



# Prepare for IELTS General Training Volume 2 Reading Practice Test 1

## HOW TO USE

You have 2 ways to access the test

1. Open this URL <http://link.intergreat.com/P294p> on your computer
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## READING PASSAGE 1



Access <https://ieltonlinetests.com> for more practices

**Read the texts below and answer Questions 1-8.**

**A. Hotel Cala Vinas, Majorca**

This all-inclusive, 4-star hotel is reserved exclusively for adults. Facilities include a buffet-style restaurant, outdoor and indoor pools and spa.

Live entertainment 4 nights a week.

Porterage at your hotel included in package. Single rooms available with a supplement.

**B. Hotel Miguel, San Miguel Bay, Ibiza**

Perched above inviting San Miguel Bay in north Ibiza, this superb 4-star hotel commands fabulous coastal views. Facilities at the hotel include a restaurant with table service, an outdoor solar-heated swimming pool with terrace and indoor gym. Stays can be upgraded to all-inclusive from half-board on request. Included and optional excursions available; please refer to your travel representative for more details.

**C. Costa Marina Apartments, Minorca**

Modern self-catering apartments situated in the family-friendly resort of Costa Marina. All apartments are fully furnished with fully equipped kitchens and spacious open-plan lounge and sleeping areas. Apartments are located around a large, heated communal pool with poolside bar.

Optional excursions can be arranged with your travel representative who will be on site 2 days per week.

**D. Hotel Playa Azul, Marinas de Nerja, Spain**

Located in a tranquil setting, this hotel is ideally situated for the beach and nearby fishing village of Fuenigirola.

A complimentary shuttle bus operates between the hotel and the town of Nerja, which is a 20-minute journey away. Stays are on a full-board basis only. Facilities include a self-service restaurant, indoor heated plunge pool and spa.

**E. Hotel Quintamar, Asturias, Spain**

Stay in a less well-trodden area of Spain and enjoy a warm welcome in this family-run hotel. Board is on a bed & breakfast basis.

Extra meals available by prior arrangement with the management.

A regular local bus service connects the hotel with the small village of Barro, 10 km away.

*Read the text below and answer Questions 9-14.*

## How your breakfast habits may reveal more about you than you realise

Incredible though it may seem, your breakfast habits may reveal your innermost personality. At least, that's according to a recent study jointly commissioned by Duerr's Marmalade and Robert's Bakery. The study uncovered 15 personality types in all, ranging from 'Thrill-Seeker' and 'Perfectionist' to the more eyebrow-raising 'Status Quo Lover' and 'Tribal Chief'. Quite what the latter 2 types are exactly is left to speculation.

The test itself was the brainchild of Dr. Sandi Mann, Senior Lecturer in Psychology at the University of Central Lancashire. Apparently the reasoning, for there is one, behind the test IS that subconscious motives prompt even the simplest of choices. 'How we eat our toast and marmalade might seem intuitive but the fact is we each individually make a series of choices at breakfast, based on learnt preferences, innate behaviour and conditioned learning, which could underscore your personality type/ claims Dr. Mann. Key factors analysed in the test were butter-spreading techniques, amount of butter applied and the subject's conserve of choice.

Certainly, Mann's analysis makes for interesting reading. In particular, a handful of personality types had intriguing breakfast habits that in most cases were somewhat predictable in hindsight. 'Perfectionists', for example, gave themselves primarily away by their butter-spreading techniques. Those falling into the Perfectionist category ensured total coverage of toast when spreading it with butter. 'Intolerant' types, however, first removed crusts before eating, whilst so-called 'Achievers' tended to be a sloppy bunch preferring to dip their butter knives in the jam and eat the crusts on their bread. Finally the 'Thrill-Seekers' were the ones who always went for the novelty jams on offer.

If you have not yet identified your personality type from any of the above, you can reveal your innermost character traits by doing the online version of this test to find out where you sit on the scale. Have fun and Bon Appetit!

## Questions 1-8

Look at the **five** advertisements, **A-E**.

Which advertisement mentions the following?

Write the correct letter, **A-E**, in boxes **1-8** on your answer sheet.

You may use any **letter more than once**.

A B C D E

1  a remote location

2  all meals included (not drinks)

3  free transport

4  waiter service

5  an elevated location

## Questions 9-14

Do the following statements agree with the information given in the text?

In boxes 9-14 on your answer sheet, write

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	If there is no information on this

9  The writer clearly believes the test is a valid measure of personality.

10  Some personality types mentioned are not clearly defined in Dr. Mann's analysis

11  The test fails to account for environmental factors.

12  Dr. Mann believes that nothing we do is by chance.

13  Several contributors devised the test.

14  The online version of this test is offered for free.

## READING PASSAGE 2



### How to effectively problem-solve

Read the text below and answer Questions 15-21.

**A** \_In life we can sometimes be overwhelmed by problems. The reason behind this is that we wait for problems to find us. We would do far better to take a proactive approach, actively seeking out potential problems and deciding on which are worth tackling in the first place and taking appropriate action.

**B** \_Next, one has to resist the temptation of going straight into problem analysis and solution. As with the first step, this stage is one of the secrets of effective problem-solving. Having already decided upon what problems are worthwhile solving, at this stage, you need to establish what exactly you are trying to solve.

**C** \_Now you are ready to get down to work on actually tackling the problem you have identified. You need to break down the complexity of the problem, stripping away the superficial and getting to the causes/issues. Whilst this may take some time and thought, in the long run you will reap the benefits of spending time in this more contemplative stage of the process.

**D** \_There are always more than one ways to solve a problem, so take time to create and work upon plenty of creative possibilities to the problem. Think of it as a personal brainstorming session. However ludicrous a solution may seem initially, write it down nevertheless. You never know how effective a solution will be anyway until it is put into practice.

**E** \_Next you need to make choices. You need to weigh up the relative merits and risks of the different options you generated in the previous step and decide which to go for. This is more of a filtering stage where you weed out the solutions that are less likely to work from the more plausible options.

**F** \_Deciding on which course of action to take is only half the story, though. You need to carry the action through in an effective way if you are to deliver the outcomes essential to solving the problem you originally defined.

**G** \_Hopefully once you have reached this stage your problem is now a thing of the past. Before you give yourself a well-deserved pat on the back though, it is worth taking time out to reflect on what you have achieved so far and whether you in fact arrived at the anticipated outcome you had hoped for. Any perceived failings on your part in implementing the steps can then be addressed, allowing you to take more effective action in problem-solving situations in the future.

**Read the text below and answer Questions 22-28.**

### The function and definition of play

Play can be defined by three basic criteria: an expression of freedom of choice, personal enjoyment and an activity that is an end in itself. Its persistence through the ages and across diverse cultures demonstrates its functional role in human survival and development. In a nutshell, play serves to develop social and cognitive abilities as well as acting as a form of self-expression.

Within the activity of play itself there are several clearly defined types. These types range from simple physical play with objects such as baby rattles, to more complex cognitive play in games with many rules, such as cards or chess played by older children.

At the most basic end of the play continuum is passive play. Children exhibiting passive play behaviours are not involved physically in any play activity themselves. When play behaviour is exhibited by other children in their presence, they may be virtually oblivious to it, or they may observe but not participate, exhibiting 'onlooker behaviour'.

At a more engaged level, children will exhibit involved play behaviours. To what extent this is a social activity varies greatly, depending on where the child is on the socio-developmental spectrum. At one end of the spectrum a child may be actively involved in play but alone or in parallel to other players. In both cases the child does not interact with other children in play activity. As the child learns to engage more with other children socially, involved play behaviour will show acknowledgement but not complete interaction with other children in associative play and more complete engagement with other children in cooperative play which requires negotiation skills and turn talking.

As a child develops language and vocabulary skills, pretend play will evolve. This type of play serves to increase memory abilities and enhances reasoning and problem-solving abilities. Children at this stage use imagination to overcome what adults would term 'problem-solving'.

As cognitive abilities develop in a child, they will begin to engage in cognitive play. Here, at a more complex level of this stage, the child will play games with set rules, such as chess or jacks, as well as engaging in dramatic play that involves a degree of role play.

At three to five years of age, when cognitive and social abilities are significantly more developed, a child will demonstrate socio-dramatic play. Role play is used and the child interacts with other children to narrate and act in stories with fluid storylines that they then act out together.

## Questions 15-21

The text on the next page has seven sections, A-G.

Choose the correct heading for each section from the list of headings below.

Write the correct number, i-x, in boxes 15-21 on your answer sheet.

List of Headings	
i	Defining the problem
ii	Explore different routes
iii	Some problems are easier to solve
iv	Implement your decision
v	Evaluate and learn
vi	Problems may appear bigger than they are
vii	Analyse the problem
viii	Find the right problem to solve
ix	Select the best solution
x	Never over-analyse

15   Section A

16   Section B

17   Section C

18   Section D

19   Section E

20   Section F

21   Section G

## Questions 22-23

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 22-23 on your answer sheet.

Whilst play may seem a purely fun activity, it plays a 22  in maturation.

As a child matures, they will engage in 23 , using a set of rules to play games.

## Questions 24-28

Look at the following descriptions and the list of terms in the box below.

Match each description with the correct term, A-E.

Write the appropriate letter, A-E, in boxes 24-28 on your answer sheet.

### List of Descriptions

- 24  The child engages in active play but may fail to acknowledge other children.
- 25  No attempt is made by the child to engage in active play.
- 26  Abstract rules are used in game playing that exercises cognitive functioning.
- 27  Interaction with other children is vital for play to evolve using rules devised during play.
- 28  Play foreshadows more complex adult behaviour used in daily survival.

List of Terms	
A	Passive play
B	Involved play
C	Pretend play
D	Cognitive play
E	Socio-dramatic play

## READING PASSAGE 3



### The process of cheesemaking

When it comes to cheese we are spoilt for choice. From the milder cheeses such as Gouda and Emmental to the more pungent-tasting blue cheeses such as Danish Blue and Stilton, all tastes are catered for. Whilst cheeses may vary greatly in taste and texture, they are all manufactured following the same 6-stage cheesemaking process: acidification, coagulation, separating curds and whey, salting, shaping and ripening. There is more than an element of art in this process, however, since cheesemakers will temper the process according to their own senses of sight, touch and smell.

In the first stage, milk is inoculated with lactic acid bacteria. The purpose of the lactic bacteria is to convert milk sugar (lactose) into lactic acid in what is known as the acidification process.

Next, a substance that is known as rennet, which is obtained from the stomach lining of ruminants (or Cud-chewing herbivores, like cows), is used in the coagulation process causing milk protein to solidify. Rennet contains the active enzyme, rennin, and it is this enzyme that acts on the milk protein caseinogen to turn it into an insoluble milk protein known as casein. Since casein is insoluble, it precipitates out of the milk as a gel-like substance or curd, which contains milk solids, fats and proteins. The lactic acid added earlier on in the process facilitates the curdling process. As casein precipitates out from milk, forming curds, the watery substance left surrounding the curds is known as whey.

In the following stage, the insoluble curds are removed from the whey in the separation process. The curds are then removed and cut. Cutting encourages the curds to expel further liquid or whey, making them more solid as a result. Harder cheeses like Cheddar and Gruyere are created by being cut into small pieces. Conversely, softer cheeses like Camembert and Brie are hardly cut, creating a much softer texture.

Salt is then added to the cheese and serves a dual purpose both as flavour enhancer and preservative. It is important to preserve the cheese to avoid spoiling during long months

or years of ageing cheese to produce a more mature flavour. How salt is added is up to the cheesemaker. Cheese may be fully immersed in a vat of brine, or salt may be rubbed onto the cheese rind. Another option is to add salt in the actual cheesemaking process itself.

Once the cheese is fully formed, it next has to be shaped. The cheese is placed into a basket or mould that will form the cheese into a specific shape. During this process any remaining liquid is removed by applying weights to the cheese to squeeze out the excess liquid.

Finally the cheese is left to ripen or age until it reaches its optimal ripeness. Close monitoring of the temperature where the cheese is stored is vital at this stage, otherwise the cheese will not develop the proper flavour and texture. According to the cheese being manufactured, the cheese will be subject to different processes at this stage. Mould is added to Brie cheeses by spray and by injection into blue cheeses. Other cheeses will need to be turned whilst others to be brushed with oil or washed with brine and alcohol.

## Questions 29-32

Do the following statements agree with the information given in the text?

In boxes 29-32 on your answer sheet, 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

29   Cheesemaking doesn't just rely on purely scientific methods.

30   Solids are initially separated from liquids through a mechanical process.

31   Whey contains dissolved milk solids.

32   Harder cheeses need more maturation than soft cheeses.

## Questions 33-40

Complete the summary below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 33-40 on your answer sheet.

## The Production Process

Lactic acid bacteria are first added to milk to change milk lactose to lactic acid.

Rennet is then added. Its active enzyme, rennin, 33 \_\_\_\_\_ caseinogen, a milk protein.

As a result, the protein, casein, is formed.

Being 34 \_\_\_\_\_ in water, casein precipitates out of the milk, forming curds.

Left behind after the curds have been removed is 35 \_\_\_\_\_ termed whey.

After separation from the whey, the curd is cut in order 36 \_\_\_\_\_ excess water.

Addition of salt has 37 \_\_\_\_\_ acting as a preservative and to add flavour.

Next the cheese is 38 \_\_\_\_\_ by being placed into a suitable container.

In order to achieve 39 \_\_\_\_\_ the cheese is left to mature.

Before the cheese is ready it may undergo 40 \_\_\_\_\_ to achieve the desired result.



**Solution:**

- |          |              |
|----------|--------------|
| 1 E      | 2 D          |
| 3 D      | 4 B          |
| 5 B      | 6 A          |
| 7 A      | 8 C          |
| 9 FALSE  | 10 TRUE      |
| 11 FALSE | 12 TRUE      |
| 13 FALSE | 14 NOT GIVEN |
| 15 viii  | 16 i         |
| 17 vii   | 18 ii        |
| 19 ix    | 20 iv        |

21 v

22 functional role

23 complex cognitive play

24 B

25 A

26 D

27 E

28 C

29 TRUE

30 FALSE

31 FALSE

32 NOT GIVEN

33 acts on

34 insoluble

35 the watery substance

36 to expel

37 a dual purpose

38 shaped

39 its optimal ripeness

40 different

## Review and Explanations

- 1 Answer: **E**
- 2 Answer: **D**
- 3 Answer: **D**
- 4 Answer: **B**
- 5 Answer: **B**
- 6 Answer: **A**
- 7 Answer: **A**
- 8 Answer: **C**
- 9 Answer: **FALSE**

### Tip for Q9-14:

As the passage is really short, you can just read through it right away and then come back scanning for each question. Also, as the passage is too short, skimming is not effective as it does not save much time

Keywords in Questions	Similar words in Passage
<p><b>Q9:</b> The writer clearly believes the test is a <b>valid</b> <b>measure of</b> <b>personality</b>.</p>	<p>The study uncovered 15 personality types in all, ranging from 'Thrill-Seeker' and 'Perfectionist' to the more <b>eyebrow-raising</b> 'Status Quo Lover' and 'Tribal Chief'. Quite what the latter 2 types are exactly is <b>left to speculation</b>.</p> <p>Apparently the reasoning, <b>for there is one</b>, behind the test <b>is</b> that subconscious motives prompt even the simplest of choices.</p>

**Note:** The most important keyword is “valid”, after you have found the proof that the aforementioned test is a test of personality. The author does not say out loud that the test is silly, though you can infer it after reading this satirical article. When scanning closely, you can find that the author calls some of the personality types “eye-browsing” and “left to speculation”, conveying his disbelief. He adds “for there is one” when talking about the reasoning of the test, meaning that he does not believe that there is a sound scientific foundation here. All of the above makes the answer is **FALSE**.

- 10 Answer: **TRUE**

Keywords in Questions	Similar words in Passage

<p><b>Q 10:</b> Some personality types mentioned are not clearly defined in Dr. Mann's analysis</p>	<p>The study uncovered 15 personality types in all, ranging from 'Thrill-Seeker' and 'Perfectionist' to the more eyebrow-raising 'Status Quo Lover' and 'Tribal Chief'. Quite what the latter 2 types are exactly is left to speculation.</p>
<p><b>Note:</b> The answer includes simple scanning for synonyms. The author mentions two personality types that are “left to speculation”, meaning one may not know what they are. Thus, the answer here is <b>TRUE</b>.</p>	

11 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
<p><b>Q11:</b> The test fails to account for environmental factors.</p>	<p>How we eat our toast and marmalade might seem intuitive but the fact is we each individually make a series of choices at breakfast, based on learnt preferences, innate behaviour and conditioned learning, which could underscore your personality type/ claims Dr. Mann.</p>
<p><b>Note:</b> In this context, “environmental factor” means factor is not innate, the ones that we acquire through interactions during our lives. Here, Dr. Mann mentions ‘learnt preferences’ and ‘conditioned learning’, which are two environmental factors. As the test designers mention these two factors, it is certain that the test does account for ‘environmental factors’. Thus, the answer here is <b>FALSE</b>.</p>	

12 Answer: **TRUE**

Keywords in Questions	Similar words in Passage
<p><b>Q 12:</b> Dr. Mann believes that nothing we do is by chance.</p>	<p>Apparently the reasoning, for there is one, behind the test IS that subconscious motives prompt even the simplest of choices.</p>
<p><b>Note:</b> The question asks about the belief of the man behind the test so you can easily locate the clues in the 2nd paragraph. Be careful when scanning for keywords: when “even the simplest of choices we do” are prompted by a motive, it means that “nothing we do is by chance”. Thus, the answer is <b>TRUE</b>.</p>	

13 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
<b>Q13:</b> Several contributors devised the test.	The test itself was the brainchild of Dr. Sandi Mann, Senior Lecturer in Psychology at the University of Central Lancashire.
<p><b>Note:</b> Sometimes the evidence to an answer is the ABSENCE of something but not the presence of it. Here, we see that Dr. Mann devised the test, however, we do not see anyone else being mentioned as co-author, so there is one contributor only. Thus, the answer is FALSE.</p>	

14 Answer: NOT GIVEN

Keywords in Questions	Similar words in Passage
<b>Q14:</b> The online version of this test is offered for free.	If you have not yet identified your personality type from any of the above, you can reveal your innermost character traits by doing the online version of this test to find out where you sit on the scale.
<p><b>Note:</b> The keyword “online version” is repeated right in the sentence. However, there is no mention about whether it is “free” or not, so the answer is NOT GIVEN.</p>	

15 Answer: viii

Keywords in Questions	Similar words in Passage
<p><b>Tips:</b> For heading-matching questions, test takers generally do it first whenever they see once, or leave it to later, after finishing all of the specific questions as the clues to these questions are often the clues to answer the heading-matching questions. If you choose to do these heading-matchings first, remember to:</p> <p>Read each paragraph. We need to work with each paragraph, not with each heading.</p> <p>As each section is relatively short (3-4 sentences), drop SKIMMING and SCANNING and just read it straight. When SKIMMING, you need to read at least 3 sentences already, so read just one more sentence (or none) is not that much different.</p>	
<b>Q15:</b> Section A	We would do far better to take a proactive approach, actively seeking out potential problems and deciding on which are worth tackling in the first place and taking appropriate action.

**Note:** The appropriate heading here is “viii Find the right problem to solve”. The evidence lies in the last sentence of paragraph A. Where the author prompts us to decide the solving-worthiness of the problems in advance, which is essentially the idea of the heading.

\* You may be tempted to choose alternative headings, especially “iii Some problems are easier to solve”. However, the author here says that we need to decide the solving-worthiness of problems, not their hardness.

16 Answer: **i**

Keywords in Questions	Similar words in Passage
<b>Q16:</b> Section B	Having already decided upon what problems are worthwhile solving, at this stage, you need to establish what exactly you are trying to solve.
<b>Note:</b> The appropriate heading here is “i Defining the problem”. The evidence lies in the last sentence of the paragraph. The author prompts readers to figure out what they want to solve, which is essentially find the problem they are are facing; “establish” here has the same meaning as “defining”	

17 Answer: **vii**

Keywords in Questions	Similar words in Passage
<b>Q17:</b> Section C	You need to break down the complexity of the problem, stripping away the superficial and getting to the causes/issues.
<b>Note:</b> The appropriate heading here is “vii Analyse the problem”. The main keyword here is “analyse”. All of the blueed details in the sentence are essentially the steps of analysing a problem. Also note that you need to read the paragraph for the evidence as it does not lie in the beginning or the ending.	

18 Answer: **ii**

Keywords in Questions	Similar words in Passage
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<b>Q18:</b> Section D	There are always more than one ways to solve a problem, so take time to <b>create and work</b> upon <b>plenty of creative possibilities</b> to the problem.
<b>Note:</b> The appropriate heading here is “ii <b>Explore different routes</b> ”. The evidence lies in the first sentence of the section. “Routes” and “possibilities” here all refer to potential solutions to the problems.	

19 Answer: **ix**

<b>Keywords in Questions</b>	<b>Similar words in Passage</b>
<b>Q19:</b> Section E	Next you need to <b>make choices</b> . You need to weigh up the relative merits and risks of the different options you generated in the previous step and <b>decide which to go for</b> . This is more of a filtering stage where you <b>weed out the solutions that are less likely to work from the more plausible options</b> .
<b>Note:</b> The appropriate heading here is “ix <b>Select the best solution</b> ”. The keyword here is “select”. All of the related details in the paragraph “make choices”, “decide which to go for” are just “select”. The paragraph also says that we should remove the less likely solutions from the better ones, which is roughly the idea of selecting the best solution.	

20 Answer: **iv**

<b>Keywords in Questions</b>	<b>Similar words in Passage</b>
<b>Q20:</b> Section F	You need to <b>carry the action through in an effective way</b> if you are to deliver the outcomes essential to solving the problem you originally defined.
<b>Note:</b> The appropriate heading here is “iv <b>Implement your decision</b> ”. The keyword here is “implement”, which corresponds to “carry the action through in an effective way”.	

21 Answer: **v**

<b>Keywords in Questions</b>	<b>Similar words in Passage</b>

<p><b>Q21:</b> Section G</p>	<p>Before you give yourself a well-deserved pat on the back though, it is worth taking time out to reflect on what you have achieved so far and whether you in fact arrived at the anticipated outcome you had hoped for. Any perceived failings on your part in implementing the steps can then be addressed, allowing you to take more effective action in problem-solving situations in the future.</p>
<p><b>Note:</b> The appropriate heading here is “v Evaluate and learn”. The evidence is scattered in two sentences. In the first sentence, the main keyword is “reflect”. When you reflect on your decision and achievement, it is evaluation. In the next sentence, you try to improve from the part that you have failed in, which is the definition of “learn”.</p>	

22 Answer: **functional role**

Keywords in Questions	Similar words in Passage
<p><b>Tips for questions 22-23,</b></p> <p>You need to fill in the blanks with specific details from the passage, exactly worded. You need to skim the passage first for general ideas of each paragraph. After that, read each question to decide if it matches with the general idea or not before scanning further for specific details that you need to fill in the blank.</p>	
<p><b>Q22:</b> Whilst play may seem a purely fun activity, it plays a _____ in maturation.</p>	<p>Play can be defined by three basic criteria: an expression of freedom of choice, personal enjoyment and an activity that is an end in itself. Its persistence through the ages and across diverse cultures demonstrates its functional role in human survival and development.</p>
<p><b>Note:</b> The clues lie right in the first sentences of paragraph 1. The first sentence mentions play as an enjoyment, which means that it is fun and it is also an end to itself, which means it is only done for the sake of it, or it is just for fun i.e. purely fun. The next sentence contains “human survival and development”, which is the same as maturation. Thus, the answer is “functional role” used in the second sentence.</p>	

23 Answer: **complex cognitive play**

Keywords in Questions	Similar words in Passage
<p><b>Q23:</b> As a child matures, they will engage in _____, using a set of rules to play games.</p>	<p>These types range from simple physical play with objects such as baby rattles, to more complex cognitive play in games with many rules, such as cards or chess played by older children.</p>
<p><b>Note:</b> The clues lie in the next paragraph. The sentence mentions “baby” and “older children”, which substitute for the maturation of a child in the question. The keyword “rules” is mentioned exactly in the paragraph. Thus, the answer is “complex cognitive play” used in the sentence.</p>	

24 Answer: B

Keywords in Questions	Similar words in Passage
<p><b>Tips for Q24-28:</b></p> <p>You need to match terms mentioned in the paragraph with description. The tip here is to do the question in reverse: scanning the passage for the terms, read all about its details and then come back looking at each question for the same ideas.</p>	
<p><b>Q24:</b> The child engages in active play but may fail to acknowledge other children</p>	<p>At one end of the spectrum a child may be actively involved in play but alone or in parallel to other players. In both cases the child does not interact with other children in play activity.</p>
<p><b>Note:</b> The answer is B. Involved play. When you look at the paragraph containing information about “involved play”, you will see that this kind of play is “actively involved”, but there are cases where the child just plays on his/her own i.e. do not acknowledge others.</p>	

25 Answer: A

Keywords in Questions	Similar words in Passage
<p><b>Q25:</b> No attempt is made by the child to engage in active play.</p>	<p>Children exhibiting passive play behaviours are not involved physically in any play activity themselves.</p>

**Note:** The answer is **A. Passive play**. When you look at the details about this term, it means that the child just stands and looks at others actively playing while not engaging themselves. This idea corresponds with the description of Q25.

26 Answer: **D**

Keywords in Questions	Similar words in Passage
<p><b>Q26:</b> Abstract rules are used in game playing that exercises cognitive functioning.</p>	<p>As cognitive abilities develop in a child, they will begin to engage in cognitive play. Here, at a more complex level of this stage, the child will play games with set rules, such as chess or jacks, as well as engaging in dramatic play that involves a degree of role play.</p>
<p><b>Note:</b> The answer is <b>D. Cognitive play</b>. The ideas about this kind of playing involve the demonstration of developed cognitive abilities” and “games with set rules” like chess. These ideas all match with the idea of description Q26.</p>	

27 Answer: **E**

Keywords in Questions	Similar words in Passage
<p><b>Q27:</b> Interaction with other children is vital for play to evolve using rules devised during play.</p>	<p>Role play is used and the child interacts with other children to narrate and act in stories with fluid storylines that they then act out together.</p>
<p><b>Note:</b> The answer is <b>E. Socio-dramatic play</b>. The idea about this term is that a child plays with many other children. The main form in it is “role play” with “fluid storylines” or storylines that can be altered throughout the play which are essentially “rules devised during the play”.</p>	

28 Answer: **C**

Keywords in Questions	Similar words in Passage
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<p><b>Q 28:</b> Play foreshadows more complex adult behaviour used in daily survival.</p>	<p>This type of play serves to increase memory abilities and enhances reasoning and problem-solving abilities. Children at this stage use imagination to overcome what adults would term 'problem-solving'.</p>
<p><b>Note:</b> The answer is C. Pretend play. The idea here is children employ imagination to solve obstacles arising during playing, which is similar to the behaviour of problem-solving, which is definitely more complex and definitely being used by adults daily.</p>	

29 Answer: **TRUE**

Keywords in Questions	Similar words in Passage
<p><b>Tips for Q29-32:</b></p> <p>For this kind of question, we need to skim and scan for each question. First, read each question to understand the idea of it and then skim through the passage.</p> <p>When skimming, you should pay attention to these details:</p> <ul style="list-style-type: none"> <li>● topic sentences</li> <li>● concluding sentences</li> <li>● how the ideas are organized</li> </ul> <p>Skimming is necessary to find paragraph(s) that have the same 'theme' as the statement.</p> <p>Afterwards, scan the paragraph(s) for keywords and synonyms.</p>	
<p><b>Q29:</b> Cheesemaking doesn't just rely on purely scientific methods.</p>	<p>Whilst cheeses may vary greatly in taste and texture, they are all manufactured following the same 6-stage cheesemaking process: acidification, coagulation, separating curds and whey, salting, shaping and ripening. There is more than an element of art in this process, however, since cheesemakers will temper the process according to their own senses of sight, touch and smell.</p>

**Note:** The idea is mentioned in the first paragraph. The former sentence says that all cheeses are made in 6 steps, which is the sign of a scientific process. However, the latter sentence says that cheesemakers will alter such process to what seems right to their senses, so cheesemaking is less scientific than what it is. In other words, as cheesemaking also relies on the senses of the artisans, it is not scientific only. Thus, the answer here is **TRUE**.

30 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
<p><b>Q30:</b> Solids are initially separated from liquids through a mechanical process.</p>	<p>Next, a substance that is known as <b>rennet</b>, which is obtained from the stomach lining of ruminants (or Cud-chewing herbivores, like cows), <b>is used in the coagulation process causing milk protein to solidify</b>. Rennet contains <b>the active enzyme, rennin</b>, and <b>it is this enzyme that acts on the milk protein caseinogen to turn it into an insoluble milk protein known as casein</b>. <b>Since casein is insoluble, it precipitates out of the milk</b> as a gel-like substance or curd, which contains milk solids, fats and proteins.</p>
<p><b>Note:</b> The process of separating solids from liquids is mentioned in the third paragraph. In it, we see that the solids are formed using some enzyme, which essentially makes it a biochemical process. If you do not know the term, you can still observe that this process does involve any kind of mixing, spraying, filtering using machines as typical of a mechanical process. In short, no mechanical process is used here. Thus, the answer is <b>FALSE</b>.</p>	

31 Answer: **FALSE**

Keywords in Questions	Similar words in Passage
<p><b>Q31:</b> Whey contains dissolved milk solids.</p>	<p>As <b>casein precipitates out from milk</b>, forming <b>curds</b>, the watery substance left surrounding the curds is known as <b>whey</b>.</p>
<p><b>Note:</b> The idea about whey is mentioned in the last sentence. In it, we see that whey is what remains after the “milk solids” curds have precipitated out, whey then cannot contain milk solids. Thus, the answer is <b>FALSE</b>.</p>	

32 Answer: **NOT GIVEN**

Keywords in Questions	Similar words in Passage
<b>Q32:</b> Harder cheeses need more maturation than soft cheeses.	
<b>Note:</b> We see the information about hard cheeses and soft cheeses in the next paragraph. In it, we see that hardness and softness are determined by the amount of water left in the cheeses, and there is no further mention related to maturation. Thus, the answer is <b>NOT GIVEN</b> .	

33 Answer: **acts on**

Keywords in Questions	Similar words in Passage
<b>Tips for Q33-40:</b> The questions require filling the blanks with exact wording from the passage. The necessary skills are scanning for keywords in each question and then reading for specific details. Note that the questions itself are presented according to the structure of the passage so do read on starting from the point of the first question.	
<b>Q33:</b> Its active enzyme, <b>rennin</b> , _____ <b>caseinogen</b> , a milk protein.	Rennet contains the active enzyme, <b>rennin</b> , and it is this enzyme that <b>acts on</b> the milk protein <b>caseinogen</b> to turn it into an insoluble milk protein known as casein.
<b>Note:</b> The keywords to watch out for are rennin and caseinogen. You can easily find it in the third paragraph. Carefully reading the sentences, and you can find the word " <b>acts on</b> " being used to describe what rennin does to caseinogen.	

34 Answer: **insoluble**

Keywords in Questions	Similar words in Passage
<b>Q34:</b> Being _____ in water, <b>casein</b> <b>precipitates out of the milk</b> , forming curds.	Since <b>casein</b> is <b>insoluble</b> , it <b>precipitates out of the milk</b> as a gel-like substance or curd, which contains milk solids, fats and proteins.
<b>Note:</b> Seeing the keyword casein, you can then scan the passage again to arrive at the clue in paragraph 3. In the sentence, you will find the highlighted keywords mentioned exactly there. In it, you will also find the word " <b>insoluble</b> ", which describes a solid that does not dissolve in a solvent (generally water).	

35 Answer: **the watery substance**

Keywords in Questions	Similar words in Passage
<p><b>Q35:</b> Left behind after the curds have been removed is _____ termed whey.</p>	<p>As casein precipitates out from milk, forming curds, the watery substance left surrounding the curds is known as whey.</p>
<p><b>Note:</b> The keyword here is whey as the goal of the question is to find something that is described as whey. Scanning the third paragraph containing the word whey, you will find whey is the name of “the watery substance”</p>	

36 Answer: **to expel**

Keywords in Questions	Similar words in Passage
<p><b>Q36:</b> After separation from the whey, the curd is cut in order _____ excess water.</p>	<p>The curds are then removed and cut. Cutting encourages the curds to expel further liquid or whey, making them more solid as a result.</p>
<p><b>Note:</b> The evidence to the question is contained in the next paragraph. The main keyword here is cut, and the answer must be an action that we do to the curd and its excess water. Scanning the paragraph using the keyword cut, we will find the answer “to expel”.</p>	

37 Answer: **a dual purpose**

Keywords in Questions	Similar words in Passage
<p><b>Q37:</b> Addition of salt has _____ acting as a preservative and to add flavour.</p>	<p>Salt is then added to the cheese and serves a dual purpose both as flavour enhancer and preservative.</p>
<p><b>Note:</b> The main keyword here is “addition of salt”, which points us to paragraph 5. The clue lies right in the first sentence of the paragraph. Thus, the answer is “a dual purpose”.</p>	

38 Answer: **shaped**

Keywords in Questions	Similar words in Passage
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<p><b>Q38:</b> Next the cheese is _____ by being placed into a suitable container.</p>	<p>Once the cheese is fully formed, it next has to be shaped. The cheese is placed into a basket or mould that will form the cheese into a specific shape.</p>
<p><b>Note:</b> The most important keyword here is Next, as it points us directly to the next paragraph. Here we see that the cheese is “shaped” and also mentions a suitable container - basket or mould.</p>	

39 Answer: **its optimal ripeness**

Keywords in Questions	Similar words in Passage
<p><b>Q39:</b> In order to achieve _____ the cheese is left to mature.</p>	<p>Finally the cheese is left to ripen or age until it reaches its optimal ripeness.</p>
<p><b>Note:</b> The important keyword is “left to mature”. Careful scanning from the former will lead us to “left to ripen”, which conveys the same idea. In the sentence, we will find the goal that we are trying to “achieve”: “its optimal ripeness”.</p>	

40 Answer: **different**

Keywords in Questions	Similar words in Passage
<p><b>Q40:</b> Before the cheese is ready it may undergo _____ to achieve the desired result.</p>	<p>According to the cheese being manufactured, the cheese will be subject to different processes at this stage.</p>
<p><b>Note:</b> The important keyword here is “Before the cheese is ready”, which points us to the last sentences of the passage. Here we see the different cheeses need “different processes” to become ready.</p>	