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This Academic IELTS Reading post focuses on solutions to IELTS Cambridge 5 Reading Test 3 Reading Passage 1 which is titled Early Childhood Education. This is a targeted post for IELTS candidates who have bigger problems finding out and understanding Reading Answers in the AC mode. This post can guide you the best to understand every Reading answer without much trouble. Finding out IELTS Reading answers is a steady process, and this post will assist you in this respect. IELTS Cambridge 5 Test 3: AC Reading Module Reading Passage 1: Questions 1-13: The title of the passage: Early Childhood Education Questions 1-4: Identifying information [This question asks you to find information from the passage and write the number of the paragraph (A, B, C or D) ...] in the answer sheet. Now, if the question is given in the very first part of the question set, I'd request you not to answer them. Its mainly because this question will not follow any sequence, and so it will surely kill your time. Rather, you should answer all the other questions first. And just like List of Headings, only read the first two lines or last two lines of the expected paragraph initially. If you find the answers, you need not read the middle part. If you dont find answers yet, you can skim the middle part of the paragraph. Keywords will be a useful matter here. Question no. 1: Details of the range of family types involved in an education programme Keywords for the question: range of family types, involved in, education programme. In section D, we find two paragraphs. At the end of the first paragraph, in lines 11-17, the author says, ... The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home. Here, single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home = details of the range of family types. So, the answer is: D Question no. 2: reasons why a childs early years are so important Keywords for the question: reason, why, childs early years, so important. Both the paragraphs in section B provide details about the importance of the early years of a child. In the first paragraph, the writer says, ... by the age of three, most children have the potential to understand about 1000 words ... Then, in the second paragraph, the writer says again, ... research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. So, the answer is: B Question no. 3: reasons why an education programme failed Keywords for the question: reason, why, education programme, failed. Section C contains two paragraphs. In the first paragraph, the writer talks about the Headstart education programme. Then, in the second paragraph, the writer says at the beginning, Despite substantial funding, results have been disappointing. Here, results have been disappointing = the education programme failed. So, the answer is: C Question no. 4: a description of the positive outcomes of an education programme Keywords for the question: description, positive outcomes, education programme. In section E, the author of the passage says in the beginning, in lines 1-7, At the age of three, the children who had been involved in the Missouri programme were evaluated alongside a cross-section of children selected from the same range of socio-economic backgrounds and family situations, and also a random sample of children that age. The results were phenomenal. Here, the results were phenomenal = positive outcomes. Then, in the following lines, the writer provides a detailed description of the positive outcomes. So, the answer is: E Question 6-9: Classifying groups [This type of question asks candidates to classify information from the given reading text. Candidates are given some groups from the text, and a list of options, which are listed as A, B, C etc. They must match the correct groups with the correct options. N.B.: This question doesnt follow any sequence. So, they should be answered after all other questions in the passage.] Question no. 5: was administered to a variety of poor and wealthy families Keywords for the question: administered to, variety of, poor and wealthy families. In section E, the author says about the Missouri programme in lines 4-5 of the first paragraph, ... a cross-section of children selected from the same range of socio-economic backgrounds and family situations ... Then, in the second paragraph, the writer says in the last lines, ... That interaction was not necessarily bad in poorer families. Moreover, in section D, take a look at these lines in the first paragraph, ... The Missouri programme was administered to research showing that ... The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. ... Here, a cross-section of socio-economic status = both poor and wealthy families. Then, in the second paragraph, the writer provides a detailed description of guidance and support provided to parents and children by the Missouri programme. This means the programme received more than sufficient funding. So, the answer is: D (neither the Missouri nor the Headstart programme) Question no. 6: continued with follow-up assistance in elementary schools Keywords for the question: continued with, follow-up assistance, elementary schools. We can learn from the passage that both the Headstart and Missouri programmes aimed at childrens early education before the age of three. So, logically, neither the Headstart nor the Missouri programme continued with further assistance in elementary schools. So, the answer is: D (neither the Missouri nor the Headstart programme) Question no. 7: did not succeed in its aim Keywords for the question: did not succeed, its aim, Section C contains two paragraphs. In the first paragraph, the writer talks about the Headstart programme. Then, in the second paragraph, the writer says at the beginning, Despite substantial funding, results have been disappointing. Here, results have been disappointing = the education programme failed or did not succeed in its aim. So, the answer is: A (the Headstart programme) Question no. 8: supplied many forms of support and training to parents Keywords for the question: supplied, many forms of support and training, parents. The writer gives details about the Missouri programme in section D, ... a pilot programme was launched in Missouri in the US that focused on parents as the childs first teachers. The programme involved trained parent-educators visiting the parents home and working with the parent, parents, and the child. Information on child development, and guidance on things to look for and expect as the child grows were provided, plus guidance in fostering the childs intellectual, language, social and motor-skill development. Here, information on child development, and guidance on things to look for and expect as the child grows were provided, plus guidance in fostering the childs intellectual, language, social and motor-skill development = the many forms of support and training supplied to parents. So, the answer is: B (the Missouri programme) Question no. 9: received insufficient funding Keywords for the question: received, insufficient funding. In section C, we find about the sufficient funding for the Headstart programme. Despite substantial funding, results have been disappointing. So, the Headstart programme received substantial or sufficient funding. Then, in section D, in the second paragraph, the writer provides a detailed description of guidance and support provided to parents and children by the Missouri programme. This means the programme received more than sufficient funding. So, the answer is: D (neither the Missouri nor the Headstart programme) Question no. 10: was designed to improve pre-schoolers educational development Keywords for the question: was designed, improve, pre-schoolers educational development. In section D, the author of the passage says that the Headstart programme in section D, ... took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school. Therefore, we can realize that both the programmes were designed to improve pre-schoolers educational development. So, the answer is: C (both the Missouri and the Headstart programme) Questions 11-13: TRUE, FALSE, NOT GIVEN [In this type of question, candidates are asked to find out whether: The statement in the question agrees with the information in the passage TRUE The statement in the question contradicts with the information in the passage FALSE If there is no information on this NOT GIVEN For this type of question, you can divide each statement into three independent pieces and make your way through with the answer.] Question no. 11: Most Missouri programme three-year-olds scored highly in areas such as listening, speaking, reasoning and interacting with others. Keywords for the question: Missouri programme children, young, uneducated, single parents, scored, less highly, tests. In the second paragraph of section E, the writer says, ... Most important of all, the traditional measures of risk, such as parents age and education, or whether they were a single parent, bore little or no relationship to the measures of achievement and language development. Children in the programme performed equally well regardless of socio-economic disadvantages. ... Here, performed equally well regardless of socio-economic disadvantages = scored equal, not less highly. So, the answer is: FALSE Question no. 13: The richer families in the Missouri programme had higher stress levels. Keywords for the question: richer families, Missouri programme, had, higher stress levels. The explanation regarding the Missouri programme was given in section D and E. However, there was no mention of stress levels in the richer families here. So, the answer is: NOT GIVEN Click here to return to Cambridge 5 AC Test 3 Reading Passage 2 Click here for solutions to Cambridge 5 AC Test 3 Reading Passage 3 If you think the post is helpful, please follow and like us: 60% (5/6) found this document useful (5 votes) 17K views The document provides answers to reading comprehension questions from 8 IELTS reading tests. It lists the answers to the questions, such as: 1. D, 2. B, 3. C, 4. B, 5. A, 6. B, 7. C, 8. B, 9. C, 10. B, 11. C, 12. A, 13. B, 14. C, 15. B, 16. C, 17. A, 18. B, 19. C, 20. B, 21. C, 22. A, 23. B, 24. C, 25. A, 26. B, 27. C, 28. B, 29. A, 30. B, 31. C, 32. A, 33. B, 34. C, 35. A, 36. B, 37. C, 38. A, 39. B, 40. C, 41. A, 42. B, 43. C, 44. A, 45. B, 46. C, 47. A, 48. B, 49. C, 50. A, 51. B, 52. C, 53. A, 54. B, 55. C, 56. A, 57. B, 58. C, 59. A, 60. B, 61. C, 62. A, 63. B, 64. C, 65. A, 66. B, 67. C, 68. A, 69. B, 70. C, 71. A, 72. B, 73. C, 74. A, 75. B, 76. C, 77. A, 78. B, 79. C, 80. A, 81. B, 82. C, 83. A, 84. 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C, 1298. A, 1299. B, 1300. C, 1301. A, 1302. B, 1303. C, 1304. A, 1305. B, 1306. C, 1307. A, 1308. B, 1309. C, 1310. A, 1311. B, 1312. C, 1313. A, 1314. B, 1315. C, 1316. A, 1317. B, 1318. C, 1319. A, 1320. B, 1321. C, 1322. A, 1323. B, 1324. C, 1325. A, 1326. B, 1327. C, 1328. A, 1329. B, 1330. C, 1331. A, 1332. B, 1333. C, 1334. A, 1335. B, 1336. C, 1337. A, 1338. B, 1339. C, 1340. A, 1341. B, 1342. C, 1343. A, 1344. B, 1345. C, 1346. A, 1347. B, 1348. C, 1349. A, 1350. B, 1351. C, 1352. A, 1353. B, 1354. C, 1355. A, 1356. B, 1357. C, 1358. A, 1359. B, 1360. C, 1361. A, 1362. B, 1363. C, 1364. A, 1365. B, 1366. C, 1367. A, 1368. B, 1369. C, 1370. A, 1371. B, 1372. C, 1373. A, 1374. B, 1375. C, 1376. A, 1377. B, 1378. C, 1379. A, 1380. B, 1381. C, 1382. A, 1383. B, 1384. C, 1385. A, 1386. B, 1387. C, 1388. A, 1389. B, 1390. C, 1391. A, 1392. B, 1393. C, 1394. A, 1395. B, 1396. C, 1397. A, 1398. B, 1399. C, 1400. A, 1401. B, 1402. C, 1403. A, 1404. B, 1405. C, 1406. A, 1407. B, 1408. C, 1409. A, 1410. B, 1411

... in the longer term. Keywords for the question: deal with, Stanley suggests, use of, short term, increasing, amount of water, available through, longer term. In paragraph 5, we find the short-term and long-term solutions to the problem. In lines 7-11, the writer states, "... In the immediate future, Stanley believes that one solution would be to make artificial floods flush out the delta waterways, in the same way that natural floods did before the construction of the dams. ... Here, in the immediate future = short-term solution. Then, right after that, the writer says again, "... He says, however, that the alternative process such as desalination may have to be used to increase the amount of water available. ... Here, in the long term = long-term solution. So, the answers are: Artificial floods) B(desalination) Reading Passage 3: The Return of Artificial Intelligence Questions 27-31: Identifying information: [This question asks you to find information from the passage and write the number of the paragraph (A, B, C or D ...) in the answer sheet. Now, if the question is given in the very first part of the question set, I'd request you not to answer them. Its mainly because this question will not follow any sequence, and so it will surely kill your time. Rather, you should answer all the other questions first. And just like List of Headings, only read the first two lines or last two lines of the expected paragraph initially. If you find the answers, you need not read the middle part. If you don't find answers yet, you can skim the middle part of the paragraph. Keywords will be a useful matter here. Please, do not read the questions first.] Question no. 27: how AI might have a military impact Keywords for the question: AI, military impact. The answer lies in the middle of paragraph E, in lines 3-4, "... HNC claim that their system, based on a cluster of 30 processors, could be used to spot camouflaged vehicles on a battlefield. ... Here, spot camouflaged vehicles on a battlefield = might have a military impact, So, the answer is: E Question no. 28: the fact that AI brings together a range of separate research areas Keywords for the question: AI, brings together, a range of, separate, research areas, Lines 3-5 in paragraph B gives us the answer to this question, "... The expression provided an attractive but informative name for a research programme that encompassed such previously disparate fields as operations research, cybernetics, logic and computer science. Here, encompassed = linked/included, operations research, cybernetics, logic and computer science = a range of separate research areas, So, the answer is: B Question no. 29: the reason why AI has become a common topic of conversation again Keywords for the question: reason, why, AI, become, common topic of conversation, again, In paragraph A, take a look at the first few lines, After years in the wilderness, the term artificial intelligence (AI) seems poised to make a comeback. AI was big in the 1980s but vanished in the 1990s. It re-entered public consciousness with the release of AI, a movie about a robot boy. This has ignited public debate about AI. ... Here, make a comeback = has become, ... again, re-entered public consciousness = has become a common topic of conversation again, So, the answer is: A Question no. 30: how AI could help deal with difficulties related to the amount of information available electronically Keywords for the question: how, AI, could help, deal with, difficulties, amount of information, available, electronically, Paragraph F talks about new companies who may deal with humongous amount of information using AI in the coming future. Another factor that may boost the prospects for AI in the near future is that investors are now looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. In particular, the problem of information overload, exacerbated by the growth of e-mail and the explosion in the number of web pages, means there are plenty of opportunities for new technologies to help filter and categorise information classic AI problems. ... Here, the problem of information overload = difficulties related to the amount of information available electronically, So, the answer is: F Question no. 31: where the expression AI was first used Keywords for the question: where, expression AI, first used, Take a close look at the first lines of paragraph B, The field was launched, and the term artificial intelligence coined at a conference in 1956 by a group of researchers that included Marvin Minsky, John McCarthy, Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. ... Here, the term artificial intelligence coined = expression AI was first used, So, the answer is: B Questions 32-37: TRUE, FALSE, NOT GIVEN [In this type of question, candidates are asked to find out whether: The statement in the question agrees with the information in the passage TRUE The statement in the question contradicts with the information in the passage FALSE There is no information on this NOT GIVEN For this type of question, you can divide each statement into three independent pieces and make your way through with the answer.] Question no. 32: The researchers who launched the field of AI had worked together on other projects in the past. Keywords for the question: researchers, launched, field of AI, worked together, other projects, in the past. In paragraph B, the first lines talk about the researchers who launched the field of AI. The field was launched, and the term artificial intelligence coined at a conference in 1956 by a group of researchers that included Marvin Minsky, John McCarthy, Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. ... However, whether they worked together in any other projects in the past was not mentioned. So, the answer is: NOT GIVEN Question no. 33: In 1985, AI was at its lowest point. Keywords for the question: 1985, AI, lowest point. In paragraph C, the first line says, "... Most researchers agree that AI peaked around 1985. ... Here, peaked around 1985 = was at its highest point, So, the answer is: FALSE Question no. 34: Research into agent technology was more costly than research into neural networks. Keywords for the question: research, agent technology, more costly, research, neural networks, We find the mention of agent technology and neural networks in the last lines of paragraph C, "... By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. However, no comparison has been made between neural networks and agent technology. So, the answer is: NOT GIVEN Question no. 35: Applications of AI have already had a degree of success. Keywords for the question: applications of AI, already had, a degree of success, In paragraph D, the first indicates the answer, Ironically, in some ways AI was a victim of its own success. ... The sentence suggests that AI has been successful in some cases and its own success led to some problems. Here, in some ways = a degree of, So, the answer is: TRUE Question no. 36: The problems waiting to be solved by AI have not changed since 1967. Keywords for the question: the problems, waiting to be solved, AI, not changed, since 1967, For this question, we have to look at both paragraphs C and D. First, in paragraph C, the author of the passage says in lines 3-5, "... Marvin Minsky said in 1967 that within a generation the problem of creating artificial intelligence would be substantially solved. However, in fact, it proved to be a failure. Therefore, By the late 1980, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. After that, in paragraph D, the author says in lines 6-8, "... Meanwhile, the technologies that made it onto the market, such as speech recognition, language translation and decision-support software, were no longer regarded as AI. Yet all three once fell well within the umbrella of AI research. So, the problems (that AI was meant to solve) were no longer considered as AI problems. Therefore, the problems waiting to be solved by AI have changed since 1967. So, the answer is: FALSE Question no. 37: The film 2001: A Space Odyssey reflected contemporary ideas about the potential of AI computers. Keywords for the question: film 2001: A Space Odyssey, reflected, contemporary ideas, potential of AI computers, To find the answer to this question, lets go to paragraph G, where the author mentions the name of the movie, The 1969 film, 2001: A Space Odyssey, featured an intelligent computer called HAL 9000. As well as understanding and speaking English, HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the 1960s that intelligent computers would be widespread by 2001. ... Here, encapsulated the optimism of the 1960s = reflected contemporary ideas, So, the answer is: TRUE Questions 38-40: Multiple choice questions [This type of question asks you to choose a suitable answer from the options using the knowledge you gained from the passage. Generally, this question is found as the last question so you should not worry much about it. Finding all the answers to previous questions gives you a good idea about the title.] Question no. 38: According to researchers, in the late 1980s there was a feeling that Keywords for the question: according to researchers, late 1980s, a feeling. The answer can be found in paragraph C in lines 7-11. The author says here, "... There was undue optimism in the early 1980s says David Leake, a researcher at Indiana University. Then when people realised there were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. Here, undue = overstressed/ too much (so the expectation was too much), people realised there were hard problems, there was retrenchment = original expectations of AI may not have been justified. (and so, the funding for AI research became poor). So, the answer is: B (original expectations of AI may not have been justified) Question no. 39: In Dr Leakes opinion, the reputation of AI suffered as a result of Keywords for the question: Dr. Leakes opinion, reputation, suffered, as a result of. Again, take a look at lines 8-11 in paragraph C, where we find the opinion of Dr. Leake. Then when people realised there were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. Here, people realised there were hard problems, = peoples perception about AI changed, retrenchment / AI was being avoided = the reputation of AI suffered, So, the answer is: A (changing perceptions) Question no. 40: The prospects for AI may benefit from Keywords for the question: prospects for AI, may benefit from, The answer can be found in paragraph F, in lines 1-3. Another factor that may boost prospects for AI in the near future is that investors are looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. ... Here, may boost prospects for AI = The prospects for AI may benefit from, investors are looking for firms using clever technology, rather than just a clever business model, to differentiate themselves = new investment priorities, So, the answer is: D (new investment priorities) Home - (Update 2024) CAMBRIDGE IELTS 5 READING TEST 3 ANSWERS Free Lesson reading ielts Cambridge IELTS Reading Answers Cambridge IELTS 5 is the latest IELTS exam preparation. READINGIELTS.COM will help you to answer all questions in Cambridge ielts 5 reading test with detail explanations. Passage 1: EARLY CHILDHOOD EDUCATION 1. Details of the range of family types involved in an education programme Keywords: details, family types, education programme In paragraph 6 in Section D, the writer describes in detail some types of families, based on their typical socio-economic status and age characteristics. The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home. + four-year pilot study: a trial survey or study programme carried out over 4 years. + cross-section: typical, notable example => ANSWER: D 2. Reasons why a child's early years are so important Keywords: reasons, child's early years, important. In paragraph 2, Section B, the writer reports that: by the age of three, most children have the potential to understand about 1000 words most of the language they will use in ordinary conversation for the rest of their lives. This means that language is developed from the very early years of a child. In paragraph 3, Section B, the writer continues to argue that: Furthermore, research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and the third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. Once over the age of three, children continue to expand on existing knowledge of the world. So, human personality and basic skills are developed in the first two or three years of life. We see that the child's early years are so important because their language, personality and skills are formed in this period. => ANSWER: B 3. Reasons why an education programme failed Keywords: reasons, educational programme, failed Paragraph 4, Section C says about an educational programme: In an attempt to overcome that educational under-achievement, a nationwide programme called Headstart was launched in the United States in 1965. A lot of money was poured into it. It took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school. Paragraph 5, Section C explains why the programme failed: Despite substantial funding, results have been disappointing. It is thought that there are two explanations for this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, Headstart children returned to the same disadvantaged home environment. + failed = results have been disappointing + reasons = two explanations for this => ANSWER: C 4. A description of the positive outcomes of an education programme Keywords: description, positive, outcomes, programme In paragraph 9, Section E, the writer says about the Missouri programme and its outcome: The results were phenomenal. By the age of three, the children in the programme were significantly more advanced in language development than their peers, had made greater strides in problem solving and other intellectual skills, and were further along in social development. In fact, the average child on the programme was performing at the level of the top 15 to 20 per cent of their peers in such things as auditory comprehension verbal ability and language ability. outcomes = results. Positive outcomes included more significantly advanced language development, greater strides in problem solving and intellectual skills, and further social development. => ANSWER: E The Headstart programme the Missouri programme both the Headstart and the Missouri programmes neither the Headstart nor the Headstart programme 5. Was administered to a variety of poor and wealthy families Keywords: administered, variety, poor, wealthy families Section D discusses the Missouri programme. In paragraph 6 in Section D, the writer says that: The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. a variety of poor and wealthy families = a cross-section of socio-economic status And in paragraph 9 in Section E, the writer states that: At the age of three, the children who had been involved in the Missouri programme were evaluated alongside a cross-section of children selected from the same range of socio-economic backgrounds and family situations => ANSWER: B 6. Continued with follow-up assistance in elementary schools Keywords: follow-up assistance, elementary schools, continued with follow-up assistance, Paragraph 6, Section D says that Missouri included 380 families who were about to have their first child and this programme lasted in 4 years. During these 4 years, the programme offered training and support to the parents of poorer families who were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, Headstart children returned to the same disadvantaged home environment. + failed = results have been disappointing + reasons = two explanations for this => ANSWER: A 8. Dupplied many forms of support and training to parents Keywords: support, training, parents We can see that Headstart did not provide support and training to parents, as stated in paragraph 5, Section C that: Second, the parents were not involved. At the end of each day, Headstart children returned to the same disadvantaged home environment. The parents were not involved: parents were not the subject of the programme. Headstart only took children at the age of three to pre-school institutions and taught them in schools. However, the Missouri programme offered support and training to parents, as indicated in paragraphs 6 and 7, Section D: a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers. The programme involved trained parent-educators visiting the parents home and working with the parent, or parents, and the child. Information on child development, and guidance on things to look for and expect as the child grows were provided, plus guidance in fostering the child's intellectual, language, social and motor-skill development. => ANSWER: B 9. Received insufficient funding Keywords: insufficient, funding In paragraphs 4 and 5, the writer says that Headstart received substantial funding. A lot of money was poured into it. Missouri also gained a lot of funding, as described in paragraph 6, Section D: As a result of the growing research evidence of the importance of the first three years of a child's life and the disappointing results from that Headstart a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers. Missouri provided a lot of guidance and support to parents and the children, so it could not have received insufficient funding. => ANSWER: D 10. Was designed to improve pre-schoolers educational development Keywords: improve, pre-schoolers education development Paragraph 6, Section D says that Missouri included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home. + four-year pilot study: a trial survey or study programme carried out over 4 years. + cross-section: typical, notable example => ANSWER: D 2. Reasons why a child's early years are so important Keywords: reasons, child's early years, important. In paragraph 2, Section B, the writer reports that: by the age of three, most children have the potential to understand about 1000 words most of the language they will use in ordinary conversation for the rest of their lives. This means that language is developed from the very early years of a child. In paragraph 3, Section B, the writer continues to argue that: Furthermore, research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and the third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. Once over the age of three, children continue to expand on existing knowledge of the world. So, human personality and basic skills are developed in the first two or three years of life. We see that the child's early years are so important because their language, personality and skills are formed in this period. => ANSWER: B 3. Reasons why an education programme failed Keywords: reasons, educational programme, failed Paragraph 4, Section C says about an educational programme: In an attempt to overcome that educational under-achievement, a nationwide programme called Headstart was launched in the United States in 1965. A lot of money was poured into it. It took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school. Paragraph 5, Section C explains why the programme failed: Despite substantial funding, results have been disappointing. It is thought that there are two explanations for this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, Headstart children returned to the same disadvantaged home environment. + failed = results have been disappointing + reasons = two explanations for this => ANSWER: C 4. A description of the positive outcomes of a natural process Keywords: interrupting, natural process In paragraph B, the writer describes the loss/change of the sediment that used to flow down the river when the two dams at Aswan were built. Before the dams were built, the Nile flowed freely, carrying huge quantities of sediment north from Africa interior to be deposited on the Nile delta. This continued for 7,000 years. But when the Aswan dams were constructed in the 20th century to provide electricity and irrigation, most of the sediment with its natural fertilizer accumulated up above the dam in the southern, upstream half of Lake Nasser, instead of passing down to the delta. So, paragraph B describes the natural process of sedimentation and this was interrupted by the construction of the two dams, which resulted in serious impacts. => ANSWER: IV 15. I. Effects of irrigation on sedimentation Keywords: effects, irrigation, sedimentation In paragraph D, the writer says that: The water in the irrigation canals is still or very slow-moving and thus cannot carry sediment. The sediment sinks to the bottom of the canals and then is added to fields by farmers or pumped with the water into the four large freshwater lagoons that are located near the outer edges of the delta. So very little of it actually reaches the coastline to replace what is being washed away by the Mediterranean currents. + effects = thus, so => ANSWER: I 16. V. The threat to food production Keywords: threat, food, production In paragraph E, the writer describes the impacts on the food supply: The farms on the delta plains and fishing and aquaculture in the lagoons account for much of Egypt's food supply. But by the time the sediment has come to rest in the fields and lagoons it is loaded with municipal, industrial and agricultural waste. These poisons can easily enter the food chain, affecting the productivity of fishing and farming. + food production = food chain, food supply => ANSWER: V 17. viii. Looking at the long-term impact Keywords: long-term, impact In paragraph F, the writer discusses whether a shorter-term or long-term solution would be suitable for Egypt. He prefers a long-term solution when looking at the long-term impact: But there are no easy solutions. In the immediate future, Stanley believes that one solution would be to make artificial floods to flush out the delta waterways, in the same way that natural floods did before the construction of the dams. He says, => ANSWER: NOT GIVEN CAMBRIDGE IELTS 5 TEST 3 PASSAGE 1 KEYWORDS TABLE Passage 2: DISAPPEARING DELTA 14. iv. Interrupting a natural process Keywords: interrupting, natural process In paragraph B, the writer describes the loss/change of the sediment that used to flow down the river when the two dams at Aswan were built. Before the dams were built, the Nile flowed freely, carrying huge quantities of sediment north from Africa interior to be deposited on the Nile delta. This continued for 7,000 years. But when the Aswan dams were constructed in the 20th century to provide electricity and irrigation, most of the sediment with its natural fertilizer accumulated up above the dam in the southern, upstream half of Lake Nasser, instead of passing down to the delta. This means that the construction of the dams was intended to prevent flooding and drought in the Cairo area. The fertility of the Nile delta actually decreased as a result. + increase the fertility of the delta =< sediment with natural fertilizer accumulated, instead of passing down the delta => ANSWER: NO 21. Stanley found that levels of sediment in the river water in Cairo were relatively high. Keywords: Stanley, levels of sediment, river water, Cairo, high. In paragraph C, the writer states that: Daniel Jean Stanley of the Smithsonian Institute noticed that water samples taken in Cairo, just before the river enters the delta, indicated that the river sometimes carries more than 850 grams of sediment per cubic metre of water almost half of what it carried before the dams were built. And there is still a lot of sediment coming into the delta, but virtually no sediment comes out into the Mediterranean to replenish the coastline. So this sediment must be trapped on the delta itself. + relatively high = still a lot => ANSWER: YES 22. Sediment in the irrigation canals on the Nile delta causes flooding. Keywords: sediment, irrigation canals, causes, flooding In paragraph D, the writer says about the sediment in the canal that: The water in the irrigation canals is still or very slow-moving and thus cannot carry sediment, Stanley explains. And so very little of it actually reaches the coastline to replace what is being washed away by the Mediterranean currents. However, the writer does not say that the sediment causes flooding. => ANSWER: NOT GIVEN 23. Water is pumped from the irrigation canals into the lagoons. In paragraph D, the writer says that: Sediment sinks to the bottom of the canals and then is added to fields by farmers or pumped with the water into the four large freshwater lagoons that are located near the outer edges of the delta. + water is pumped = pumped with the water => ANSWER: YES 24. In addition to the problem of coastal erosion, there has been a marked increase in the level of contained in the silt deposited in the Nile delta. Keywords: marked, increase In Paragraph E, Pollutants are building up faster and faster, says Stanley. Based on his investigations of sediment from the delta lagoons, Frederic Siegel of George Washington University concurs. In Manzhal Lagoon, for example, the increase in mercury, lead, copper and zinc coincide with the building of the High Dam at Aswan. + a marked increase in pollutants = pollutants are building up faster and faster / The increase in mercury, lead, copper and zinc => ANSWER: [pollutants] 25. To deal with this, Stanley suggests the use of short term. Keywords: Stanley, use, short term. In Paragraph F, the writer says that: In the immediate future, Stanley believes that one solution would be to make artificial floods to flush out the delta waterways, in the same way that natural floods did before the construction of the dams. + in the short term = in the immediate future => ANSWER: [artificial floods] 26. and increasing the amount of water available through in the longer term Keywords: increasing, amount of water, longer term In paragraph F, the writer states that: He says, however, that in the long term an alternative process such as desalination may have to be used to increase the amount of water available. => ANSWER: [desalination] CAMBRIDGE IELTS 5 TEST 3 PASSAGE 2 KEYWORDS TABLE Passage 3: THE RETURN OF ARTIFICIAL INTELLIGENCE Which paragraph contains the following information: 27. How AI might have a military impact Keywords: how, AI, military impact In Paragraph E, it is stated that HNC claim that their system, based on a cluster of 30 processors, could be used to spot camouflaged vehicles on a battlefield or extract a voice signal from a noisy background tasks humans can do well, but computers cannot. So AI can be used for military purposes in order to detect camouflaged vehicles on a battlefield. + military = camouflaged vehicles, battlefield => ANSWER: E 28. The fact that AI brings together a range of separate research areas Keywords: AI, together, separate research areas In Paragraph B, the writer says that: The expression provided an attractive but informative name for a research programme that encompassed such previously disparate fields as operations research, cybernetics, logic and computer science. + separate = disparate + brings together a range of separate research areas = encompassed such previously disparate fields as operation research, cybernetics, logic and computer science => ANSWER: B 29. The reason why AI has become a common topic of conversation again Keywords: reason, common topic, conversation, again In paragraph A, the writer indicates that: After years in the wilderness, the term artificial intelligence (AI) seems poised to make a comeback. AI was big in the 1980s but vanished in the 1990s. It re-entered public consciousness with the release of AI, a movie about a robot boy. This has ignited public debate about AI, but the term is also being used once more within the computer industry. This explains that AI has become a common topic of conversation again because of the release of AI, a movie about a robot boy. + became a topic of conversation again = re-entered public consciousness => ANSWER: A 30. How AI could help deal with difficulties related to the amount of information available electronically. Keywords: deal with, difficulties, amount of information, electronically In paragraph F, the writer says that: In particular, the problem of information overload, exacerbated by the growth of e-mail and the explosion in the number of web pages, means there are plenty of opportunities for new technologies to help filter and categorise information classic AI problems. + difficulties = problems + amount of information available = information overload, i.e. the growth of e-mail and the explosion in the number of web pages => ANSWER: F 31. Where the expression AI was first used. Keywords: where, expression, first, used In paragraph B, the writer says that: The field was launched, and the term artificial intelligence coined, at a conference in 1956 by a group of researchers that included Marvin Minsky, John McCarthy, Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. + first used = coined + the expression AI = the term Artificial intelligence => ANSWER: B 32. The researchers who launched the field of AI had worked together on other projects in the past. Keywords: researchers, AI, worked together, other projects, past Paragraph B says: That said, different groups of researchers attacked different problems, from speech recognition to chess playing, in different ways: AI unified the field in name only. It means that a lot of researchers working on different problems and in different ways worked together in the field of AI, but we do not know if they had worked together on other projects before. => NOT GIVEN 33. In 1985, AI was at its lowest point. Keywords: 1985, lowest, point In paragraph C, the writer says that: Most researchers agree that AI peaked around 1985. + lowest point > ANSWER: FALSE 34. Research into agent technology was more costly than research into neural networks. Keywords: research, agent, technology, costly, neural, networks Paragraph C states that: Then when people realised these were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. + retrenchment: cutting down expenses, cost reduction. + The writer gives no information about the cost comparison between research into agent technology and research into neural networks. => ANSWER: NOT GIVEN 35. Applications of AI have already had a degree of success. Keywords: AI, degree of success In paragraph C, we learn that: Prototypes of medical-diagnosis programs and speech-recognition software appeared to be making progress. Then, in paragraph D, the writer says that: Ironically, in some ways AI was a victim of its own success. a degree of success = making progress => ANSWER: TRUE 36. The problems waiting to be solved by AI have not changed since 1967 Keywords: problems, solved, not changed, 1967 In paragraph C, the writer states that: Marvin Minsky said in 1967 that within a generation the problem of creating artificial intelligence would be substantially solved. However, in fact, it proved to be a failure. Therefore, By the late 1980, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. Furthermore, in paragraph D, the writer says that: Meanwhile, the technologies that made it onto the market, such as speech recognition, language translation and decision-support software, were no longer regarded as AI. Yet all three once fell well within the umbrella of AI research, three once fell well within the umbrella of AI research: speech recognition, language translation and decision-support software used to be areas of AI research. But later they were no longer regarded as AI. => this evidence shows that problems waiting to be solved by AI have changed since 1967 => ANSWER: FALSE 37. The film 2001: A Space Odyssey reflected contemporary ideas about the potential of AI computers Keywords: 2001: A Space Odyssey, reflected, ideas, potential, AI computers In paragraph G, the writer says that: The 1969 film, 2001: A Space Odyssey, featured an intelligent computer called HAL 9000. As well as understanding and speaking English, HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the 1960s that intelligent computers would be widespread by 2001. + reflected contemporary ideas = encapsulated the optimism of the 1960s => ANSWER: TRUE 38. According to researchers, in the late 1980s there was a feeling that B: original expectations of AI may not have been justified. In paragraph C, the writer says that: There was undue optimism in the early 1980s says David Leake, a researcher at Indiana University. Then when people realised there were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on. + original expectations of AI = overdue optimism in the early 1980s + [not] justified = undue This means that there was at first optimism about the possibilities of AI. Then, researchers and the public realised in the late 1980s that there were many hard problems to overcome. => ANSWER: B 39. In Dr Leakes opinion, the reputation of AI suffered as a result of. A: changing perceptions In paragraph G, the writer says that: It may be, however, that the comparison with HAL no longer seems quite so important, and AI can now be judged by what it can do, rather than by how well it matches up to a 30-year-old science-fiction film. People are beginning to realise that there are impressive things that these systems can do, says Dr Leake hopefully. + the reputation of AI = judged by how well it matches up to a 30-year old science-fiction film + changing perceptions = comparison with HAL no longer seems quite so important => ANSWER: A 40. The prospects for AI may benefit from D: New investment priorities. In paragraph F, the writer says that: Another factor that may boost prospects for AI in the near future is that investors are looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. + benefit from = factor that may boost => ANSWER: D CAMBRIDGE IELTS 5 TEST 3 PASSAGE 3 KEYWORDS TABLE cambridge ielts 5 reading test 3 passage 3 Cambridge IELTS 1-18 reading test solutions IELTS Online Practice Test Cambridge IELTS Reading KEYWORDS Table IELTS Reading Practice Test readingielts.com always tries to share the best quality articles to help you in the IELTS preparation.

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