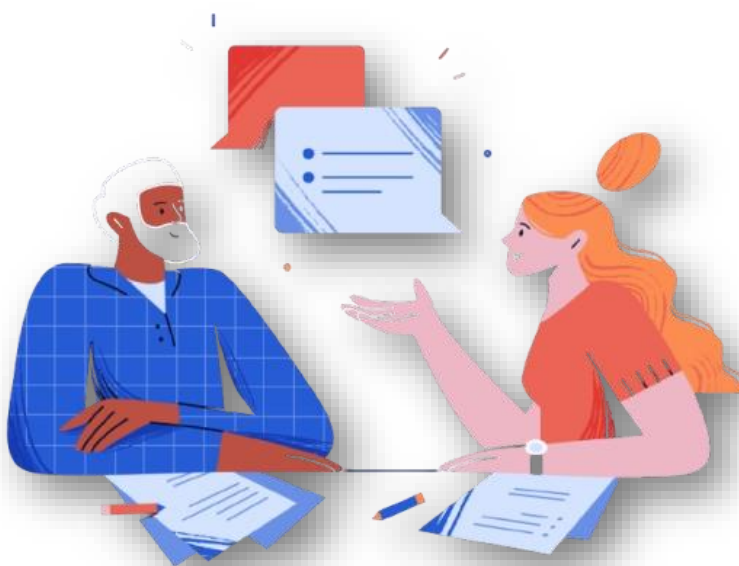




IELTS BOOTCAMP **B**

By Taher Alibalazadeh



Project 1

0910-875-9707

Project 1

The Project 1 includes 4 parts. Click the icons below to see the content.

پروژه شماره ۱ شامل ۴ بخش است. برای دیدن محتوای هر بخش، روی آیکن های زیر کلیک کنید.

Part 1: Three topics for speaking.

work

Study

Hometown

Part 2: Three short passages with multiple choice questions.

Passage 1: An introduction to British culture

Passage 2: Cultural differences between Iran & France

Passage 3: Different types of schools in Britain

Part 3: Two IELTS-grade passages with Multiple choice questions.

Passage 1: Zoo conservation program

Passage 2: right and left handedness in humans

Part 4: Two writing tasks

Task 1: Report Writing

A mini research on global warming

Speaking: Part 1

IELTS

In order to receive feedback, send your 'audio answers' to your teacher's Whatsapp / Telegram account.

برای دریافت بازخورد، پاسخهای سوالات را به اکانت تلگرام یا واتساپ استاد خود ارسال نمایید.

برای برقراری ارتباط روی یکی از زیر آیکن های کلیک کنید.

Whatsapp



Telegram



Topic 1: work

Topic 1: Work

IELTS



1. What is your job?
2. Where do you work?
3. Why did you choose that job?
4. Did you have to study to get your job?
5. Is it a popular job in your country?
6. Do people like you for doing your job?
7. Do you like your job?

Sample Answer: Yes and no. The payment is really good, but I have to wake up early morning. I don't like commuting either.

8. Does your job involve any technical or unique skills?
9. Do you get on well with your colleagues?
10. What was your first day like?
11. If you had the chance, would you change your job?
12. Do you plan to continue with your job in the future?
13. Did it match your childhood dream job?



برای ارسال پاسخ کلیک کنید



Topic 2: Study

Topic 2: STUDY

IELTS

1. What do you study?
2. Where do you study?
3. Why did you choose that subject?
4. Have you always studied that subject?
5. Is it a popular subject in your country?
6. Do you like that subject?
7. Do your friends and family like you studying that subject?
8. Do you get on well with your classmates?
9. Do you get on well with your teacher(s)/professor(s)?
10. What was your first day like?



Sample answer: As an introverted person it was a little bit difficult to communicate with strangers, however, some students approached me and made friends with me.

11. What are the main aspects of your subject?
12. If you had the chance, would you change subject?
13. Do you read about the subject in your spare time too?
14. Do you plan to get a job in the same field as your subject?
15. Do you plan to further study that subject in the future?



برای ارسال پاسخ کلیک کنید



Topic 3: Hometown

Topic 3: Hometown



1. Where is your hometown?
2. Do you like your hometown?
3. Do you often visit your hometown?
4. What is your hometown like?
5. What is the oldest place in your hometown?
6. Does your hometown have a rich history?
7. Does your hometown have any natural landmarks?
8. Is your hometown very urban or rural?
9. Is your hometown known for a particular product/service/industry?
10. What can a foreigner do or see in your hometown?
11. How could your hometown be improved?
12. Has your hometown changed much since you were a child?
13. Is there good public transportation in your hometown?
14. Do you think your hometown is a good place to raise children?
15. If you had the chance, would you live in your hometown again?
16. Have you ever lived in a different country?



برای ارسال پاسخ کلیک کنید



Reading passages

به نکات زیر توجه کنید:

- ۵ متن با سوالات ۴ جوابی پیش روی شماست.
- امکان دارد ابتدا سوالات، سپس متن را ببینید. این روال در آزمون اصلی ایلتس هم رخ می دهد.
- بعد از انجام پاسخگویی حتما زمان خود را ثبت کنید. در آینده برای رکورد گیری بدان نیاز دارید.
- به مرور سرعت خواندن و پاسخگویی شما افزایش خواهد یافت هر چند در ابتدا امکان دارد، از خودتان راضی نباشید، صبور باشید، کم کم سرعت شما و مهارت تست زنی شما افزایش خواهد یافت.
- لغات جدید را یادداشت و سپس در **writing** و **Speaking** از آنها استفاده کنید.
- پاسخ نامه سوالات هر متن زیر متن قرار دارد.



**with Multiple
Choice Questions**

Passage 1: An introduction to British culture

Short passage # 1: Questions

Answer the questions related to the text below.

1. Which author is NOT mentioned as part of British literature in the text?

- a) William Shakespeare
- b) Charles Dickens
- c) Jane Austen
- d) Ernest Hemingway



2. Which of these is a traditional British dish mentioned in the text?

- a) Pizza b) Sushi c) Fish and chips d) Tacos

3. What is the most popular sport in Britain according to the text?

- a) Rugby b) Cricket c) Tennis d) Football (soccer)

4. Name a British holiday or festival mentioned in the text.

- a) Thanksgiving
- b) Guy Fawkes Night
- c) Independence Day
- d) Bastille Day

Read the passage below and answer the questions.

Passage 1: An introduction to British culture

Britain is a land of rich culture, history, and traditions that have evolved over millennia. The British cultural tapestry is woven with elements of its Celtic origins, Roman conquests, Anglo-Saxon settlements, and Norman invasions, creating a diverse and unique heritage. From its distinctive language and literature to its world-famous institutions, Britain's culture is celebrated worldwide.

Literature plays a crucial role in British culture. Renowned authors like William Shakespeare, Charles Dickens, and Jane Austen have left an indelible mark on the literary world, with their works being studied and admired globally. The richness of British literature is not just confined to the past; contemporary authors such as J.K. Rowling and Zadie Smith continue to captivate readers with their storytelling.

Another significant aspect of British culture is its music. Britain has given the world legendary bands like The Beatles and The Rolling Stones, who have influenced generations of musicians. The country's contributions to classical music, with composers like Edward Elgar and Benjamin Britten, are equally notable.

Traditional British cuisine, though sometimes underrated, offers delightful dishes such as fish and chips, roast dinners, and the quintessentially British afternoon tea.

Meanwhile, British pubs are more than just places to have a drink; they are community hubs where people gather to socialize and enjoy live music.

Sports are also an integral part of British culture. Football (soccer) is the most popular sport, followed closely by rugby, cricket, and tennis. Major sporting events like Wimbledon and the FA Cup have become cultural landmarks.

British festivals and holidays, such as Guy Fawkes Night and the celebration of the Queen's Birthday, offer glimpses into the nation's history and social fabric, providing an opportunity for communal celebration.

Short passage # 1: Answer key

- d) Ernest Hemingway
- c) Fish and chips
- d) Football (soccer)
- b) Guy Fawkes Night



Passage 2: Cultural differences between Iran & France

Short passage # 2: Questions

Answer the questions related to the text below.

1. Which language is the primary language of Iran?
a) Arabic b) Persian (Farsi) c) Turkish d) French
2. Which food is not typically associated with Iranian cuisine?
a) Chelo Kabab b) Aromatic stews c) Kebabs d) Sushi
3. What is a significant aspect of French dining etiquette?
a) Eating with hands
b) Sharing meals with large groups
c) Emphasis on food preparation and presentation
d) Using no utensils
4. What is a form of politeness unique to Iranian culture mentioned in the text?
a) Bowing
b) Using chopsticks
c) Taarof
d) Handshakes



Go back to the content



Passage 2: Cultural differences between Iran and France

Iran and France are two countries with rich cultures that, while distinct, share a mutual appreciation for history, art, and cuisine. Understanding the cultural differences between these two nations can be fascinating and enlightening.

One of the most evident cultural differences lies in their languages. Iran's primary language is Persian (Farsi), characterized by its poetic and expressive nature. In contrast, France's official language is French, renowned for its precision and elegance. The differences in language influences extend to literature, with Persian poetry by poets like Rumi and Hafez often emphasizing mysticism and spirituality, while French literature by authors like Victor Hugo and Marcel Proust frequently explores themes of human experience and society.

Cuisine is another area where the cultures of Iran and France diverge significantly. Iranian cuisine is known for its rice dishes, such as Chelo Kabab, aromatic stews, and a variety of kebabs. Hospitality is a crucial aspect of Iranian culture, with meals often being elaborate affairs shared with family and friends. French cuisine, on the other hand, is celebrated for its culinary finesse, with emphasis on cheeses, wines, and pastries. French dining etiquette is formal and relies on a deep appreciation of food preparation and presentation.

The arts also highlight cultural differences. Persian architecture, from ancient palaces to grand mosques, features intricate tilework, domes, and courtyards designed to offer spaces for contemplation and community. French architecture showcases Gothic cathedrals, Renaissance châteaux, and modernist structures by designers like Le Corbusier, reflecting diverse historical periods.



Cultural practices around etiquette also differ. Iranians place significant emphasis on *Taarof*, a form of politeness involving gestures of courtesy and humility. In contrast, French etiquette places importance on formal greetings and respect for personal boundaries, often seen in their strict adherence to addressing individuals by their titles.

Short passage #2: Answer key

1. **Answer:** b) Persian (Farsi)
2. **Answer:** d) Sushi
3. **Answer:** c) Emphasis on food preparation and presentation
4. **Answer:** c) Taarof

Passage 3: Different types of schools in Britain

Passage 3: Different School types in Britain

In Britain, the education system offers a variety of school types catering to diverse educational needs and preferences. These schools can differ significantly in terms of curriculum, governance, funding, and the overall educational experience they provide.

Firstly, **Grammar Schools** are highly selective, admitting students based on academic ability. These schools have a long-standing reputation for providing excellent education, often leading to prestigious university placements. **Independent Schools** (private schools) also rank highly due to their substantial resources and low student-to-teacher ratios, often securing impressive academic results.

Comprehensive Schools are state-funded schools that accept all pupils regardless of their academic ability. These schools aim to provide a broad education and are the most common type of secondary school in Britain. Meanwhile, **Academies** are state-funded but operate independently of local authority control, giving them more freedom in setting their curriculum and policies.

Technical Schools specialize in technical and vocational education, preparing students for specific trades and professions. These schools offer practical skills training in fields such as engineering, healthcare, and information technology.

Free Schools are newly established state-funded schools set up by groups such as parents, teachers, or businesses. They have greater control over their operations compared to traditional state schools. **Faith Schools** can be comprehensive or selective and follow the national curriculum but also include instruction in their particular faith traditions.

Finally, **Special Schools** cater to students with special educational needs, providing tailored support to meet individual learning requirements.



Short passage # 3: Questions



1. Which type of school is known for admitting students based on academic ability?
 - a) Comprehensive Schools
 - b) Grammar Schools
 - c) Technical Schools
 - d) Faith Schools
2. What is a key characteristic of Independent Schools?
 - a) Government funding
 - b) High student-to-teacher ratios
 - c) Limited resources
 - d) Private ownership with substantial resources
3. Which type of school accepts all pupils regardless of academic ability?
 - a) Comprehensive Schools
 - b) Grammar Schools
 - c) Technical Schools
 - d) Independent Schools
4. How do Academies differ from traditional state schools?
 - a) They are privately funded.
 - b) They have no control over their curriculum.
 - c) They operate independently from local authorities.
 - d) They only admit students with high academic performance.
5. Which type of school focuses on technical and vocational education?
 - a) Comprehensive Schools
 - b) Academies
 - c) Technical Schools
 - d) Faith Schools
6. What is a unique feature of Free Schools?
 - a) They follow the traditional state school curriculum.
 - b) They are newly established state-funded schools.
 - c) They have minimal control over their operations.
 - d) They do not receive any state funding.
7. What additional teaching does Faith Schools include apart from the national curriculum?
 - a) Technical skills
 - b) Foreign languages
 - c) Faith traditions
 - d) Sports education
8. Which type of school is specifically for students with special educational needs?
 - a) Comprehensive Schools
 - b) Special Schools
 - c) Independent Schools
 - d) Free Schools

Short passage #3: Answer key

1. b) Grammar Schools
2. d) Private ownership with substantial resources
3. a) Comprehensive Schools
4. c) They operate independently from local authorities.
5. c) Technical Schools
6. b) They are newly established state-funded schools.
7. c) Faith traditions
8. b) Special Schools



Part 3: Two IELTS-grade Passages

Passage 1: Zoo conservation program

Passage 2: right and left handedness in humans



Go back to the content

Choose the appropriate letters A-D and write them in boxes on your answer sheet.

Here are 10 multiple-choice questions based on the text below:

1. What caused irritation for the author regarding London Zoo's advertisement?
 1. A. The quality of the illustrations
 2. B. The misleading headline
 3. C. The length of the advertisement
 4. D. The scientific data presented
2. When did the zoo community's involvement with conservation become significant?
 1. A. 10 years ago
 2. B. 20 years ago
 3. C. 30 years ago
 4. D. 50 years ago
3. What document is mentioned as defining the zoo community's conservation commitment?
 1. A. The Endangered Species Act
 2. B. The World Zoo Conservation Strategy
 3. C. The London Zoo Initiative
 4. D. The Wildlife Preservation Plan
4. According to the WZCS, how many zoos are estimated to be capable of participating in coordinated conservation programs?
 1. A. 500
 2. B. 1,000
 3. C. 5,000
 4. D. 10,000
5. What flaw does the author highlight regarding the WZCS estimate of the number of zoos?
 1. A. Overestimation of zoos' resources
 2. B. Overestimation of the total number of zoos
 3. C. Underestimation of the total number of zoos
 4. D. Underestimation of zoos' capabilities



6. What criterion for inclusion in the 1,000 core zoos does the author criticize?
1. A. Scientific research facilities
 2. B. Being a member of a zoo federation or association
 3. C. The zoo's size and location
 4. D. The number of endangered species in the zoo
7. Which zoo is mentioned as having been protected by the Isle's local council before it was closed down?
1. A. Robin Hill Adventure Park
 2. B. London Zoo
 3. C. Eastern Europe Zoo
 4. D. Federation of Zoological Gardens of Great Britain and Ireland
8. Who is Colin Tudge?
1. A. Author of Last Animals at the Zoo
 2. B. Veterinary inspector
 3. C. Council member of the Federation of Zoological Gardens
 4. D. President of the American Association of Zoological Parks and Aquariums
9. How many species are said to have been saved by captive breeding programs as of the text's time?
1. A. 10 species
 2. B. 16 species
 3. C. 20 species
 4. D. 30 species
10. What does the author suggest about the progress of zoo conservation programs over 30 years?
1. A. Rapid progress
 2. B. Slow progress
 3. C. No progress
 4. D. Exceeding expectations



Zoo conservation programs (page 1)

One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality. Headlined "Without zoos you might as well tell these animals to get stuffed", it was bordered with illustrations of several endangered species and went on to extol the myth that without zoos like London Zoo these animals "will almost certainly disappear forever". With the zoo world's rather mediocre record on conservation, one might be forgiven for being slightly sceptical about such an advertisement. Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject. Eight years later, a series of world conferences took place, entitled "The Breeding of Endangered Species", and from this point onwards conservation became the zoo community's buzzword. This commitment has now been clearly defined in The World Zoo Conservation Strategy (WZGS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry.

The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in co-ordinated conservation programmes. This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments. Of course, it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis.



Zoo conservation programs (page 2)

The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association. This might be a *good starting point, working on* the premise that members must meet certain standards, but again the facts don't support the theory. The greatly respected American Association of Zoological Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has occasionally had members that have been roundly censured in the national press.

These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country. This establishment, which for years was protected by the Isle's local council (which viewed it as a tourist amenity), was finally closed down following a damning report by a veterinary inspector appointed under the terms of the Zoo Licensing Act 1981. As it was always a collection of dubious repute, one is obliged to reflect upon the standards that the Zoo Federation sets when granting membership. The situation is even worse in developing countries where little money is available for redevelopment and it is hard to see a way of incorporating collections into the overall scheme of the WZCS.

Even assuming that the WZCS's 1,000 core zoos are all of a high standard complete with scientific staff and research facilities, trained and dedicated keepers, accommodation that permits normal or natural behaviour, and a policy of co-operating fully with one another what might be the potential for conservation? Colin Tudge, author of *Last Animals at the Zoo* (Oxford University Press, 1992), argues that "if the world's zoos worked together in co-operative breeding programmes, then even without further expansion they could save around 2,000 species of endangered landvertebrates'. This seems an extremely optimistic proposition from a man who must be aware of the failings and weaknesses of the zoo industry the man who, when a member of the council of London Zoo, had to persuade the zoo to devote more of its activities to conservation. Moreover, where are the facts to support such optimism?



Zoo conservation programs (page 3)

Today approximately 16 species might be said to have been “saved” by captive breeding programmes, although a number of these can hardly be looked upon as resounding successes. Beyond that, about a further 20 species are being seriously considered for zoo conservation programmes. Given that the international conference at London Zoo was held 30 years ago, this is pretty slow progress, and a long way off Tudge’s target of 2,000.

**IELTS-grade passage 1 Answer key**

- 1.. B. The misleading headline
2. C. 30 years ago
3. B. The World Zoo Conservation Strategy
4. B. 1,000
5. C. Underestimation of the total number of zoos
6. B. Being a member of a zoo federation or association
7. A. Robin Hill Adventure Park
8. A. Author of Last Animals at the Zoo
9. B. 16 species
10. B. Slow progress

Choose the appropriate letters A-D and write them in boxes on your answer sheet.

1. A study of monkeys has shown that

- A. monkeys are not usually right-handed.
- B. monkeys display a capacity for speech.
- C. monkey brains are smaller than human brains.
- D. monkey brains are asymmetric.

2. According to the writer, left-handed people

- A. will often develop a stammer.
- B. have undergone hardship for years.
- C. are untrustworthy.
- D. are good tennis players.



3. What percentage of the human population appears to have been right-handed?

- a) 50% b) 60% c) 75% d) 90%

4. According to the passage, what is a system of signs that helps humans categorize phenomena?

- a) Lateral asymmetry b) Sidedness c) Language d) Genetics

5. Among children with two left-handed parents, approximately what percentage will also be left-handed?

- a) 6% b) 15-20% c) 40% d) 50%

6. Which hemisphere of the brain controls the right half of the body?

- a) Left hemisphere
- b) Right hemisphere
- c) Both hemispheres
- d) Neither hemisphere

7. What is the name of the French surgeon who discovered the relationship between brain hemispheres and speech?

- a) Dr. Paul Broca
- b) Dr. Brinkman
- c) Professor Bryan Turner
- d) Geschwind and Galaburda

8. According to Brinkman's research, what preference evolved along with speech in humans?

- a) Left-handed preference
- b) Right-handed preference
- c) No preference
- d) Ambidextrous preference

9. In Brinkman's studies, what did macaque monkeys seem to learn from their mother in the first year of life?

- a) Speech patterns
- b) Hand preference
- c) Lateral asymmetry
- d) Genetic traits



10. Which hemisphere of the brain develops first, according to Geschwind and Galaburda's research?

- a) Left hemisphere
- b) Right hemisphere
- c) Both hemispheres at the same time
- d) Neither hemisphere

11. What are some of the superior skills that have their origins in the left hemisphere and may be more common in left-handers?

- a) Memory and creativity
- b) Speech and motor skills
- c) Logic, rationality, and abstraction
- d) Emotional intelligence and empathy

12. According to the passage, what contributes to changing attitudes toward left-handed people?

- a) Increased research on handedness
- b) More left-handed people in sports
- c) Development of ambidextrous tools
- d) Social media influence

Right and left-handedness in humans (page 1)

Why do humans, virtually alone among all animal species, display a distinct left or right-handedness? Not even our closest relatives among the apes possess such decided lateral asymmetry, as psychologists call it. Yet about 90 per cent of every human

population that has ever lived appears to have been right-handed. Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So, nine out of ten people are right-handed and eight are right-footed. He noted that this distinctive asymmetry in the human population is itself systematic. “Humans think in categories: black and white, up and down, left and right. It’s a system of signs that enables us to categorise phenomena that are essentially ambiguous.’

Research has shown that there is a genetic or inherited element to handedness. But while left-handedness tends to run in families, neither left nor right handers will automatically produce off-spring with the same handedness; in fact, about 6 per cent of children with two right-handed parents will be left-handed. However, among two left-handed parents, perhaps 40 per cent of the children will also be left-handed. With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left-handed. Even among identical twins who have exactly the same genes, one in six pairs will differ in their handedness.

Right and left-handedness in humans (page 2)

Dr Brinkman, a brain researcher at the Australian National University in Canberra, has suggested that evolution of speech went with right-handed preference.

According to Brinkman, as the brain evolved, one side became specialised for fine control of movement (necessary for producing speech) and along with this evolution came righthand preference. According to Brinkman, most left-handers have left hemisphere dominance but also some capacity in the right hemisphere. She has observed that if a left-handed person is brain-damaged in the left hemisphere, the recovery of speech is quite often better and this is explained by the fact that left-handers have a more bilateral speech function.

What then makes people left-handed if it is not simply genetic? Other factors must be at work and researchers have turned to the brain for clues. In the 1860s the French surgeon and anthropologist, Dr Paul Broca, made the remarkable finding that patients who had lost their powers of speech as a result of a stroke (a blood clot in the brain) had paralysis of the right half of their body. He noted that since the left hemisphere of the brain controls the right half of the body, and vice versa, the brain damage must have been in the brain's left hemisphere.

Psychologists now believe that among right-handed people, probably 95 per cent have their language centre in the left hemisphere, while 5 per cent have rightsided language. Left-handers, however, do not show the reverse pattern but instead a majority also have their language in the left hemisphere. Some 30 per cent have right hemisphere language.



Right and left-handedness in humans (page 3)

In her studies of macaque monkeys, Brinkman has noticed that primates (monkeys) seem to learn a hand preference from their mother in the first year of life but this could be one hand or the other. In humans, however, the specialisation in (unction of the two hemispheres results in anatomical differences: areas that are involved with the production of speech are usually larger on the left side than on the right. Since monkeys have not acquired the art of speech, one would not expect to see such a variation but Brinkman claims to have discovered a trend in monkeys towards the asymmetry that is evident in the human brain.

Two American researchers, Geschwind and Galaburda, studied the brains of human embryos and discovered that the left-right asymmetry exists before birth. But as the brain develops, a number of things can affect it. Every brain is initially female in its organisation and it only becomes a male brain when the male fetus begins to secrete hormones. Geschwind and Galaburda knew that different parts of the brain mature at different rates; the right hemisphere develops first, then the left. Moreover, a girl's brain develops somewhat faster than that of a boy. So, if something happens to the brain's development during pregnancy, it is more likely to be affected in a male and the hemisphere more likely to be involved is the left. The brain may become less lateralised and this in turn could result in left-handedness and the development of certain superior skills that have their origins in the left hemisphere such as logic, rationality and abstraction. It should be no surprise then that among mathematicians and architects, left-handers tend to be more common and there are more left-handed males than females.



Right and left-handedness in humans (page 4)

The results of this research may be some consolation to left-handers who have for centuries lived in a world designed to suit right-handed people. However, what is alarming, according to Mr. Charles Moore, a writer and journalist, is the way the word “right” reinforces its own virtue. Subliminally he says, language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister. We speak of lefthanded compliments and according to Moore, “it is no coincidence that lefthanded children, forced to use their right hand, often develop a stammer as they are robbed of their freedom of speech”.

However, as more research is undertaken on the causes of left-handedness, attitudes towards left-handed people are gradually changing for the better. Indeed, when the champion tennis player Ivan Lendl was asked what the single thing was that he would choose in order to improve his game, he said he would like to become a lefthander.

By Geoff Maslen



IELTS-grade passage 2 Answer key

Answer key:

1. D
2. B
3. d) 90%
4. b) Sidedness
5. c) 40%
6. a) Left hemisphere
7. a) Dr. Paul Broca
8. b) Right-handed preference
9. b) Hand preference
10. b) Right hemisphere
11. c) Logic, rationality, and abstraction
12. a) Increased research on handedness



Part 4: Two writing tasks

Writing tasks

Task 1

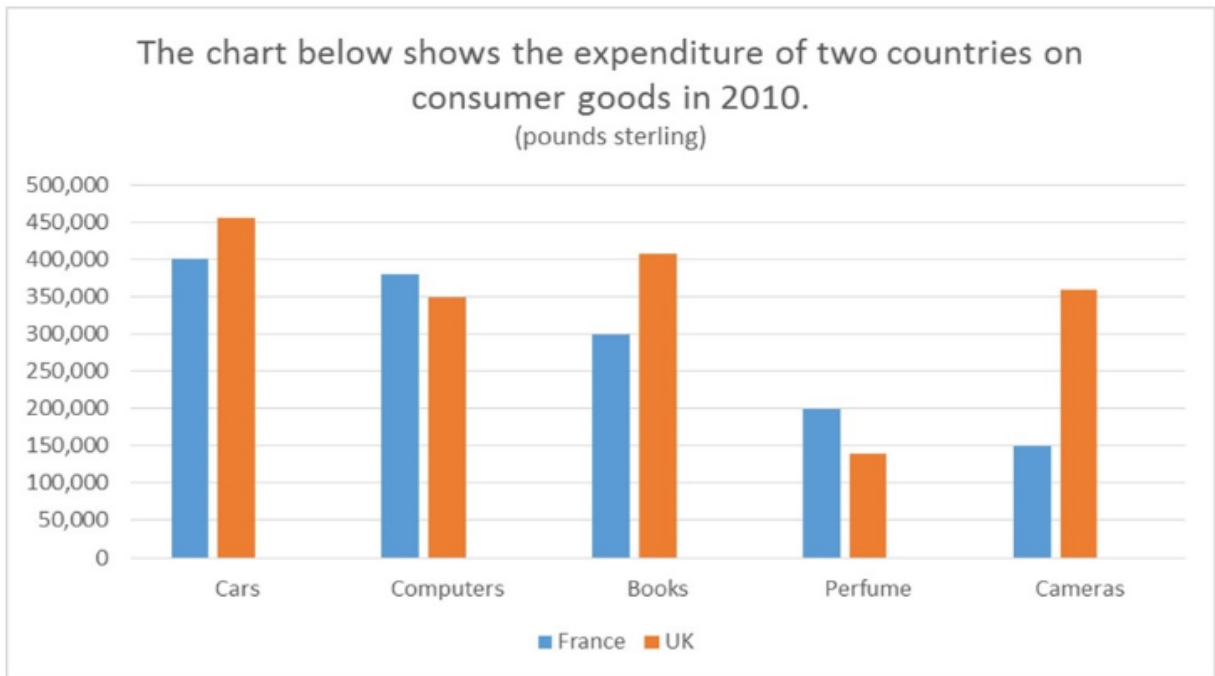
Task 1: Report Writing

A mini research

A mini research on global warming

Writing tasks

- **Task 1:** You are supposed to write a report of 150 words. Be noted you have no time limitation for this task.



Send you're your report to your teacher.

[Sample Answer 1](#)

[Sample Answer 2](#)



برای ارسال پاسخ کلیک کنید



A mini research on global warming

- A mini research

Read the articles at the links below, then write about the questions prepared for you. You may need to take notes. Don't forget to list the new vocabulary in order to use them in your research.

Science.nasa.gov

Nrdc.org

Climate.peopleinneed.net

Nationalgeographic.com

Noaa.gov

Read about the **topics/concepts** below, then write about it/them. Your findings must include 500 to 550 words.

- *What is 'global warming'?*
- *The dangers of global warning jeopardizing plants and creatures' lives.*
- *The ways to stop or at least slow it down.*

Feel free to ask your teacher if you need more help.



برای ارسال پاسخ کلیک کنید



Go back to the content

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