

IELTS Academic Reading Sample 161 - Beneath The Canopy

You are advised to spend about 20 minutes on Questions 16-26.

BENEATH THE CANOPY

1. The world's tropical rainforests comprise some 6% of the Earth's land area and contain more than half of all known life forms, or a conservative estimate of about 30 million species of plants and animals. Some experts estimate there could be two or even three times as many species hidden within these complex and fast-disappearing ecosystems; scientists will probably never know for certain, so vast is the amount of study required.
2. Time is running out for biological research. Commercial development is responsible for the loss of about 17 million hectares of virgin rainforest each year - a figure approximating 1% of what remains of the world's rainforests.
3. The current devastation of once impenetrable rainforest is of particular concern because, although new tree growth may in time repopulate felled areas, the biologically diverse storehouse of flora and fauna is gone forever. Losing this bountiful inheritance, which took millions of years to reach its present highly evolved state, would be an unparalleled act of human stupidity.
4. Chemical compounds that might be extracted from yet-to-be-discovered species hidden beneath the tree canopy could assist in the treatment of disease or help to control fertility. Conservationists point out that important medical discoveries have already been made from material found in tropical rainforests. The drug aspirin, now synthesised, was originally found in the bark of a rainforest tree. Two of the most potent anti-cancer drugs derive from the rosy periwinkle discovered in the 1950s in the tropical rainforests of Madagascar.
5. The rewards of discovery are potentially enormous, yet the outlook is bleak. Timber-rich countries mired in debt, view potential financial gain decades into the future as less attractive than short-term profit from logging. Cataloguing species and analysing newly-found substances takes time and money, both of which are in short supply.
6. The developed world takes every opportunity to lecture countries which are the guardians of rainforest. Rich nations exhort them to preserve and care for what is left, ignoring the fact that their wealth was in large part due to the exploitation of their own natural world.
7. It is often forgotten that forests once covered most of Europe. Large tracts of forest were destroyed over the centuries for the same reason that the remaining rainforests are now being felled - timber. As well as providing

material for housing, it enabled wealthy nations to build large navies and shipping fleets with which to continue their plunder of the world's resources.

8. Besides, it is not clear that developing countries would necessarily benefit financially from extended bioprospecting of their rainforests. Pharmaceutical companies make huge profits from the sale of drugs with little return to the country in which an original discovery was made.

9. Also, cataloguing tropical biodiversity involves much more than a search for medically useful and therefore commercially viable drugs. Painstaking biological fieldwork helps to build immense databases of genetic, chemical and behavioural information that will be of benefit only to those countries developed enough to use them.

10. Reckless logging itself is not the only danger to rainforests. Fires lit to clear land for further logging and for housing and agricultural development played havoc in the late 1990s in the forests of Borneo. Massive clouds of smoke from burning forest fires swept across the southernmost countries of South-East Asia choking cities and reminding even the most resolute advocates of rainforest clearing of the swiftness of nature's retribution.

11. Nor are the dangers entirely to the rainforests themselves. Until very recently, so-called "lost" tribes - indigenous peoples who have had no contact with the outside world - still existed deep within certain rainforests. It is now unlikely that there are any more truly lost tribes. Contact with the modern world inevitably brings with it exploitation, loss of traditional culture, and, in an alarming number of instances, complete obliteration.

12. Forest-dwellers who have managed to live in harmony with their environment have much to teach us of life beneath the tree canopy. If we do not listen, the impact will be on the entire human race. Loss of biodiversity, coupled with climate change and ecological destruction will have profound and lasting consequences.

Questions 16-20

You are advised to spend about 8 minutes on Questions 16-20.

Refer to Reading Passage 15 "Beneath the Canopy" and answer the following questions. The left-hand column contains quotations taken directly from the reading passage. The right-hand column contains explanations of those quotations. Match each **quotation** with the correct **explanation**. Select from the choices **A - F** below and write your answers in boxes **16 - 20** on your Answer Sheet.

Example: ' a conservative estimate'

.....**B**.....

Quotation	Explanation
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Ex: 'a conservative estimate' (paragraph 1)
16. 'biologically diverse storehouse of flora and fauna' (paragraph 3)
17. 'timber-rich countries mired in debt' (paragraph 5)
18. 'exploitation of their own natural world' (paragraph 6)
19. 'benefit financially from extended bioprospecting of their rainforests' (paragraph 8)
20. 'loss of biodiversity' (paragraph 12)

A. with many trees but few financial resources
B. purposely low and cautious reckoning
C. large-scale use of plant and wildlife
D. profit from an analysis of the plant and animal life
E. wealth of plants and animals
F. being less rich in natural wealth

Questions 21-23

You are advised to spend about 5 minutes on Questions 21-23. Refer to Reading Passage 2, and look at Questions 21-23 below. Write your answers in boxes 21 - 23 on your Answer Sheet.

Q21. How many medical drug discoveries does the article mention?

Q22. What two shortages are given as the reason for the writer's pessimistic outlook?

Q23. Who will most likely benefit from the bioprospecting of developing countries' rainforests?

Questions 24-26

You are advised to spend about 7 minutes on Questions 24-26. Refer to Reading Passage 15, and decide which of the answers best completes the sentences.

Write your answers in boxes 24-26 on your Answer Sheet.

Q 24. The amount of rainforest destroyed annually is:

- a) approximately 6% of the Earth's land area
- b) such that it will only take 100 years to lose all the forests
- c) increasing at an alarming rate
- d) responsible for commercial development

Q 25. In Borneo in the late 1990s:

- a) burning forest fires caused air pollution problems as far away as Europe
- b) reckless logging resulted from burning forest fires
- c) fires were lit to play the game of havoc
- d) none of the above

Q 26. Many so-called "lost" tribes of certain rainforests:

- a) have been destroyed by contact with the modern world
- b) do not know how to exploit the rainforest without causing harm to the environment

c) are still lost inside the rainforest

d) must listen or they will impact on the entire human race.

Answer:

16. E 17. A 18. C 19. D 20. F 21. 3 22. time (and) money 23. pharmaceutical companies / developed countries 24. b 25. d 26. a

IELTS Academic Reading Sample 162 - The Beam Operated Traffic System

Questions 1-12

You are advised to spend about 20 minutes on Questions 1-12 which are based on the following reading passage:

THE BEAM-OPERATED TRAFFIC SYSTEM

The Need for Change

The number of people killed each year on the road is more than for all other types of avoidable deaths except



for those whose lives are cut short by tobacco use.

Yet road deaths are tolerated -

so great is our need to travel about swiftly and economically. Oddly, modern vehicle engine design - the combustion engine - has remained largely unchanged since it was conceived over 100 years ago. A huge amount of money and effort is being channeled into alternative engine designs, the most popular being based around substitute fuels such as heavy water, or the electric battery charged by the indirect burning of conventional fuels, or by solar power. Nevertheless, such innovations will do little to halt the carnage on the road. What is needed is a radical rethinking of the road system itself.

Section (ii)

The Beam-Operated Traffic System, proposed by a group of Swedish engineers, does away with tarred roads and independently controlled vehicles, and replaces them with innumerable small carriages suspended from electrified rails along a vast interconnected web of steel beams crisscrossing the skyline. The entire system would be computer-controlled and operate without human intervention.

Section (iii)

The most preferable means of propulsion is via electrified rails atop the beams. Although electric transport systems still require fossil fuels to be burnt or dams to be built, they add much less to air pollution than the burning of petrol within conventional engines. In addition, they help keep polluted air out of cities and restrict it to the point of origin where it can be more easily dealt with. Furthermore, electric motors are typically 90% efficient, compared to internal combustion engines, which are at most 30% efficient. They are also better at accelerating and climbing hills. This efficiency is no less true of beam systems than of single vehicles.

Section (iv)

A relatively high traffic throughput can be maintained - automated systems can react faster than can human drivers - and the increased speed of movement is expected to compensate for loss of privacy. It is estimated that at peak travel times passenger capacity could be more than double that of current subway systems. It might be possible to arrange for two simultaneous methods of vehicle hire: one in which large carriages (literally buses) run to a timetable, and another providing for hire of small independently occupied cars at a slightly higher cost. Travelers could order a car by swiping a card through a machine, which recognizes a personal number code.

Section (v)

Monorail systems are not new, but they have so far been built as adjuncts to existing city road systems. They usually provide a limited service, which is often costly and fails to address the major concern of traffic choking the city. The Beam-Operated Traffic System, on the other hand, provides a complete solution to city transportation. Included in its scope is provision for the movement of pedestrians at any point and to any point within the system. A city relieved of roads carrying fast moving cars and trucks can be given over to pedestrians and cyclists who can walk or pedal as far as they wish before hailing a quickly approaching beam-operated car. Cyclists could use fold-up bicycles for this purpose.

Section (vi)

Since traffic will be designated an area high above the ground, human activities can take place below the transit system in complete safety, leading to a dramatic drop in the number of deaths and injuries sustained while in transit and while walking about the city. Existing roads can be dug up and grassed over, or planted with low growing bushes and trees. The look of the city is expected to improve considerably for both pedestrians and for people using the System.

Section (vii)

It is true that the initial outlay for a section of the beam-operated system will be more than for a similar stretch of tarred road. However, costs for the proposed system must necessarily include vehicle costs, which are not factored into road-building budgets. Savings made will include all tunnels, since it costs about US \$120,000 per kilometer to build a new six lane road tunnel. Subway train tunnels cost about half that amount, because they are smaller in size. Tunnels carrying beamed traffic will have a narrower cross-sectional diameter and can be dug at less depth than existing tunnels, further reducing costs.

Objections

The only major drawbacks to the proposal are entrenched beliefs that resist change, the potential for vandalism, and the loss of revenue for car manufacturers. Video camera surveillance is a possible answer to vandalism, while the last objection could be overcome by giving car manufacturers beam-operated vehicle

building contracts. 60% of all people on earth live in cities; we must loosen the immediate environment from the grip of the road-bound car.

Questions 1-4

You are advised to spend about 5 minutes on Questions 1 - 4.

Refer to Reading Passage 14 "The Beam-Operated Traffic System", and complete the flowchart below with appropriate words or phrases from the passage. Write your answers in boxes 1 - 4 on your Answer Sheet.

Current City Traffic System :

internal combustion engine	independently controlled vehicles	conventional tarred road system	traffic choking the city
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Proposed City Traffic System :

.....(1)..... rails(2)..... -controlled carriages(3)..... System	city without any(4)....
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Questions 5 - 9

You are advised to spend about 8 minutes on Questions 5-9. Choose the most suitable heading from the list of headings below for the seven sections of Reading Passage 14 "The Beam-Operated Traffic System". Write your answers in boxes 5 - 9 on your Answer Sheet.

<p>List of Headings</p> <p>A. Returning the city to the people</p> <p>B. Speed to offset loss of car ownership</p> <p>C. Automation to replace existing roads</p> <p>D. A safe and cheap alternative</p> <p>E. The monorail system</p> <p>F. Inter-city freeways</p> <p>G. Doing the sums (<i>Example</i>)</p> <p>H. The complete answer to the traffic problem</p> <p>I. Cleaner and more efficient</p>

- 5. Section (ii)..... Q8. Section (v).....
- 6. Section (hi)..... Q9. Section (vi)
- 7. Section (iv)..... Example: Section (vii).....

Questions 10-12

You are advised to spend about 7 minutes on Questions 10 -12. Refer to Reading Passage 14, and look at the statements below.

Write **S** if the statement is Supported by what is written in the passage, and write **NS** if the statement is Not Supported. Write your answers in boxes 10 -12 on your Answer Sheet.

Example: The combustion engine was designed over 100 years ago. **S**

10. The increased speed of traffic in a Beam-Operated Traffic System is due to electric motors being 90% efficient.
11. Beamed traffic will travel through tunnels costing less to build than subway tunnels.
12. A possible solution to willful damage to the System is to install camera equipment.

Click the button to Show/ Hide Answers

Answer:

1. electrified 2. computer 3. Beam-Operated Traffic 4. roads 5. C 6. I 7. B 8. H 9. A 10. NS 11. S 12. S

IELTS Academic Reading Sample 163 - A.D.D. Missing Out on Learning

You are advised to spend about 20 minutes on Questions **27 - 40**.

A.D.D. - Missing Out on Learning

Study requires a student's undivided attention. It is impossible to acquire a complex skill or absorb information about a subject in class unless one learns to concentrate without undue stress for long periods of



time. Students with Attention Deficit Disorder (A.D.D.) are particularly deficient in

this respect for reasons which are now known to be microbiological and not behavioral, as was once believed. Of course, being unable to concentrate, and incapable of pleasing the teacher and oneself in the process, quickly leads to despondence and low self-esteem. This will naturally induce behavioral problems. It is estimated that 3 - 5 % of all children suffer from Attention Deficit Disorder. There are three main types of Attention Deficit Disorder: A.D.D. without Hyperactivity, A.D.D. with Hyperactivity (A.D.H.D.), and Undifferentiated A.D.D.

The characteristics of a person with A.D.D. are as follows:

- has difficulty paying attention
- does not appear to listen
- is unable to carry out given instructions
- avoids or dislikes tasks which require sustained mental effort
- has difficulty with organization
- is easily distracted
- often loses things
- is forgetful in daily activities

Children with A.D.H.D. also exhibit excessive and inappropriate physical activity, such as constant fidgeting and running about the room. This boisterousness often interferes with the educational development of others. Undifferentiated A.D.D. sufferers exhibit some, but not all, of the symptoms of each category.

It is important to base remedial action on an accurate diagnosis. Since A.D.D. is a physiological disorder caused by some structural or chemically-based neurotransmitter problem in the nervous system, it responds especially well to certain psycho stimulant drugs, such as Ritalin. In use since 1953, the drug enhances the

ability to structure and complete a thought without being overwhelmed by non-related and distracting thought processes.

Psycho stimulants are the most widely used medications for persons with A.D.D. and A.D.H.D. Recent findings have validated the use of stimulant medications, which work in about 70 - 80% of A.H.D.D. children and adults (Wilens and Biederman, 1997). In fact, up to 90% of destructibility in A.D.D. sufferers can be removed by medication. The specific dose of medicine varies for each child, but such drugs are not without side effects, which include reduction in appetite, loss of weight, and problems with falling asleep.

Not all students who are inattentive in class have Attention Deficit Disorder. Many are simply unwilling to commit themselves to the task at hand. Others might have a specific learning disability (S.L.D.). However, those with A.D.D. have difficulty performing in school not usually because they have trouble learning ¹, but because of poor organization, inattention, compulsion and impulsiveness. This is brought about by an incompletely understood phenomenon, in which the individual is, perhaps, best described as 'tuning out' for short to long periods of time. The effect is analogous to the switching of channels on a television set. The difference is that an A.D.D. sufferer is not 'in charge of the remote control'. The child with A.D.D. is unavailable to learn - something else has involuntarily captured his or her whole attention.

It is commonly thought that A.D.D. only affects children, and that they grow out of the condition once they reach adolescence. It is now known that this is often not the case. Left undiagnosed or untreated, children with all forms of A.D.D. risk a lifetime of failure to relate effectively to others at home, school, college and at work. This brings significant emotional disturbances into play, and is very likely to negatively affect self-esteem. Fortunately, early identification of the problem, together with appropriate treatment, makes it possible for many victims to overcome the substantial obstacles that A.D.D. places in the way of successful learning.

¹ approximately 15% of A.D.H.D. children do, however, have learning disabilities

Alternative Treatments for A.D.D.	Evaluation
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<p>EEG Biofeedback Dietary intervention (<i>removal of food additives -preservatives, colorings etc.</i>) Sugar reduction (in A.D.H.D.) Correction of (supposed) inner-ear disturbance Correction of (supposed) yeast infection (<i>Candida albicans</i>) Vitamin/mineral regimen for (supposed) genetic abnormality Body manipulations for (supposed) misalignment of two bones in the skull</p>	<p>expensive trials flawed - (sample groups small, no control groups) ineffective numerous studies disprove link slightly effective (but only for small percentage of children) undocumented, unscientific studies inconsistent with current theory lack of evidence inconsistent with current theory lack of evidence theory disproved in the 1970s lack of evidence inconsistent with current theory</p>
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Figure 1. Evaluations of Controversial Treatments for A.D.D.

Questions 27-29

You are advised to spend about 5 minutes on Questions 27-29.

Refer to Reading Passage 13 "A.D.D. - Missing Out On Learning", and decide which of the answers best completes the following sentences. Write your answers in boxes **27 - 29** on your Answer Sheet. The first one has been done for you as an example.

Example: The number of main types of A.D.D. is:

- a) 1
- b) 2
- c) 3
- d) 4

Q. 27. Attention Deficit Disorder:

- a) is a cause of behavioural problems
- b) is very common in children
- c) has difficulty paying attention
- d) none of the above

Q. 28. Wilens and Biederman have shown that:

- a) stimulant medications are useful
- b) psychostimulants do not always work
- c) hyperactive persons respond well to psychostimulants
- d) all of the above

Q. 29. Children with A.D.D.:

- a) have a specific learning disability
- b) should not be given medication as a treatment
- c) may be slightly affected by sugar intake
- d) usually improve once they become teenagers



Questions 30-37

You are advised to spend about 10 minutes on Questions 30 - 37.
The following is a summary of Reading Passage 13.

Complete each gap in the text by choosing 30 - 37 on your Answer Sheet.
Write your answers in boxes. Note that there are more choices in the box than gaps.

You will not need to use all the choices given, but you may use a word, or phrase more than once.

Attention Deficit Disorder is a neurobiological problem that affects 3 - 5% of all(Ex:)Symptoms include inattentiveness and having difficulty getting (30) , as well as easily becoming distracted. Sometimes, A.D.D. is accompanied by (31) In these cases, the sufferer exhibits excessive physical activity. Psychostimulant drugs can be given to A.D.D. sufferers to assist them with the (32) of desired thought processes, although they might cause (33) Current theory states that medication is the only (34) that has a sound scientific basis. This action should only be taken after an accurate diagnosis is made. Children with A.D.D. do not necessarily have trouble learning; their problem is that they involuntarily (35) their attention elsewhere. It is not only (36) that are affected by this condition. Failure to treat A.D.D. can lead to lifelong emotional and behavioral problems. Early diagnosis and treatment, however, are the key to (37) overcoming learning difficulties associated with A.D.D.

- | | | | |
|---------------|--------------|-----------------|----------|
| side effects | successfully | completion | adults |
| medicine | switch | drug | Ritalin |
| hyperactivity | organized | losing weight | A.D.H.D. |
| children | attention | remedial action | paying |

Questions 38 - 40

You are advised to spend about 5 minutes on Questions 38 - 40.

Refer to Reading Passage 13, and decide which of the following pieces of advice is best suited for child listed in the table below.

Write your answers in boxes **38 - 40** on your Answer Sheet.

ADVICE:

- A current treatment ineffective - suggest increased dosage of Ritalin.
- B supplement diet with large amounts of vitamins and minerals.
- C probably not suffering from A.D.D. - suggest behavioral counseling.
- D bone manipulation to realign bones in the skull.
- E EEG Biofeedback to self-regulate the child's behavior.
- F daily dose of Ritalin in place of expensive unproven treatment.

CHILD 1

CHILD 2

CHILD 3

Problems	does not listen to given instructions loses interest easily cannot complete tasks quiet and withdrawn	often forgets to do homework sleeps in class disturbs other students	excessively active unable to pay attention dislikes mental effort disturbs other students
Current Treatment	EEG Feedback	none	diet contains no food additives low dose of Ritalin
Best Advice	(38)	(39)	(40)

Answer:

27. a 28. d 29. c 30. organised 31. hyperactivity 32. completion 33. side effects 34. remedial
action 35. switch 36. children 37. successfully 38. F 39. C 40. A

IELTS Academic Reading Sample 164 - The Scientific Method

You should spend about 20 minutes on Questions **29-40** which are based on Reading Passage below.

THE SCIENTIFIC METHOD

A 'Hypotheses,' said Medawar in 1964, 'are imaginative and inspirational in character'; they are 'adventures of the mind'. He was arguing in favour of the position taken by Karl Popper in *The Logic of Scientific Discovery* (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive.

B It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way.

C The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses - simple, unbiased, unprejudiced observation. Out of these sensory data - commonly referred to as 'facts' — generalisations will form. The myth is that from a disorderly array of factual information an orderly, relevant theory will somehow emerge. However, the starting point of induction is an impossible one.

D There is no such thing as an unbiased observation. Every act of observation we make is a function of what we have seen or otherwise experienced in the past. All scientific work of an experimental or exploratory nature starts with some expectation about the outcome. This expectation is a hypothesis. Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and others are not. Where is, your naive, pure and objective researcher now?

E Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the predictions you make as a result of deducing certain consequences from your hypothesis are not shown to be correct then you discard or modify your hypothesis. If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct. Once you have arrived at your hypothesis, which is a product of your imagination, you then proceed to a strictly logical and rigorous process, based upon deductive argument — hence the term 'hypothetico-deductive'.

F So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean. The closest we ever get to this situation is when something happens by accident; but even then the researcher has to formulate a hypothesis to be tested before being sure that, for example, a mould might prove to be a successful antidote to bacterial infection.

G The myth of scientific method is not only that it is inductive (which we have seen is incorrect) but also that the hypothetico-deductive method proceeds in a step-by-step, inevitable fashion. The hypothetico-deductive method describes the logical approach to much research work, but it does not describe the psychological behaviour that brings it about. This is much more holistic — involving guesses, reworkings, corrections, blind alleys and above all inspiration, in the deductive as well as the hypothetic component - than is immediately apparent from reading the final thesis or published papers. These have been, quite properly, organised into a more serial, logical order so that the worth of the output may be evaluated independently of the behavioural processes by which it was obtained. It is the difference, for example between the academic papers with which Crick and Watson demonstrated the structure of the DNA molecule and the fascinating book *The Double Helix* in which Watson (1968) described how they did it. From this point of view, 'scientific method' may more usefully be thought of as a way of writing up research rather than as a way of carrying it out.

Questions 29-30

Reading Passage 12 has seven paragraphs **A-G**.

Choose the most suitable headings for paragraphs **C-G** from the list of headings below.

Write the appropriate numbers **i-x** in boxes **29-33** on your answer sheet.

List of Headings

-
- i** The Crick and Watson approach to research
-
- ii** Antidotes to bacterial infection
-
- iii** The testing of hypotheses
-
- iv** Explaining the inductive method
-
- v** Anticipating results before data is collected
-
- vi** How research is done and how it is reported

vii The role of hypotheses in scientific research

viii Deducing the consequences of hypotheses

ix Karl Popper's claim that the scientific method is
hypothetico-deductive

x The unbiased researcher

Example Paragraph **A** Answer: **ix**

29 Paragraph **C**

30 Paragraph **D**

31 Paragraph **E**

32 Paragraph **F**

33 Paragraph **G**

Questions 34 and 35

In which TWO paragraphs in Reading Passage 12 does the writer give advice directly to the reader?

Write the TWO appropriate letters (**A—G**) in boxes **34** and **35** on your answer sheet.

Questions 36-39

Do the following statements reflect the opinions of the writer in Reading Passage 12?

In boxes **36-39** on your answer sheet write

YES if the statement reflects the opinion of the writer.

NO if the statement contradicts the opinion of the writer.

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

36 Popper says that the scientific method is hypothetico-deductive.

37 If a prediction based on a hypothesis is fulfilled, then the hypothesis is confirmed as true.

38 Many people carry out research in a mistaken way.

39 The 'scientific method' is more a way of describing research than a way of doing it.

Question 40

Choose the appropriate letter **A-D** and write it in box **40** on your answer sheet.

Which of the following statements best describes the writer's main purpose in Reading Passage 3?

- A** to advise Ph.D students not to cheat while carrying out research.
- B** to encourage Ph.D students to work by guesswork and inspiration.
- C** to explain to Ph.D students the logic which the scientific research paper follows.
- D** to help Ph.D students by explaining different conceptions of the research process.

Answer:

- 29. iv
- 30. vii
- 31. iii
- 32. v
- 33. vi
- 34. B
- 35. F
- 36. YES
- 37. No
- 38. NOT GIVEN
- 39. YES
- 40. D