F
Research studies lend strong support to the argument that there are benefits for families considering a change to a fairer or more equitable division of the pleasures and pains of family life. Greater equality in the performance of family work is associated with lower levels of family stress and higher self-esteem, better health, and higher marital satisfaction for mothers. There is also higher marital satisfaction for fathers, especially when they take more responsibility for the needs of their children – fathers are happier when they are more involved (Russell 2004).
Questions 19 - 26

Below is a list of research findings mentioned in Reading Passage 2. Indicate which researcher(s) are responsible for each research finding:

A  Demo and Acock
B  Edgar and Glezer
C  Russell
D  VandenHeuvel
E  Watson

Write the appropriate letters (A, B, C, D, or E) in boxes 19 - 26 on your answer sheet.

Research Findings

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers spend more time than mothers on personal leisure activities.</td>
<td>A</td>
</tr>
<tr>
<td>The number of hours a father spends doing child care is not the best indicator of how well the family is adjusted.</td>
<td></td>
</tr>
<tr>
<td>The vast majority of fathers do not take part to any great extent in family work.</td>
<td></td>
</tr>
<tr>
<td>Women do the majority of housework whether they are married or not.</td>
<td></td>
</tr>
<tr>
<td>With regard to the issue of equal responsibility for child care, there is a discrepancy between the wishes and the claims of parent couples.</td>
<td></td>
</tr>
<tr>
<td>Researchers now link family problems to fathers’ lack of involvement in rearing children.</td>
<td></td>
</tr>
<tr>
<td>In terms of dealing with family issues, employed fathers make fewer sacrifices in their jobs than do working women.</td>
<td></td>
</tr>
<tr>
<td>Anxiety results from the mother being the primary care giver.</td>
<td></td>
</tr>
<tr>
<td>There has been little recent change in the housework and child care roles of mothers and fathers.</td>
<td></td>
</tr>
</tbody>
</table>
Question 27

Write the appropriate letter (A, B, C, or D) in box 27 on your answer sheet.

27 In Reading Passage 2, the writer's main aim is to …

A argue that a division of labour in parenting is equitable.
B argue for increased participation in parenting by working men and women.
C discuss the differences in the contributions of men and women to the job of parenting.
D describe the composition of modern families.
READING PASSAGE 3

You are advised to spend about 20 minutes on Questions 28 - 40 which are based on Reading Passage 3 below.

VOLCANIC PATTERNS

The earth's outer layer, the lithosphere, is an ever-changing mosaic of huge, rigid plates, which float on a layer of hot, plastic rock known as the asthenosphere. Thermal convection currents in the asthenosphere cause the plates to move several centimetres a year, creating a crazy quilt of collisions, side-by-side slippage and outright separation.

Volcanoes are concentrated on two such boundaries: subduction zones and rifts. In areas of subduction, one plate grinds beneath another, melting parts of both and sending magma – the hot fluid material below the earth's crust – spurting to the surface. At rifts, where convection pulls plates apart, the upwelling magma extends their edges. These two forces always balance; as subduction destroys a plate at one edge, rift volcanism rebuilds the opposite side.

But volcanoes do not fit neatly into discrete categories. Almost any volcano can erupt in a number of ways, and nearly all eruptions, in fact, consist of several different phenomena.

Long-term volcanic patterns are slightly more predictable. Many volcanoes tend to discharge liquid lava in their youth and erupt explosively as they age. Within one eruptive episode, violence generally declines after the initial eruption. But even these guidelines are eminently fallible. Thus, the eruptive types described here illustrate principles rather than the great complexity of actual eruptions.

Once a volcano is primed with magma, the nature of an eruption depends on gas and silica content, and also on obstructions in the vent. When the central vent is clear, as in most Hawaiian volcanoes, for example, gas-rich magma percolates upward and begins to form bubbles, or vesiculate, when the overlying pressure can no longer hold the gas in solution form. The expanding bubbles push the entire magma column up, gradually starting a more or less gentle eruption.

Conversely, when the vent is sealed by a dome or an accumulation of debris, great pressure builds beneath this obstruction. As the cap nears its bursting point, the final, powerful explosion may be triggered by the tiniest change – sometimes even the slight strain of earth tides caused by the gravitational fields of the moon and sun.

Any eruption's character is also influenced by the geometry of the vent – especially its length. If magma erupts through a cap deep inside a volcano, the
long vent shoots gases skyward at supersonic speeds. By contrast, an eruption near to top of the vent would expand horizontally and vertically, at a correspondingly lower speed.

Once an eruption begins, it apparently continues by a sort of chain reaction. The initial discharge exerts back pressure that momentarily holds gas within the underlying magma column in solution. But as this pressure eases, successive surges of magma expand and vesiculate, spewing out more and more ejecta. The rate of eruption may actually increase as rapidly rising magma heats the vent and scourRs it out.

The pace slackens only when the volcano taps deeper levels in the magma chamber, where gas content usually decreases and viscosity increases. The eruption can finally end in three ways: the magma column itself can recede into the earth; overlying rock can pinch the vent shut when the column's pressure falls; or viscous magma can plug the vent with a pasty dome.

A composite cone, the basic structure of virtually all subduction volcanoes, is built from alternating layers of lava and of ash and cinders. The cone generally is reinforced by sheets of hardened lava, called sills, and by rib-like vertical dikes. The central crater often is enlarged by inward collapse, as magma that previously supported the crater's walls recedes into the vent. Magma that extends sideways through a volcano's flanks gives birth to parasitic craters and fissure flows of lava.
Questions 28 - 32

The following statements relate to Reading Passage 3. Identify them by writing

**TRUE**  if the statement agrees with the information

**FALSE**  if the statement contradicts the information

**NOT GIVEN**  if there is no information on this

Write your answers (TRUE, FALSE, or NOT GIVEN) in boxes 28 - 32 on your answer sheet.

28  Rift volcanoes will be found where one plate grinds beneath another.

29  A volcano will usually erupt in the same way.

30  Young volcanoes tend to erupt less explosively than old ones.

31  The first eruption in a series is generally the most violent.

32  An eruptive episode may consist of a single eruption.

Questions 33 - 36

Match each state of the vent with the type of eruption it generates. Answer by writing the appropriate letter, A, B, C, or D in boxes 33 - 36 on your answer sheet.

N.B. You may use an eruption type more than once if you wish.

<table>
<thead>
<tr>
<th>State of volcano's vent</th>
<th>Type of eruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>33  clear</td>
<td>A  rapid, vertical eruption</td>
</tr>
<tr>
<td>34  long with deep cap</td>
<td>B  violent eruption</td>
</tr>
<tr>
<td>35  long with high cap</td>
<td>C  slow, gentle eruption</td>
</tr>
<tr>
<td>36  sealed with dome</td>
<td>D  less violent, horizontal eruption</td>
</tr>
<tr>
<td></td>
<td>E  eruption blocked</td>
</tr>
</tbody>
</table>
Questions 37 - 39

In Reading Passage 3, the process of an eruptive episode is described. The flow diagram below indicates the general stages of this process. Complete the flow diagram by selecting the appropriate stages from the box below.

Write the appropriate letters in boxes 37 - 39 on your answer sheet.

N.B. There are more stages in the list than required in the flow diagram.

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Example

--------- F ---------

--------- (37) ---------

--------- (38) ---------

--------- (39) ---------

Stages

A  magma expands and vesiculates  E  pressure eases
B  vent blocked               F  initial reaction
C  viscosity decreases       G  magma scours vent
D  debris accumulates         H  eruptions increase

Question 40

Write your answer in box 40 on your answer sheet.

40  A composite cone consists of three materials. What are they?

END OF TEST