

## <http://t.me/Fascinatingieltsbank>

1. **research (results)** Luigi Galvani, another Italian scientist and contemporary of Volta, almost made the discovery, but misinterpreted his research results.
2. **layers** Volta's battery was made by piling up layers of silver and paper or cloth, soaked in salt, and zinc.
3. **duration** Volta's battery was not good for delivering currents for any significant duration.
4. **mercury** John Daniell used a copper pot, copper sulphate, sulphuric acid and mercury to produce his electric current. Although we now know better than to put mercury into batteries
5. **cars** the lead acid battery is one that stands out. First made in 1859, it was further improved in 1881 and this design even now forms the basis of the modern lead acid battery found in cars.
6. **Cold War** One very common battery used today is the lithium-ion battery, which was developed by the United States' Central Intelligence Agency (CIA) as a part of their efforts during the Cold War.
7. **breakthrough** In the early 1960's, both the private and public sectors were experimenting with creating batteries using lithium, but the breakthrough in the chemistry was achieved by adding the ion into the equation.
8. **patent** Not long after its invention, the CIA shared the lithium-ion battery concept with the public and a company working on an exploratory project developed and created the first patent for the lithium-ion battery for commercial use in 1968.
9. **reliability** Today, the lithium-ion battery is the most common type of battery used in pacemakers, because of its reliability and life span.
10. **indicator** Because of the battery's decreasing voltage, electrical designers can design an indicator for the pacemaker that allows the device to inform the doctor a new battery is needed.
11. **(A) vinegar solution** Dating back 2,000 years, the 'battery' would have comprised a clay jar filled with a vinegar solution.
12. **(An) iron rod** An iron rod was put into the middle of the jar and encircled with copper wire.
13. **(Copper) wire** An iron rod was put into the middle of the jar and encircled with copper wire.

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14. **DC** Don Croft, a parent of a six-year-old boy, recently wrote ... about how his child should not follow the examples he read about in this particular book.
15. **JB** A lot of people want to control everything in their children's lives, or everything in other people's children's lives.
16. **CA** Carol Anderson explains that there are several good reasons. "The exposure to different authors and genres of books can give your child insight into other societies, worldwide locations, and new vocabulary.
17. **DW** Wooten is also concerned with other issues. "There is decreased readership among children and young adults because of digital distractions."
18. **PE** A lot of parents don't have reading as a tradition and there aren't any books they would suggest their children read.
19. **CA** They are a great starting point to introduce children to the concept of a story and to introduce them to different types of stories or genres.
20. **MH** As long as the students are able to develop the skill of visualising what they are reading, they are learning.
21. **DW** Children learn how language and writing work, even when reading books dismissed by some as piffle, says Wooten.
22. **critical thinker** Another point of view is that 'low quality literature' can give the opportunity to teach a child to be a critical thinker
23. **self-censor** If a book is really unsuitable, the children themselves will simply self-censor themselves.
24. **personal** There is a growing body of evidence that emphasises the importance of reading for pleasure, for both educational purposes as well as personal development.
25. **opportunities** Children who read very little do not have the benefits that come with reading, and studies show that when struggling readers are not motivated to read, their opportunities to gain knowledge decrease significantly.
- 26 **C** This is a holistic answer and involves synthesis of the whole text. This text in its entirety fits "To discuss whether all reading can be beneficial for children" better than the other three answers.
27. **iv** Various information within Paragraph A.
28. **vi** Various information within Paragraph B.

29. **ii** Various information within Paragraph C.
30. **i** Various information within Paragraph D.
31. **viii** Various information within Paragraph E.
32. **ix** Various information within Paragraph F.
33. **v** Various information within Paragraph G.
34. **C** The name 'Spanish' influenza merely reflects that Spain, which was neutral in World War 1, did not censor their news agencies from publicising the severity of the pandemic in the country, and this made it seem to other countries that the disease was worse there.
35. **A** These three extensive pandemic waves of influenza within one year, occurring in rapid succession, with only the briefest of quieter intervals between them, were unprecedented.
36. **C** The world economy as a whole was not significantly affected
37. **B** Those who survived that pandemic and lived to experience the 1918 pandemic tended to be less susceptible to the disease and so a lot more Americans lived than would have otherwise been the case.
38. **TRUE** Influenza hit areas quickly and often, but it disappeared within a few weeks of its arrival. Many people did not have time to fully realise just how great was the danger.
39. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.
40. **FALSE** Ironically, the health of the young adults made them the most affected.