

CAMBRIDGE IELTS 10 - TEST 2 - READING

READING PASSAGE 1

Question 1-7:

1. iv (para A, last 2 lines: “Revolution. Why did this particular Big Bang – the world-changing birth of industry – happen in Britain? And why did it strike at the end of the 18th century?”)
2. viii (para B, line 3-6: “industry to take off, three needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other”)
3. vii (para C, first 2 lines: “the missing factors, he proposes, are to be found in almost every kitchen cupboard. Tea and beer, two of the nation’s favourite drinks, fuelled the revolution. The antiseptic”)
4. i (para D, line 2-4: “Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth.”)
5. vi (para E, last 2 lines: “ingredient of beer. the poor turned to water and gin and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What caused this?”)
6. ix (para F, first 2 lines: “Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Water-borne diseases had a much looser grip on the Japanese”)
7. ii (para G, line 4-5: “the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work. So, the nation that we now think”)

Question 8-13:

8. NOT GIVEN
9. TRUE (para C, line 3-5: “properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities

to flourish at close quarters without succumbing to water-borne diseases such as dysentery”)

10. FALSE (para C, last 3 lines: “scepticism gives way to wary admiration. Macfarlane’s case has been strengthened by support from notable quarters – Roy Porte, the distinguished medical historian, recently wrote a favourable appraisal of his research”)
11. FALSE (para D, line 3-4: “required explanation. Between about 1650 and 1740, the population in Britain was stactic. But then there was a burst in population growth.”)
12. NOT GIVEN
13. TRUE (para E, last 3 lines: “help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer.the poor turned to water and gin and in the 1720s thr mortality rate began to rise again. Then it suddenly dropped again. What caused this?”)

READING PASSAGE 2

Question 14-17:

14. A (para A, line 6-9: “compared with their home educational provision (Freeman, 2010). The higher children’s IQ score, especially over IQ 130, the better quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests”)
15. D (para D, line 5-6: “by equally impressive life successes. Too much dependence on the teacher risks loss of autonomy and motivation to discover. However, when teachers”)
16. F (para F, line 3-5: “learning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behavior. In Boekaerts’ (1991)
17. D (para D, last 3 lines: “new methods which can help, such as child-initiated learning, ability-peer tutoring, etc. Such practice have been found to be particularly useful for bright children from deprived area”)

Question 18-22:

18. B (para C, line 6-9: “highly able children, (Shore and Kanevsky, 1993) put the instructor’s problem succinctly: “If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice’. But of course, this is not entirely the case;”)
19. D (para E, line 4-7: “(Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the”)
20. E (para F, last 5 lines: “because it motivates problem-solving behavior. In Boekaerts’ (1991) review of emotion in the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong
21. A (para A, line 4-6: “contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children’s IQ scores were compared with their home educational provision (Freeman, 2010)
22. C (para E, first 3 lines: “But scientific progress is not all theoretical, knowledge is also vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995)

Question 23-26:

23. ‘books & activities’ (para A, line 6-9: “compared with their home educational provision (Freeman, 2010). The higher children’s IQ score, especially over IQ 130, the better quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests”)
24. ‘internal regulation/self-regulation’ (para B, line 5-7: “a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation”)
25. ‘emotional awareness’ (para B, line 11: “to learn. Emotional awareness is also part of metacognition, so children”)
26. ‘spoon-feeding’ (para D, line 3-5: “diminish their gifted pupils’ learning autonomy. Although ‘spoon-feeding’ can produce extremely high examination results, these are not

always followed by equally impressive life successes. Too much dependence on the teacher”)

READING PASSAGE 3

Question 27-31:

27. B – mass production (para 2, line 6-9: “by the fact that the novel has evolved precisely because of technological developments that made it possible to print out huge numbers of texts”)
28. H – underlying ideas (para 2, line 14-17: “follows different conventions. With novels, the reader attend mainly to the meaning of words rather than the way they are printed on the page, whereas”)
29. L – assistants (para 3, line 6-12: “artists seemed perfectly content to assign the reproduction of their creations to their workshop apprentices as regular”)
30. G – size 9 para 3, line 14-19: “task of reproducing pictures is incomparably more simple and reliable, with reprographic techniques that allow the production of high-quality prints made exactly to the original scale, with faithful colour values, and even with duplication”)
31. D – public (para 4, last 3 lines: “can be culturally valuable, museums continue to promote the special status of original work”
Para 5: “Unfortunately, this seems to place severe of interpreting limitations on the kind of experience offered to visitors”)

Question 32 – 35:

32. C (para 6, last 7 lines: “one of which is likely to be worth more than all the average visitor possesses. In a society that judges the personal status of the individual so much by their material worth, it is therefore difficult not to be impressed by one’s own relative ‘worthlessness’ in such an environment”)
33. D (para 7, line 4-10: “that, since these works were originally produced, they have been assigned a huge monetary value by some person or institution more powerful than themselves. Evidently, nothing the viewer thinks about the work is going to after that value, and so today’s viewer is”)

34. A (para 8, first 5 lines: “The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created”)
35. D (para 9, line 13-14: “a picture has no clear place at which to start viewing, or at which to finish. Thus”)

Question 36-40:

36. NOT GIVEN
37. NO (para 10, first 7 lines: “Consequently, the dominant critical approach becomes that of the art historian, a specialized academic approach devoted to ‘discovering the meaning’ of art within the cultural context of its time. This is in perfect harmony with the museum’s function, since the”)
38. YES (para 11, line 4-8: “criticism is suppressed. The museum public, like any other audience, experience art more rewardingly when given the confidence to express their views. If appreciate works of fine art”)
39. NOT GIVEN
40. NO (para 11, line 8-13: “views. If appreciate works of fine art could be rendered permanently accessible to the public by means of high-fidelity reproductions, as literature and music already are, the public may feel somewhat less in awe of them.”)