

## Section 1

### Bakelite

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

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

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

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

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

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the

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mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, 'streamlined' style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

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

### Questions 1-3

Complete the summary.

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

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

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

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

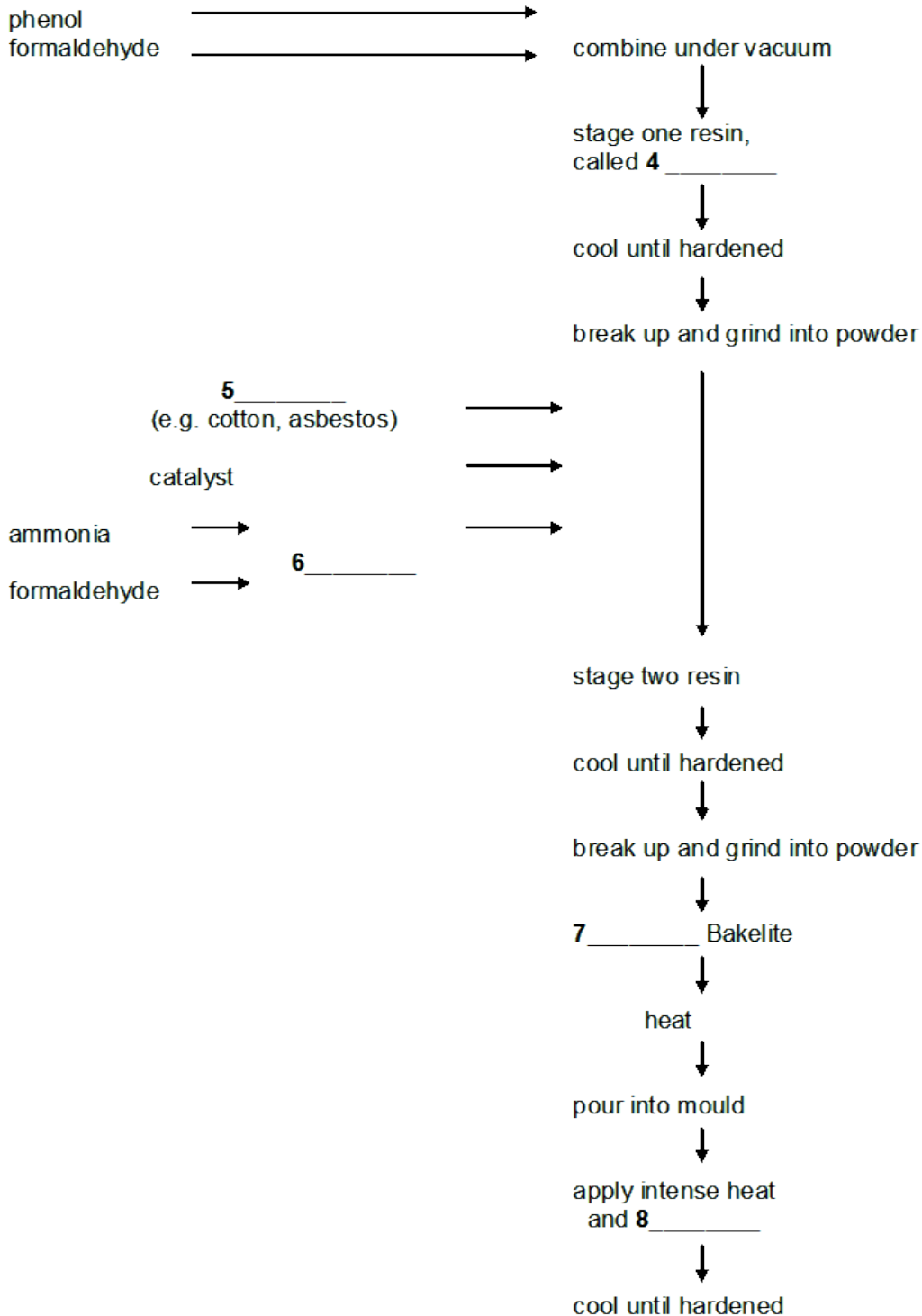
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### Questions 4-8

Complete the flow-chart

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes **4-8** on your answer sheet.

#### The Production of Bakelite



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### Questions 9-10

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

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

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

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

### Questions 11-13

Do the following statements agree with the information given in Reading Passage 1?

In for questions **11-13**, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this statement

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

## Section 2

### What's so funny?

*John McCrone reviews recent research on humour*

The joke comes over the headphones: 'Which side of a dog has the most hair? The left.' No, not funny. Try again. 'Which side of a dog has the most hair? The outside.' Hah! The punchline is silly yet fitting, tempting a smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines. He says that while there is no single format for jokes, many revolve around a sudden and surprising conceptual shift. A comedian will present a situation followed by an unexpected interpretation that is also apt.

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So even if a punchline sounds silly, the listener can see there is a clever semantic fit and that sudden mental 'Aha!' is the buzz that makes us laugh. Viewed from this angle, humour is just a form of creative insight, a sudden leap to a new perspective.

However, there is another type of laughter, the laughter of social appeasement and it is important to understand this too. Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' - a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe social situations, rather than cognitive events such as jokes, trigger these instinctual markers of play or appeasement.

Both social and cognitive types of laughter tap into the same expressive machinery in our brains, the emotion and motor circuits that produce smiles and excited vocalisations. However, if cognitive laughter is the product of more general thought processes, it should result from more expansive brain activity.

Psychologist Vinod Goel investigated humour using the new technique of 'single event' functional magnetic resonance imaging (fMRI). An MRI scanner uses magnetic fields and radio waves to track the changes in oxygenated blood that accompany mental activity. Until recently, MRI scanners needed several minutes of activity and so could not be used to track rapid thought processes such as comprehending a joke. New developments now allow half-second 'snapshots' of all sorts of reasoning and problem-solving activities.

Although Goel felt being inside a brain scanner was hardly the ideal place for appreciating a joke, he found evidence that understanding a joke involves a widespread mental shift. His scans showed that at the beginning of a joke the listener's prefrontal cortex lit up, particularly the right prefrontal believed to be critical for problem solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life - the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.

Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be retuned in the blink of an eye. These abrupt changes will produce either positive or negative feelings. The orbital cortex, the region that becomes active in Goel's experiment, seems the best candidate for the site that feeds such feelings into higher-level thought processes, with its close connections to the brain's sub-cortical arousal apparatus and centres of metabolic control.

All warm-blooded animals make constant tiny adjustments in arousal in response to external events, but humans, who have developed a much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of pleased recognition. Creative discovery being pleasurable, humans have learned to find ways of milking this natural response. The fact that jokes tap into our general evaluative machinery explains why the line between funny and disgusting, or funny and frightening, can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.

Humour may be a luxury, but the mechanism behind it is no evolutionary accident. As Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.'

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### Questions 14-20

Do the following statements agree with the information given in Reading Passage 2?

For questions 14-20, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this statement

14 Arthur Koestler considered laughter biologically important in several ways.

15 Plato believed humour to be a sign of above-average intelligence.

16 Kant believed that a successful joke involves the controlled release of nervous energy.

17 Current thinking on humour has largely ignored Aristotle's view on the subject.

18 Graeme Ritchie's work links jokes to artificial intelligence.

19 Most comedians use personal situations as a source of humour.

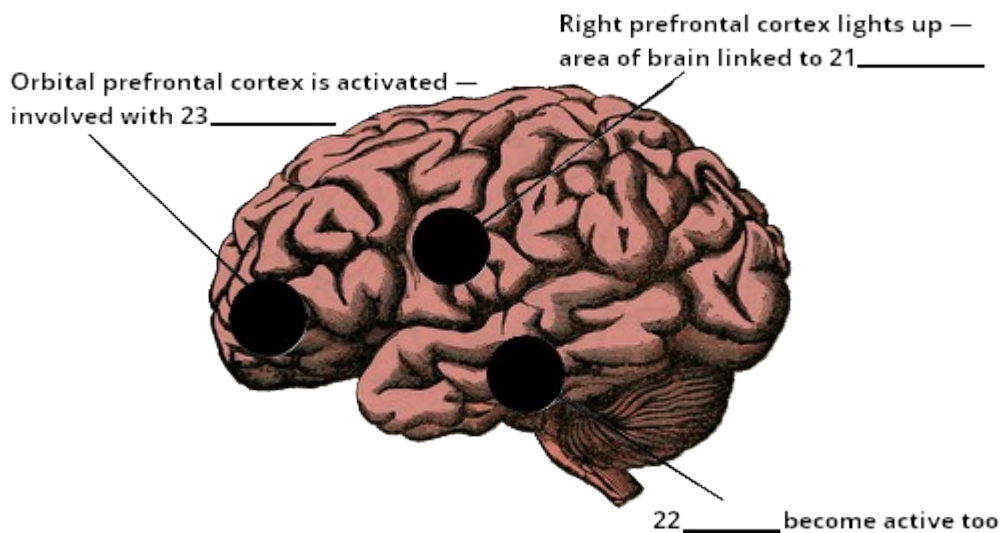
20 Chimpanzees make particular noises when they are playing.

### Questions 21-23

The diagram below shows the areas of the brain activated by jokes.

Label the diagram.

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



### Questions 24-27

Complete each sentence with the correct ending A-G below.

Write the correct letter A-G next to questions 24-27.

24 One of the brain's most difficult tasks is to

25 Because of the language they have developed, humans

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26 Individual responses to humour

27 Peter Derks believes that humour

A react to their own thoughts.

B helped create language in humans.

C respond instantly to whatever is happening.

D may provide valuable information about the operation of the brain.

E cope with difficult situations.

F relate to a person's subjective views.

G led our ancestors to smile and then laugh.

## Section 3

### The Birth of Scientific English

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

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

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

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

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

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

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

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities. Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

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

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

### Questions 28-34

Complete the summary.

For answers to questions 28-34 choose **NO MORE THAN TWO WORDS** from the passage.

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



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### Questions 35-37

Do the following statements agree with the information given in Reading Passage 3? For questions 35-37, write

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

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

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

35 There was strong competition between scientists in Renaissance Europe.

36 The most important scientific development of the Renaissance period was the discovery of magnetism.

37 In 17th century Britain, leading thinkers combined their interest in science with an interest in how to express ideas.

### Questions 38-40

Complete the table.

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

#### Science written in the first half of the 17<sup>th</sup> century

Language used	Latin	English
Type of science	Original	38 _____
Examples	39 _____	Encyclopedias
Target audience	International scholars	40 _____ but socially wider

## Answer Keys and Scores

### Section 1

1. **Candlewax.** Second paragraph, third sentence. Plastic is compared to wax, both becoming soft when treated with high temperature.
2. **Synthetic.** Last sentence of second paragraph. "Entirely" is a paraphrased "totally" from the text, which makes it more difficult to find when using [keywords](#).
3. **Chemistry.** Paragraph three, second sentence. Advances in the field of chemistry promoted the progress of plastic industry.
4. **Novalak.** Paragraph five, sentence number two. Resin is hard to [paraphrase](#), which makes it an excellent keyword. Pay attention to spelling — Novalak should be capitalised like in the text. Lack of capitalisation will be seen as mistake.  
Note that the previous paragraph can be skipped as it is about the history of Bakelite which we do not need. Remember that the answers in the text follow one another, meaning that you will not have to return to that paragraph.
5. **Fillers.** Paragraph five, fourth sentence. The words in brackets in the diagram are examples of the skipped word.
6. **Hexa.** Same sentence, the second part of it. "A compound of ammonia and formaldehyde" is what makes up this material according to the text. You mix them and you get hexa. It fits the diagram.
7. **Raw.** Paragraph five, sentence six. Bakelite is capitalised in the text so it is pretty easy to find as a keyword.
8. **Pressure.** Last sentence of paragraph five. Heat and pressure are applied during the last stage of the process. Note how passive voice is used in the text – the material is *subjected to* heat and pressure.

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9. and 10. **B** and **C** (in either order). “C” is found in the second sentence of paragraph six. Negative phrasing is used which can make it more difficult to notice. “B” is same paragraph, sentence four. “Facility” in this answer means “ease, readiness, lack of any obstacles”. “A” and “D” are not mentioned. “E” is mentioned — however it is the form of Bakelite objects that made the style fashioned rather than the objects trying to follow the established trend.
11. **True**. This is a very rare example when you have to go back in the text to answer this. Paragraph four, last sentence. “The essential features are still in use today”. Using the date as keyword would help to find the answer quickly.
12. **False**. Paragraph seven, first sentence. “Treated with disdain” means that it wasn’t welcomed. The opposite of the question statement is correct, so the answer is “false”.
13. **False**. Paragraph seven, sentence number four. “Dazzling array of shades”, “no longer restricted to drab browns” means that the opposite is true — the material was available in a very wide selection of colors.

## Section 2

14. **False**. Last sentence of paragraph one. “It serves no purpose” — the opposite statement is true. Easily found by the author’s name in the text — capitalised proper names stand out noticeably.
15. **Not given**. Paragraph two, second sentence. Plato believed it a fact of superiority, but it does not necessarily mean intellectual superiority. There is not relevant information to support this expression.
16. **True**. Paragraph two, sentence number three. Psychic tension is “safely punctured” — which is the [paraphrased](#) version of “controlled release” from the statement.
17. **False**. Sentence three in the second paragraph. The opposite is true according to the text — most modern humour scientists use Aristotle’s beliefs in their work.
18. **True**. Paragraph three, first sentence. Ritchie links the ability of understanding humour to reasoning in machines — he links jokes to artificial intelligence. This is true.
19. **Not given**. No mentioning of comedians’ techniques is present in the text.
20. **True**. Paragraph five, fourth sentence. Chimpanzees produce a panting noise when engaged in a game.
21. **Problem solving**. Paragraph eight, second sentence. The question is easy to answer as there is an anatomic term present, which is impossible to paraphrase. Use it as a keyword to find the relevant information in the text.
22. **Temporal lobes**. Paragraph eight, sentence three. Again, a medical term as a keyword help us to find the information quickly and effortlessly.
23. **Evaluating information**. Paragraph eight, last sentence. Prefrontal cortex is mentioned in the previous sentence while explanation is given in the following one. Don’t let this confuse you.
24. **C**. Paragraph nine, sentence one. The easiest way to tackle this task is to find the question information in the text and then fit the most appropriate option from the answers. “Rapid assessment” is a synonym for “quick response”.
25. **A**. Paragraph 10, sentence one, the second part of it. “Humans ... respond to their own thoughts”.
26. **F**. Last sentence of paragraph 10. Person’s reaction to humour depends on their “outlook” — personal views, beliefs and preferences.
27. **D**. Paragraph 11, last sentence. To have a good handle here means to have good understanding of something. They will understand the brain functioning mechanism.

Section 3

- 28.**Latin.** Paragraph one, last sentence. “Language of choice” is paraphrased as “lingua franca” in the text, a Latin phrase with similar meaning. Pay attention to capitalisation — spelling Latin without the first capital letter will be seen as mistake.
- 29.**Doctors.** Paragraph seven, last sentence. As mathematicians are mentioned in the task it is preferable to use them as keyword. It is easy to see from question context that you need to look for another profession. Doctors are mentioned in the sentence following the one with mathematicians in the text.
- 30.**Technical vocabulary.** Paragraph eight, sentence two. Britain is not mentioned in the text, however the word “English” help us navigate and find the right information. Pay attention that you have to give answers to questions 30 and 31 in this order, the order the information is given in the text.
- 31.**Grammatical resources.** Paragraph eight, sentence three. Same as the previous question. Keep in mind that you can’t change the words from the text, so “grammatical resource” would be considered incorrect.
- 32.**Royal Society.** Eighth paragraph, sentence four. “Associated with” means membership to a certain group. The only group mentioned here is the Royal Society. Both letters have to be capitalised.
- 33.**German.** Paragraph 10, sentences two and three. It is easy to guess that English is compared to other language. “Overtaken by” means “Lost to”, “Was less than”. Spelled with capital G.
- 34.**Industrial revolution.** Paragraph 10, sentence four. 19th Century is the keyword that help to locate the needed information in the text. It promoted development in various spheres, including the English language.
- 35.**Not given.** In paragraph two, third sentence the word “competitive” might tempt you to answer “True”. However, competitive here means “strong” rather than “willing to compete”. For this and the following questions we have to track back to previous paragraphs.
- 36.**False.** Paragraph two, last sentence (the second part). Magnetism is mentioned only as a secondary discovery. The most important progress was made in astronomy by Copernicus.
- 37.**True.** Third paragraph, last sentence. By “expressing ideas” they meant developing linguistics.
- 38.**Popular.** Paragraph four, second sentence. Note how popular refers to all array of the books — encyclopedias, textbooks, translations etc.
- 39.**Principia / the Principia / Newton's Principia / mathematical treatise.** Paragraph five, sentences one and two. You are given freedom to choose any of those answers — all would be seen as correct. Principia has to be capitalised because it’s a proper name.
- 40.**Local / more local / local audience.** Paragraph six, sentence two. Again, you are given a variety of correct answers. No need for capitalisation this time.

IELTS Reading Score Reference Table

<b>Band</b>	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0
<b>Score/40</b>	39,40	37,38	35,36	33,34	30-32	27-29	23-26	19-22	15-18

## Vocabulary

### Section 1

*v.* **mould** — to give shape, form

*n.* **constituent** — a component, a part

*n.* **candlewax** — material of which candles are made, melts easily under heat

*adj.* **viscous** — quality of being thick, sticky

*n.* **impetus** — incentive, impulse, stimulus

*n.* **substitute** — something used instead of another thing or person

*v.* **dwindle** — to shrink, to decrease, to decline

*n.* **resin** — a sticky substance produced by (coniferous) trees

*adj.* **volatile** — able to change from solid or liquid to vapour (e.g. gasoline, alcohol)

*n.* **woodflour** — small particles of wood produced as a result of sawing

*n.* **moisture** — water or other liquid in form of vapour (e.g. air moisture)

*adj.* **raw** — not cooked (e.g. raw meat)

*adj.* **crucial** — extremely important, integral, essential

*v.* **disdain** — to treat with contempt, disrespect, dislike

*v.* **relish** — to enjoy something much

*adj.* **dazzling** — extremely bright, blinding

*adj.* **drab** — dull and cheerless, boring

*adj.* **vast** — extremely large in size, immense

*v.* **appreciate** — to value, to feel grateful

*v.* **dedicate** — to devote, to make something specially for one purpose or person.

### Section 2

*n.* **punchline** — the culmination of a joke or a story that makes it funny

*adj.* **tempting** — very attractive, hard to turn down (e.g. a tempting offer)

*v.* **dub** — to give a name to someone jokingly

*n.* **pedigree** — descent, origin (e.g. she is of noble pedigree)

*n.* **superiority** — seniority or supremacy

*v.* **puncture** — to pierce a small hole in something with a sharp point

*n.* **incogruity** — state of being out of harmony, in conflict with the pattern

*adj.* **apt** — appropriate, fitting

*v.* **appease** — to calm, to quiten, to pacify

*n.* **mammal** — animals that breastfeed their little (e.g. humans)

*v.* **pant** — to make deep gasping noises

*adj.* **cognitive** — related to mind, thinking and reasoning

*v.* **comprehend** — to understand, to realize

*adj.* **internal** — relating to something that is inside (ant. external)

*adj.* **frightening** — causing fear; scary

*adj.* **distorted** — having irregular or damaged form or nature

**Section 3**

*n.* **prominence** — fame, outstanding position

*lat.* **lingua franca** — common language of communication for people who have different mother tongues. English is the worldwide recognised lingua franca.

*n.* **revival** — return to life, resurrection

*adj.* **emergent** — coming into notice

*adv.* **hence** — because of this, for this reason

*n.* **treatise** — a scientific work or paper

*conj.* **whereas** — but on the other hand

*adj.* **perverse** — perverted, incorrect, wrong

*adj.* **preliminary** — taking place before or as a preparation (e.g. p. paper)

*adj.* **obscure** — strange, hard to understand, unknown

*adj.* **sealed** — closed by a seal

*adj.* **impersonal** — without a reference to any individual in particular

*n.* **entity** — something that exists; a thing

*v.* **foster** — to promote growth or development; to nurture

*adj.* **formative** — relating to growth or formation

*v.* **promote** — to encourage, to endorse