

# IELTS Academic Reading Sample 100 - The Truth about the Environment

## THE TRUTH ABOUT THE ENVIRONMENT

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For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out, that the population is ever growing, leaving less and less to eat, that species are becoming extinct in vast numbers, and that the planet's air and water are becoming ever more polluted.

But a quick look at the facts shows a different picture. First, energy and other natural resources have become more abundant, not less so, since the book 'The limits to Growth' was published in 1972 by a group of scientists. Second, more food is now produced per head of the world's population than at any time in history. Fewer people are starving. Third, although species are indeed becoming extinct, only about 0.7% of them are expected to disappear in the next 50 years, not 25-50%, as has so often been predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient - associated with the early phases of industrialisation and therefore best cured not by restricting economic growth, but by accelerating it. One form of pollution - the release of greenhouse gases that causes global warming - does appear to be a phenomenon that is going to extend well into our future, but its total impact is unlikely to pose a devastating problem. A bigger problem may well turn out to be an inappropriate response to it.

Yet opinion polls suggest that many people nurture the belief that environmental standards are declining and four factors seem to cause this disjunction between perception and reality.

One is the lopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy but it will also create an impression that many more potential problems exist than is the case.

Secondly, environmental groups need to be noticed by the mass media. They also need to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled: 'Two thirds of the world's forests lost forever'. The truth turns out to be nearer 20%.

Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of skepticism to

environmental lobbying as they do to lobby groups in other fields. A trade organisation arguing for, say, weaker pollution control is instantly seen as self-interested. Yet a green organisation opposing such a weakening is seen as altruistic, even if an impartial view of the controls in question might suggest they are doing more harm than good.

A third source of confusion is the attitude of the media. People are dearly more curious about bad news than good. Newspapers and broadcasters are there to provide what the public wants: That, however, can lead to significant distortions of perception. An example was America's encounter with El Niño in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes, and causing 22 deaths. However, according to an article in the Bulletin of the American Meteorological Society, the damage it did was estimated at US\$4 billion but the benefits amounted to some US\$19 billion. These came from higher winter temperatures (which saved an estimated 850 lives, reduced heating costs and diminished spring floods caused by melt waters).

The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America's trash output continues to rise as it has done in the past, and even if the American population doubles by 2100, all the rubbish America produces through the entire 21st century will still take up only one-12,000th of the area of the entire United States.

So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2-3°C in this century, causing considerable problems, at a total cost of US\$5,000 billion.

Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses dearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures. A model by one of the main authors of the United Nations Climate Change Panel shows how an expected temperature increase of 2.1 degrees in 2100 would only be diminished to an increase of 1.9 degrees. Or to put it another way, the temperature increase that the planet would have experienced in 2094 would be postponed to 2100.

So this does not prevent global warming, but merely buys the world six years. Yet the cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world's single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid 2 million deaths every year, and prevent half a billion people from becoming seriously ill.

It is crucial that we look at the facts if we want to make the best possible decisions for the future. It may be costly to be overly optimistic - but more costly still to be too pessimistic.

### Questions 27-32

*Do the following statements agree with the information given in Reading Passage 75?*

In boxes **27-32** on your answer sheet, write:

**YES** if the statement agrees with the writer's claims

**NO** if the statement contradicts the writer's claims

**NOT GIVEN** if there is impossible to say what the writer thinks about this

**27** Environmentalists take a pessimistic view of the world for a number of reasons.

**28** Data on the Earth's natural resources has only been collected since 1972.

**29** The number of starving people in the world has increased in recent years.

**30** Extinct species are being replaced by new species.

**31** Some pollution problems have been correctly linked to industrialisation.

**32** It would be best to attempt to slow down economic growth.

### Questions 33-37

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

*Write your answers in boxes 33-37 on your answer sheet.*

**33** What aspect of scientific research does the writer express concern about in paragraph 4?

- A A the need to produce results
- B the lack of financial support
- C the selection of areas to research
- D the desire to solve every research problem

**34** The writer quotes from the Worldwide Fund for Nature to illustrate how

- A influential the mass media can be.
- B effective environmental groups can be.
- C the mass media can help groups raise funds.
- D environmental groups can exaggerate their claims.

**35** What is the writer's main point about lobby groups in paragraph 6?

- A Some are more active than others.
- B Some are better organised than others.

- C Some receive more criticism than others.
- D Some support more important issues than others.

**36** The writer suggests that newspapers print items that are intended to

- A educate readers.
- B meet their readers' expectations.
- C encourage feedback from readers.
- D mislead readers.

**37** What does the writer say about America's waste problem?

- A It will increase in line with population growth.
- B It is not as important as we have been led to believe.
- C It has been reduced through public awareness of the issues.
- D It is only significant in certain areas of the country.

**Questions 38-40**

Complete the summary with the list of words **A-I** below.

Write the correct letter **A-I** in boxes **38-40** on your answer sheet.

**GLOBAL WARMING**

The writer admits that global warming is a **38** ..... challenge, but says that it will not have a catastrophic impact on our future, if we deal with it in the **39** ..... way. If we try to reduce the levels of greenhouse gases, he believes that it would only have a minimal impact on rising temperatures. He feels it would be better to spend money on the more **40** ..... health problem of providing the world's population with clean drinking water.

<b>A</b> unrealistic	<b>B</b> agreed	<b>C</b> expensive	<b>D</b> right
<b>E</b> long-term	<b>F</b> usual	<b>G</b> surprising	<b>H</b> personal
<b>I</b> urgent			

**Answer:**

27. YES 28. NOT GIVEN 29. NO 30. NOT GIVEN 31. YES 32. NO 33. C 34. D 35. C 36.  
B 37. B 38. long-term 39. right 40. urgent

# IELTS Academic Reading Sample 101 - Nature or Nurture?

## Nature or Nurture?

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### A

A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.

### B

Milgram's experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from '15 volts of electricity (slight shock)' to '450 volts (danger - severe shock)' in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed 'pupil' was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, as per the rule governing the experimental situation of the moment.

### C

As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects balked at administering the higher levels of punishment, and turned to Milgram with questioning looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil's cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, 'You have no other choice. You must go on.' What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.

## D

Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that 'most subjects would not go beyond 150 volts' and they further anticipated that only four per cent would go up to 300 volts. Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts. Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts.

## E

What were the actual results? Well, over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450-volt limit! In repetitions of the experiment in other countries, the percentage of obedient teacher-subjects was even higher, reaching 85 per cent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative teachers' actually do in the laboratory of real life?

## F

One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.

## G

An alternative to this notion of genetic programming is to see the teacher-subjects' actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out, 'Most subjects in the experiment see their behaviour in a larger context that is benevolent and useful to society - the pursuit of scientific truth. The psychological laboratory has a strong claim to legitimacy and evokes trust and confidence in those who perform there. An action such as shocking a victim, which in isolation appears evil, acquires a completely different meaning when placed in this setting.'

## H

Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.

I

Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology - to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behaviour.

**Questions 14-19**

*Reading Passage 74 has nine paragraphs, A-I.*

*Which paragraph contains the following information?*

*Write the correct letter A-I in boxes 14-19 on your answer sheet.*

- 14 a biological explanation of the teacher-subjects' behaviour
- 15 the explanation Milgram gave the teacher-subjects for the experiment
- 16 the identity of the pupils
- 17 the expected statistical outcome
- 18 the general aim of sociobiological study
- 19 the way Milgram persuaded the teacher-subjects to continue

**Questions 20-22**

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

Write your answers in boxes **20-22** on your answer sheet.

**20** The teacher-subjects were told that they were testing whether

- A a 450-volt shock was dangerous.
- B punishment helps learning.
- C the pupils were honest.
- D they were suited to teaching.

**21** The teacher-subjects were instructed to

- A stop when a pupil asked them to.
- B denounce pupils who made mistakes.
- C reduce the shock level after a correct answer.
- D give punishment according to a rule.

**22** Before the experiment took place the psychiatrists

A believed that a shock of 150 volts was too dangerous.

B failed to agree on how the teacher-subjects would respond to instructions.

C underestimated the teacher-subjects' willingness to comply with experimental procedure.

D thought that many of the teacher-subjects would administer a shock of 450 volts.

**Questions 23-26**

*Do the following statements agree with the information given in Reading Passage 74?*

*In boxes 23-26 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

**23** Several of the subjects were psychology students at Yale University.

**24** Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism.

**25** In a sociological explanation, personal values are more powerful than authority.

**26** Milgram's experiment solves an important question in sociobiology.

**Answer:**

14. F 15. A 16. B 17. D 18. I 19. C 20. B 21. D 22. C 23. NOT Given 24. TRUE 25.  
FALSE 26. FALSE

# IELTS Academic Reading Sample 102 - The Birth of Scientific English

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## The Birth of Scientific English

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World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the *lingua franca* for European intellectuals.

The European Renaissance (c. 14th-16th century) is sometimes called the 'revival of learning', a time of renewed interest in the 'lost knowledge' of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and - perhaps the most important scientific revolution of them all - the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473-1543).

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language - John Wall's and John Wilkins - helped found the Royal Society in 1660 in order to promote empirical scientific research.

Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations.

Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the *Principia*, in Latin, but published his later work on the properties of light - *Opticks* - in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their 'author'. This growing concern about intellectual property rights was a feature of the period - it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between 'scholars and gentlemen' who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an 'insider language'.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities.

Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

In 1665 a new scientific journal, *Philosophical Transactions*, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of

science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

\*\*\* *lingua franca*: a language which is used for communication between groups of people who speak different languages

**Questions 28-34**

Complete the summary.

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

Write your answers in boxes **28-34** on your answer sheet.

In Europe modern science emerged at the same time as the nation state. At first, the scientific language of choice remained **28** ..... It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them, particularly in the case of mathematicians and **29** ..... In Britain, moreover, scientists worried that English had neither the **30** ..... nor the **31** ..... to express their ideas. This situation only changed after 1660 when scientists associated with the **32** ..... set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then overtaken by **33** ..... it developed again in the 19th century. as a direct result of the **34** .....

**Questions 35-37**

Do the following statements agree with the information given in Reading Passage 73?

In boxes **35-37** on your answer sheet, write:

- YES** if the statement agrees with the writer's claims
- NO** if the statement contradicts the writer's claims
- NOT GIVEN** if there is impossible to say what the writer thinks about this

- 35.** There was strong competition between scientists in Renaissance Europe.
- 36.** The most important scientific development of the Renaissance period was the discovery of magnetism.
- 37.** In 17th-century Britain, leading thinkers combined their interest in science with an interest in how to express ideas.

**Questions 38-40**

Complete the table.

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

Write your answers in boxes **38-40** on your answer sheet.

**Science written in the first half of the 17th century**

<b>Language used</b>	Latin	English
<b>Type of science</b>	Original	<b>38</b> .....
<b>Examples</b>	<b>39</b> .....	Encyclopaedias
<b>Target audience</b>	International scholars	<b>40</b> ....., but socially wider

**Answer:**

28. Latin 29. Doctors 30. Technical Vocabulary 31. Grammatical Resources 32. Royal Society 33. German 34. Industrial Revolution 35. NOT GIVEN 36. FALSE 37. TRUE 38. Popular 39. Principia / the Principia / Newton's Principia / mathematical treatise 40. local / more local / local audience

# IELTS Academic Reading Sample 103 - Bakelite The birth of modern plastics

## BAKELITE

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### The birth of modern plastics

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named 'Bakelite', was of enormous technological importance, and effectively launched the modern plastics industry.

The term 'plastic' comes from the Greek *plassein*, meaning 'to mould'. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped. Others are 'thermosetting': like eggs, they cannot revert to their original viscous state, and their shape is thus fixed for ever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today's plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors - immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of 'luxury' materials such as tortoiseshell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol (carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as woodflour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure; thereby 'setting' its form for life.

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, 'streamlined' style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

Bakeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It became the wonder product of the new world of industrial expansion - 'the material of a thousand uses'. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the prefabricated era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

### Questions 1-3

*Complete the summary.*

*Choose **ONE WORD ONLY** from the passage for each answer.*

*Write your answers in boxes **1-3** on your answer sheet.*

Some plastics behave in a similar way to **1**..... in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both entirely **2**..... in origin, and thermosetting.

There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of **3**.....and the search for alternatives to natural resources like ivory.

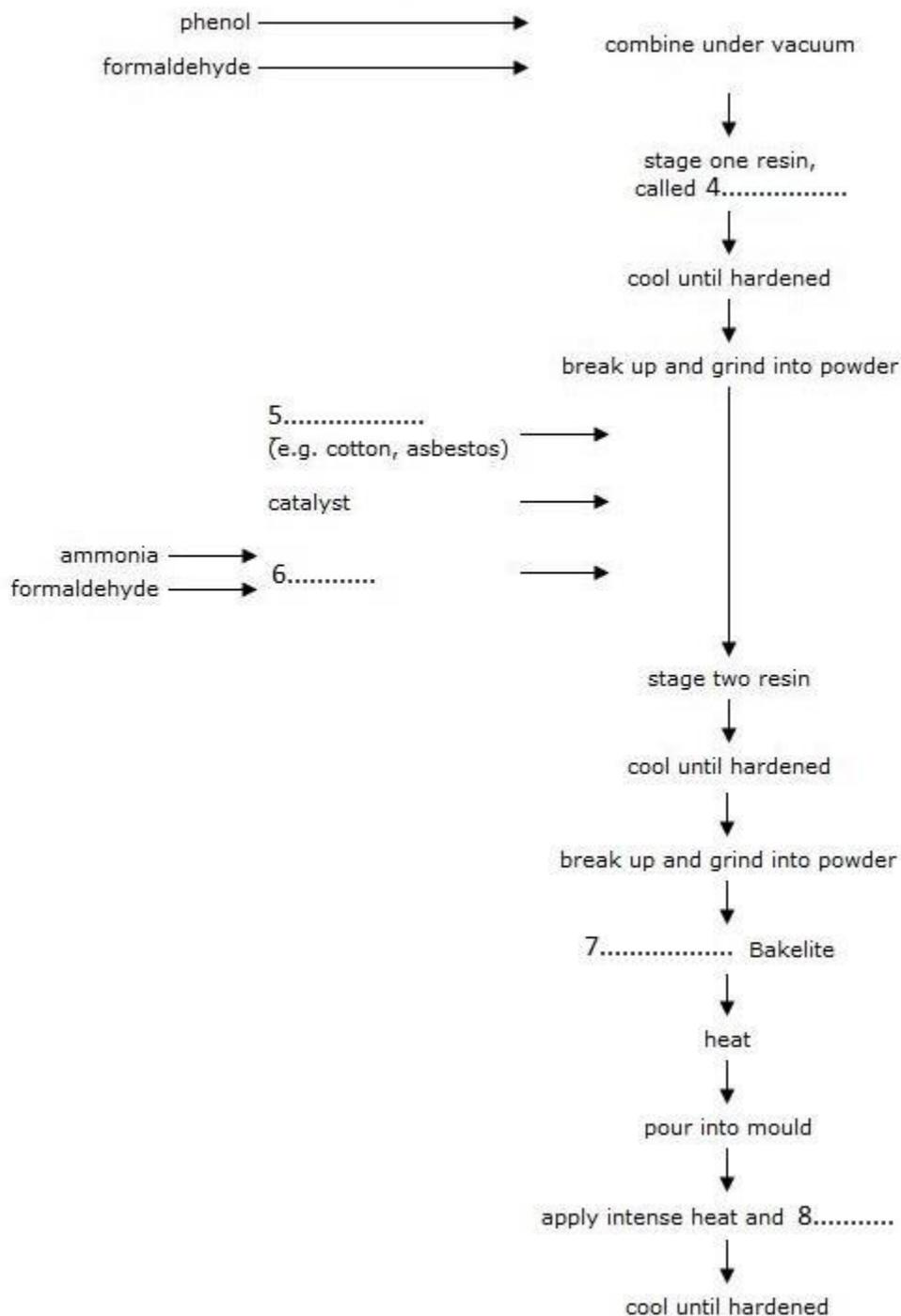
**Questions 4-8**

*Complete the flow-chart.*

*Choose **ONE WORD ONLY** from the passage for each answer.*

*Write your answers in boxes **4-8** on your answer sheet.*

## The Production of Bakelite



### Questions 9-10

Write your answers in boxes **9** and **10** on your answer sheet.

**NB** Your answers may be given in either order.

Which **TWO** of the following factors influencing the design of Bakelite objects are mentioned in the text?

- A the function which the object would serve
- B the ease with which the resin could fill the mould
- C the facility with which the object could be removed from the mould
- D the limitations of the materials used to manufacture the mould
- E the fashionable styles of the period

**Questions 11-13**

*Do the following statements agree with the information given in Reading Passage 72?*

*In boxes 11-13 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

- 11 Modern-day plastic preparation is based on the same principles as that patented in 1907.
- 12 Bakelite was immediately welcomed as a practical and versatile material.
- 13 Bakelite was only available in a limited range of colours.

**Answer:**

1. Candlewax 2. Synthetic 3. Chemistry 4. Novalak 5. Fillers 6. Hexa 7. Raw 8. Pressure 9. B 10  
. C 11.TRUE 12. FALSE 13. FALSE