

CAMBRIDGE IELTS 9 - TEST 4 - READING

READING PASSAGE 1

Question 1-6:

1. FALSE (para 1, last 5 lines: “Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.”)
2. NOT GIVEN
3. TRUE (para 2, last 3 lines: “bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education
Para 3, first 2 lines: “In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more”)
4. FALSE (para 6, first 2 lines: “The births of Marie's two daughters, Irene and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for”)
5. TRUE (para 7, line 3-4: “the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to”)
6. NOT GIVEN

Question 7-13:

7. Thorium (para 4, last 2 lines: “Marie later called ‘radioactivity’, Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium”)
8. Pitchblende (para 5, the first line: “Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral”)
9. Radium (para 7, last 2 lines: “teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium”)

10. Soldiers (para 8, first 3 lines: “During World War I, Marie Curie, with the help of her daughter Irene, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as ‘Little Curies’, used for the treatment of wounded soldiers. In 1918 the Radium Institute”)
11. Illness (para8, last 3 lines: “physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications”)
12. Neutron (para 10, line 3-6: “abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irene and Frederic Joliot”)
13. Leukaemia (para 10, last 3 lines: “Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off”)

READING PASSAGE 2

Question 14-19:

14. G (para G, line 6-8: “observed how often they touched their noses. The psychologists reasoned that if the children knew what they usually looked like, they would be surprised by the unusual red mark and would start touching it. On the other hand, they found that”)
15. C (para C, last 3 lines: “developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they, can change the reflection in the mirror”)
16. G (para G, line 2-4: “reached when children become able to recognize themselves visually without the support of seeing contingent movement. This recognition occurs

around their second birthday. In one experiment, Lewis and Brooks-Gunn (1979) dubbed some”)

17. D (para D, last 4 lines: “understanding of his- or herself emerges. Empirical investigations of the self—as- subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly”)
18. H (para H, line 5-8: “increased sharply between the ages of 1 and 2 years. Often, the children’s disagreements involved a struggle over a toy that none of them had played with before or after the tug-of-war: the children seemed to be disputing ownership rather than wanting to play with it. Although it may be less marked in other societies, the”)
19. E (para E, last 4 lines: “been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother, colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trustworthiness, shyness, sporting ability)”)

Question 20-23:

20. D (para F, last 4 lines: “reflected in others. Mead (1934) went even further, and saw the self and the social world as inextricably bound together: ‘The self is essentially a social structure, and it arises in social experience it is impossible to conceive of a self arising outside of social experience”)
21. B (para B, line 6-7: “explore their world and interact with caregivers. Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise”)
22. E (para H, line 3-5: “years of age. In a longitudinal study of groups of three or four children, Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years. Often, the children’s”)
23. C (para C, line 7-9: “development). However, Lewis and Brooks-Gunn (1979) suggest that infants’ developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people”)

Question 24-26:

24. 'mirror' (para C, line 4-7: "vocalizations and expressions. In addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their own movements. This is not to say that infants recognize the reflection as their own image (a later development). However, Lewis and Brooks-Gurm (1979) suggest that infants')
25. 'communication' (para D, last 4 lines: "understanding of his- or herself emerges. Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly")
26. 'ownership' (para H, last 3 lines: "than wanting to play with it. Although it may be less marked in other societies, the link between the sense of 'self' and of 'ownership' is a notable feature of childhood in Western societies")

READING PASSAGE 3

Question 27-30:

27. ii (para B, first 3 lines: "Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience' the more exciting the better and, if possible, involving all the senses. Good examples of this approach")
28. vi (para C, first 2 lines: "In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already")
29. i (para D, line 2-5: "social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and")

30. iii (para E, first 2 lines: “It could be claimed that in order to make everything in heritage more ‘real’, historical accuracy must be increasingly altered. For example, Pithecanthropus erectus”)

Question 31-36:

31. B (para A, line 6-9: “museum displays. Museums used to look — and some still do - much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little”)
32. A (para B, line 2-3: “have altered. The key word in heritage display is now ‘experience’ the more exciting the better and, if possible, involving all the senses. Good examples of this approach”)
33. D (para C, first 2 lines: “In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already”)
34. D (para D, line 7-8: “to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those”)
35. C (para E, line 4-7: “corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make”)
36. B (para F, first 3 lines: “Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and”)

Question 37 – 40:

37. FALSE (para D, first 3 lines: “Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This

development is a response to market forces and, although museums and heritage sites have a special”)

38. NOT GIVEN

39. FALSE (para F, line 5-7: “applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more”)

40. TRUE (para F, line 9-10: “lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder”)