Passage 1

The following article consists of five paragraphs. The beginning of each paragraph is indicated by ¶. For Questions 1-10, choose the best option to complete the article. You should read the whole text before beginning to make your choices.

The Loch Ness Monster

¶ Loch* Ness is one of Scotland’s top tourist attractions. Thousands of tourists visit Loch Ness each year, attracted by the legend of the Loch Ness Monster, _____(1)_____. According to the legend at the time, the monster killed a man who was swimming in the Loch.

¶ Then, one day in August 1930, there was a report of a sighting of the monster again. Three fishermen _____(2)_____. After this report, _____(3)_____.

¶ In 1962, the Loch Ness Investigation Bureau was established to investigate these claims with the help of technology. To collect scientific evidence about the mystery, _____(4)_____. To monitor the monster more closely, _____(5)_____. Despite these strenuous efforts, _____(6)_____.

¶ Recently, a group of experts was appointed by the BBC to investigate the case. The team searched the loch thoroughly but found no trace of the monster. The team says that lots of people claimed they had seen the monster just because _____(7)_____. To prove this point, the team hid a fence post beneath the surface of the Loch _____(8)_____. They then interviewed these tourists, who consistently reported seeing a square object. However, when they were asked to draw what they had seen, several of them drew _____(9)_____.

¶ To this day, it is not certain whether the Loch Ness monster exists or not. But one thing is for sure: _____(10)_____.

*Loch: The Scottish word for “lake”.

______________________________
1. A. which started in the year 565 A.D.  
B. which has many different versions  
C. which has scared many of them off  
D. which was killed in the Loch around 1,500 years ago

2. A. were seriously injured as their boat toppled in the Loch  
B. saw a huge animal trying to attack a man swimming in the Loch  
C. were attacked by a strange animal believed to be the Loch Ness Monster  
D. claimed that they had seen an animal more than 20 feet long in the Loch

3. A. all the investigations into the Loch or the monster stopped  
B. people dare not mention the Loch or the monster any more  
C. several more claims were made that a huge creature had been spotted in the surroundings  
D. the government passed a law which prohibited people from reporting any news about the Loch or the monster

4. A. all the eye-witnesses were interviewed  
B. barriers were set forbidding entry to the Loch  
C. camera stations with both still and video cameras were set up  
D. an advanced research centre headed by scientists was established

5. A. a comprehensive survey which involved almost all the households nearby was commissioned by the specialists  
B. other high technology equipment was adopted, such as sonar scanners, infrared night-time cameras and even submarines  
C. thorough investigations led by anthropologists were conducted  
D. courses were offered in the universities to the people who were curious about the legend

6. A. no definite evidence of the monster was found  
B. there was only little evidence of the elusive monster  
C. the scientific doubt over the existence of the monster was quashed  
D. the legend of the Loch Ness Monster continues to attract tourists in their thousands

7. A. the monster does exist  
B. people see what they want to see  
C. they want to attract more tourists  
D. they have been deceived by the news reports

8. A. to catch the monster  
B. so that tourists would not be injured  
C. and proved that there was no monster  
D. and raised it in front of a group of tourists

9. A. a fence post  
B. a mirror-smooth lake  
C. a creature with an oblong head  
D. a variety of vaguely square objects

10. A. the legend of the Loch Ness Monster has scared away many tourists  
B. the mystery has made the loch one of the most popular scenic sports in Scotland  
C. more advanced technology is needed if the Loch Ness mystery is ever to be solved  
D. it would be a waste of time and effort to investigate the legend further
Mozart Effect – Fact or Fiction?

[1] The phrase “Mozart Effect” conjures an image of a pregnant woman who, sporting headphones over her belly, is convinced that playing classical music to her unborn child will improve the baby’s intelligence. But is there science to back up this idea, which has spawned a cottage industry of books, CDs and videos?

[2] A short paper published in *Nature* in 1993 unwittingly introduced the supposed Mozart effect to the masses. Psychologist Frances Rauscher’s study involved 36 college students who listened to either 10 minutes of a Mozart sonata in D-major, a relaxation track or silence before performing several spatial reasoning tasks. In one test—determining what a paper folded several times over and then cut might look like when unfolded—students who had listened to Mozart seemed to show significant improvement in their performance (by about eight to nine spatial IQ points).

[3] Rauscher—whose work, unlike most scientists, is sometimes cited on the liner notes of CDs—remains puzzled as to how this narrow effect of classical music extended from a paper-folding task to general intelligence and from college students to children (and fetuses). “I think parents are very desperate to give their own children every single enhancement that they can,” she surmises.

[4] In addition to a flood of commercial products in the wake of the finding, in 1998 then-Georgia governor Zell Miller mandated that mothers of newborns in the state be given classical music CDs. And in Florida, day care centers were required to pipe symphonies through their sound systems.

[5] A 2004 Stanford University study tracked the media’s coverage of Rauscher’s study relative to other studies published in *Nature* around the same period. In the U.S.’s top 50 newspapers, her paper, titled “Musical and Spatial Task Performance”, was cited 8.3 times more often than the second-most popular paper.

[6] “It seems to be a circumscribed manifestation of a widespread, older belief that has been labeled ‘infant determinism’, the idea that a critical period early in development has irreversible consequences for the rest of a child’s life,” the researchers wrote in their analysis. “It is also anchored in older beliefs in the beneficial powers of music.”

[7] Some still argue for such musical powers. “Music has a tremendous organizing quality to the brain,” notes Don Campbell, a classical musician who has written more than 20 books on music, health and education, including *The Mozart Effect®* and *The Mozart Effect® for Children*. Referencing French physician Alfred Tomatis’s work in music therapy on children with dyslexia, attention-deficit disorders and autism in the mid-20th century, he believes music that is not highly emotional or overly rhythmic has a multilayered influence on the individual, from modulating mood to alleviating stress. “I know it improves our ability to be intelligent,” he adds.

[8] But in 1999 psychologist Christopher Chabris, now at Union College in Schenectady, N.Y., performed a meta-analysis on 16 studies related to the Mozart effect to survey its overall effectiveness. “The effect is only one and a half IQ points, and it is only confined to this paper-folding task,” Chabris says. He notes that the improvement could simply be a result of the natural variability a person experiences between two test sittings.

[9] Earlier this year, the Federal Ministry of Education and Research in Germany published a second review study from a cross-disciplinary team of musically inclined scientists who declared
the phenomenon non-existent. “I would simply say that there is no compelling evidence that children who listen to classical music are going to have any improvement in cognitive abilities,” adds Rauscher, now an associate professor of psychology at the University of Wisconsin–Oshkosh. “It’s really a myth, in my humble opinion.”

Rather than passively listening to music, Rauscher advocates putting an instrument into the hands of a youngster to raise intelligence. She cites a 1997 University of California, Los Angeles, study that found, among 25,000 students, those who had spent time involved in a musical pursuit tested higher on SATs and reading proficiency exams than those with no instruction in music.

Despite its rejection by the scientific community, companies like Baby Genius continue to peddle classical music to parents of children who can purportedly listen their way to greater smarts.

Chabris says the real danger is not in this questionable marketing, but in parents shirking roles they are evolutionarily meant to serve. “It takes time away from other kinds of interaction that might be beneficial for children,” such as playing with them and keeping them engaged via social activity. That is the key to a truly intelligent child, not the symphonies of a long-dead Austrian composer.

11. Based on paragraphs [1] and [2], the Mozart Effect hypothesizes that Mozart’s music ____________.
   A. calms the mind of pregnant women
   B. enhances the intelligence of the unborn child
   C. is good for the health of both mother and baby
   D. has a stronger appeal to people than other kinds of music

12. The use of the word “conjures” in paragraph [1] suggests that the writer finds the Mozart Effect ____________
   A. scientific
   B. surprising
   C. mysterious
   D. self-explanatory

13. The writer describes Rauscher’s study in detail in paragraph [2] to show that the experiment ____________
   A. did not have conclusive results
   B. was designed in an unusual way
   C. was not designed to verify the Mozart Effect
   D. yielded significant findings about general intelligence and music
14. The evidence cited in paragraphs [4] and [5] is used by the writer to demonstrate that __________.
   A. there is a comprehensive child care policy in the US
   B. the Mozart Effect has a significant influence in the US
   C. promotion of music CDs to child care institutions is common in the US
   D. classical music has been successfully used in nurturing young children in the US

15. According to paragraphs [5] and [6], one of the questions that the 2004 Stanford University study sought to answer was __________?
   A. What are the topics most interesting to the US readership
   B. How do early experiences affect the development of a child
   C. Why is the work of Rauscher frequently cited in the US media
   D. What is the best way to introduce science to the general public

16. By citing Don Campbell at the end of paragraph [7]: “I know it improves our ability to be intelligent.”, we can tell from this line that the writer __________ the statement.
   A. is angered by
   B. is convinced by
   C. is fascinated by
   D. is skeptical about

17. The conclusion that Chabris draws from his 1999 study is __________.
   A. further investigation into the Mozart Effect is needed
   B. the Mozart Effect has a definite though slight influence on IQ
   C. the overall effectiveness of the Mozart Effect cannot be verified
   D. performance results from different test settings cannot be compared

   A. Baby Genius
   B. Rauscher’s research finding
   C. the activity of listening to music
   D. the belief in the benefits of music on intelligence

19. Based on paragraphs [10] to [12], parents might try to help their children become smarter by all of the following EXCEPT:
   A. playing games with them.
   B. spending time talking to them.
   C. playing musical recordings to them.
   D. having them learn a musical instrument.
20. The intended readership of this passage is ____________.

A. expert scientists
B. expectant mothers
C. psychology students in universities
D. lay persons who are interested in science

Questions 21-26 Study the following statements and determine whether the writer of the passage agrees with them. Choose:

A. if the writer agrees with it;
B. if the writer disagrees with it; or
C. if this cannot be determined because there is no information given in the passage.

21. The US media has helped to promote the Mozart Effect.
22. A person’s experience in early childhood has a definite influence on his/her character.
23. Don Campbell has proven the powers of music on intelligence.
24. Music boosts the brain’s organizing capability.
25. Parents buy classical music CDs and play them to their children because they have found this an effective learning approach.
26. Exposure to classical music may be beneficial for children only if parents also interact with them.

END OF THE READING PAPER
Answer Key

Passage 1
1. A
2. D
3. C
4. C
5. B
6. A
7. B
8. D
9. C
10. B

Passage 2
11. B
12. C
13. C
14. B
15. C
16. D
17. C
18. D
19. C
20. D
21. A
22. C
23. B
24. B
25. C
26. A