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IELTS Trainer TEST 3 (THREE) ACADEMIC READING PASSAGE 2 (TWO) ANSWER KEY 14 presentation 15 (daily) routine 16 cultures 17 E 18 D 19 F 20 D 21 C 22 D 23 A 24 E 25 B 26 C WHAT COOKBOOKS REALLY TEACH US A. Shelves bend under their weight of cookery books. Even a medium-sized bookshop contains many more recipes than one person could hope to cook m a lifetime. Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. The reason for this abundance is that cookbooks promise to bring about a land of domestic transformation for the user. The daily routine can be put to one side and they liberate the user, if only temporarily. To follow their instructions is to turn a task which has to be performed every day into an engaging, romantic process. Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there. B. The first Western cookbook appeared just over 1,600 years ago. De re coquinara (it means concerning cookery1) is attributed to a Roman gourmet named Apicius. It is probably a complilation of Roman and Greek recipes, some or all of them drawn from manuscripts that were later lost. The editor was sloppy, allowing several duplicated recipes to sneak in. Yet Apicius's book set die tone of cookery advice in Europe for more than a thousand years. As a cookbook it is unsatisfactory with very basic instructions. Joseph Vehling, a chef who translated Apicius in the 1930s, suggested the author had beat obscure on purpose, in case his secrets leaked out. C. But a more likely reason is that Apicius's recipes were written by and for professional cooks, who could follow their shorthand. This situation continued for hundreds of years. There was no order to cookbooks: a cake recipe might be followed by a mutton one. But then, they were not written for careful study. Before the 19th century few educated people cooked for themselves. WHAT COOKBOOKS REALLY TEACH US D. The wealthiest employed literate chefs; others presumably read recipes to their servants. Such cooks would have been capable of creating dishes from the vaguest of instructions. The invention of printing might have been expected to lead to greater clarity but at first the reverse was true. As words acquired commercial value, plagiarism exploded Recipes were distorted through reproduction A recipe for boiled capon in The Good Huswives Jewell, printed in 1596t advised the cook to add three or four dates. By 1653, when the recipe was given by a different author in A Book of Fruits & Flowers, the cook was told to set the dish aside for three or four days. E. The dominant theme in 16th and 17th century cookbooks was order. Books combined recipes and household advice, on the assumption that a well-made dish, a well-ordered larder and well- disciplined children were equally important. Cookbooks thus became a symbol of dependability in chaotic times. They hardly seem to have been affected by the English civil war or the revolutions in America and France. F. In the 1850s Isabella Beeton published The Book of Household Management. Like earlier cookery writers she plagiarised freely, lifting not just recipes but philosophical observations from other hooks. If Beetons recipes wore not wholly new, though, the way in which she presented them certainly was. She explains when the chief ingredients are most likely to be in season, how long the dish will take to prepare and even how much it is likely to cost. Beetons recipes were well suited to her times. Two centuries earlier, an understanding of rural ways had been so widespread that one writer could advise cooks to heat water until it was a little hotter than milk comes from a cow. By the 1850b Britain was industrialising. The growing urban midrib class needed details, and Beeton provided them in full. G. In France, cookbooks were last becoming even more systematic. Compared with Britain, France had produced few books written for the ordinary householder by the end of the 19th century. The most celebrated French cookbooks were written by superstar chefs who had a clear sense of codifying a unified approach to sophisticated French cooking. The 5,000 recipes in Auguste Escoffiers Le Guide Culinaire (The Culinary Guide), published in 1902, might as well have been written in stone, given the book's reputation among French chefs, many of whom still consider it the definitive reference book. H. What Escoffier did for French cooking, Fannie Farmer did for American home cooking. She not only synthesised American cuisine; she elevated it to the status of science. 'Progress in civilisation has been accompanied by progress in cookery,' she breezily announced in The Boston Cooking-School Cook Book, before launching into a collection of recipes that sometimes resembles a book of chemistry experiments. She was occasionally over-fussy. She explained that currants should be picked between June 28th and July 3rd, but not when it is raining. But in the main her book is reassuringly authoritative. Its recipes are short, with no unnecessary chat and no unnecessary spices. I. In 1950 Mediterranean Food by Elizabeth David launched a revolution in cooking advice in Britain. In some ways Mediterranean Food recalled even older cookbooks but the smells and noises that filled David's books were not mere decoration for her recipes. They were the point of her books. When she began to write, many ingredients were not widely available or affordable. She understood this, acknowledging in a later edition of one of her books that even if people could not very often make the dishes here described, it was stimulating to think about them.' David's books were not so much cooking manuals as guides to the kind of food people might well wish to eat. Questions Questions 14-16 Complete the summary below. Choose NO MORE THAN TWO WORDS firm the passage for each answer. Write your answers inboxes 14-16 on your answer sheet. Why are there so many cookery books? There are a great number more cookery books published than is really necessary and it is their 14 .....which makes them differ from each other. There are such large numbers because they offer people an escape from their 15 .....and some give the user the chance to inform themselves about other 16..... Questions 17-21 Reading Passage has nine paragraphs, A-I Which paragraph contains the following information? Write the correct letter, A-I in boxes 17-21 on your answer sheet NB: YOU MAY USE ANY LETTER MORE THAN ONCE. 17. cookery books providing a sense of stability during periods of unrest 18. details in recipes being altered as they were passed on 19. knowledge which was in danger of disappearing 20. the negative effect on cookery books of a new development 21. a period when there was no need for cookery books to be precise Questions 22-26 Look at the following statements (Questions 22-26) and list of books (A-E) below. Match each statement with the correct book. Write the correct letter, A-E, m boxes 22-26 on your answer sheet 22. Its recipes were easy to follow despite the writer's attention to detail. 23. Its writer may have deliberately avoided pawing on details. 24. It appealed to ambitious ideas people have about cooking. 25. Its writer used ideas from other books but added additional related information. 26. It put into print ideas which are still respected today. 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Mediterranean Food Answers WHAT COOKBOOKS REALLY TEACH US answers IELTS Reading Practice Test Cambridge IELTS Reading 5-18 Explanation IELTS Online Practice Test Dear students, here are the IELTSFever Academic IELTS Reading Practice Test 146 Answers (Passage 1 Australia's sporting success, Passage 2 What cookbooks really teach us, Passage 3 This Marvellous Invention) Dear Students, if you need to clear your doubts regarding these Answers, you can ask any question throw our email, or you can mention your query in the comments section. or send your questions on our IELTSfever Facebook page or Tweet Us on #IELTSFever Also, you can join our Telegram channel, where you will get the latest IELTS Material IELTSFever Telegram Link. 1 B 21 C 2 C 22 D 3 B 23 A 4 F 24 E 5 D 25 B 6 A 26 C 7 E 27 VI 8 A 28 IV 9 B 29 II 10 A 30 VII 11 C 31 I 12 (A) COMPETITION MODEL 32 V 13 (BY) 2 PERCENT/% 33 E 14 PRESENTATION 34 G 15 (DAILY) ROUTINE 35 B 16 CULTURES 36 F 17 E 37 NO 18 D 38 YES 19 F 39 NOT GIVEN 20 D 40 YES Also, Read Describe a Situation When You Were Not Allowed to Use Mobile/cell Phone This is the End IELTSFever Academic IELTS Reading Practice Test Answers (Passage 1 Australia's sporting success, Passage 2 What cookbooks really teach us, Passage 3 This Marvellous Invention) Subscribe to get the latest posts sent to your email. 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IELTS Band Score Calculators Inside The Mide of The Consumer - PDF The IELTS Listening test assesses how well you can understand spoken English in various contexts. It lasts about 30 minutes and is divided into four sections with a total of 40 questions. The listening tasks become increasingly difficult as the test progresses. The IELTS Academic Reading section assesses your ability to understand and interpret a variety of texts in academic settings. It is designed to evaluate a range of reading skills, including skimming for gist, reading for main ideas, reading for detail, understanding inferences, and recognizing a writer's opinions and arguments. The IELTS Speaking test assesses your ability to communicate in English on everyday topics. It lasts 11-14 minutes and consists of three parts: introduction, cue card, and a discussion based on the cue card topic. IELTS General Reading tests your ability to understand and interpret various types of texts. Here are some key areas and types of content you can expect to encounter in the reading section, along with tips for effective preparation. In IELTS Academic Writing Task 1, you are presented with a visual representation of information, such as graphs, charts, tables, or diagrams, and you are required to summarize, compare, or explain the data in your own words. In IELTS General Writing Task 1, you are required to write a letter based on a given situation. The letter can be formal, semi-formal, or informal, depending on the prompt. Here's a breakdown of the key components to include in your letter In IELTS Academic Writing Task 2, you are required to write an essay in response to a question or topic. Here's a guide to help you understand the essential elements of this task To succeed in the IELTS exam, practice regularly, familiarize yourself with the test format, improve your vocabulary, develop time management skills, and take mock tests to build confidence. Grammar is the foundation of effective communication in English. Understanding tense usage, subject-verb agreement, and sentence structure enhances clarity and coherence in writing and speaking. Vocabulary plays a crucial role in the IELTS (International English Language Testing System) exam, especially in the Speaking and Writing sections. Here's an overview of why vocabulary is important and how it impacts your performance IELTS ACADEMIC READING PASSAGES You should spend about 20 minutes on Questions 27-40 which are based on Reading Passage 3 below. Learning lessons from the past A Many past societies collapsed or vanished, leaving behind monumental ruins such as those that the poet Shelley imagined in his sonnet, Ozymandias. By collapse, I mean a drastic decrease in human population size and/or political/economic/social complexity, over a considerable, for an extended time. By those standards, most people would consider the following past societies to have been famous victims of full-fledged collapses rather than of just minor declines: the Anasazi and Cahokia within the boundaries of the modem US, the Maya cities in Central American, Moche and Tiwanaku societies in South America, Norse Greenland, Mycenean Greece and Minoan Crete in Europe, Great Zimbabwe in Africa, Angkor Wat and the Harappan Indus Valley cities in Asia, and Easter Island in the Pacific Ocean. B The monumental ruins left behind by those past societies hold a fascination for all of us. We marvel at them when as children we first learn of them through pictures. When we grow up, many of us plan vacations in order to experience them at first hand. We feel drawn to their often spectacular and haunting beauty, and also to the mysteries that they pose. The scales of the ruins testify to the former wealth and power of their builders. Yet these builders vanished, abandoning the great structures that they had created at such effort. How could a society that was once so mighty end up collapsing? C It has long been suspected that many of those mysterious abandonments were at least partly triggered by ecological problems: people inadvertently destroying the environmental resources on which their societies depended. This suspicion of unintended ecological suicide (ecocide) has been confirmed by discoveries made in recent decades by archaeologists, climatologists, historians, palaeontologists, and palynologists (pollen scientists). The processes through which past societies have undermined themselves by damaging their environments fall into eight categories, whose relative importance differs from case to case: deforestation and habitat destruction, soil problems, water management problems, overhunting, overfishing, effects of introduced species on native species, human population growth, and increased impact of people. D Those past collapses tended to follow somewhat similar courses constituting variations on a theme. Writers find it tempting to draw analogies between the course of human societies and the course of individual human lives – to talk of a society's birth, growth, peak, old age and eventual death. But that metaphor proves erroneous for many past societies: they declined rapidly after reaching peak numbers and power, and those rapid declines must have come as a surprise and shock to their citizens. Obviously, too, this trajectory is not one that all past societies followed unvaryingly to completion: different societies collapsed to different degrees and in somewhat different ways, while many societies did not collapse at all. E Today many people feel that environmental problems overshadow all the other threats to global civilisation. These environmental problems include the same eight that undermined past societies, plus four new ones: human-caused climate change, the build-up of toxic chemicals in the environment, energy shortages, and full human utilisation of the Earth's photosynthetic capacity. But the seriousness of these current environmental problems is vigorously debated. Are the risks greatly exaggerated, or conversely are they underestimated? Will modem technology solve our problems, or is it creating new problems faster than it solves old ones? When we deplete one resource (eg wood, oil, or ocean fish), can we count on being able to substitute some new resource (eg plastics, wind and solar energy, or farmed fish)? Isn't the rate of human population growth declining, such that we're already on course for the world's population to level off at home manageable number of people? F Questions like this illustrate why those famous collapses of past civilisations have taken on more meaning than just that of a romantic mystery. Perhaps there are some practical lessons that we could learn from all those past collapses. But there are also differences between the modem world and its problems, and those past societies and their problems. We shouldn't be so naive as to think that the study of the past will yield simple solutions, directly transferable to our societies today. We differ from past societies in some respects that put us at lower risk than them; some of those respects often mentioned include our powerful technology (ie its beneficial effects), globalisation, modem medicine, and greater knowledge of past societies and of distant modem societies. We also differ from past societies in some respects that put us at greater risk than them: again, our potent technology (ie its unintended destructive effects), globalisation (such that now a problem in one part of the world affects all the rest), the dependence of millions of us on modern medicine for our survival, and our much larger human population. Perhaps we can still learn from the past, but only if we think carefully about its lessons. Questions 27-29 Choose the correct letter A, B, C or D. 27 When the writer describes the impact of monumental ruins today, he emphasizes A the income they generate from tourism. B the area of land they occupy. C their archaeological value. D their romantic appeal. 28 Recent findings concerning vanished civilisations A have overturned long-held beliefs. B caused controversy amongst scientists. C come from a variety of disciplines. D identified one main cause of environmental damage. 29 What does the writer say about ways in which former societies collapsed? A The pace of decline was usually similar. B The likelihood of collapse would have been foreseeable. C Deterioration invariably led to total collapse. D Individual citizens could sometimes influence the course of events. Questions 30-34 Do the following statements agree with the views of the writer in Reading Passage?Write YES if the statement agrees with the claims of the writer NO if the statement contradicts the claims of the writer NOT GIVEN if it is impossible to say what the writer thinks about this 30 It is widely believed that environmental problems represent the main danger faced by the modern world. 31 The accumulation of poisonous substances is a relatively modern problem. 32 There is general agreement that the threats posed by environmental problems are very serious. 33 Some past societies resembled present-day societies more closely than others. 34 We should be careful when drawing comparisons between past and present. Questions 35-39 Complete each sentence with the correct ending, A-F, below.Write the correct letter, A-F 35 Evidence of the greatness of some former civilisations 36 The parallel between an individual's life and the life of a society 37 The number of environmental problems that societies face 38 The power of technology 39 A consideration of historical events and trends A is not necessarily valid.B provides grounds for an optimistic outlook.C exists in the form of physical structures.D is potentially both positive and negative.E will not provide direct solutions for present problems.F is greater now than in the past. Question 40 Choose the correct letter A, B, D or D 40 What is the main argument of Reading Passage 3? A There are differences as well as similarities between past and present societies. B More should be done to preserve the physical remains of earlies civilisations. C Some historical accounts of great civilisations are inaccurate. D Modern societies are dependent on each other for their continuing survival. what cookbooks really teach us A. Shelves bend under their weight of cookery books. Even a medium-sized bookshop contains many more recipes than one person could hope to cook m a lifetime. Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. The reason for this abundance is that cookbooks promise to bring about a land of domestic transformation for the user. The daily routine can be put to one side and they liberate the user, if only temporarily. To follow their instructions is to turn a task which has to be performed every day into an engaging, romantic process. Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there. B. 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Cookbooks thus became a symbol of dependability in chaotic times. They hardly seem to have been affected by the English civil war or the revolutions in America and France.F In the 1850s, Isabella Becton published the Book of Household Management. Like earlier cookery writers she plagiarized freely, lifting not just recipes bur philosophical observations from other books. If Becton's recipes were not wholly new. though, the way in which she presented them certainly was. She explains when the chief ingredients are most likely to be in season, how long the dish will take to prepare and even how much it is likely to cost. Bee ton's recipes were well suited to her times. Two centuries earlier, an understanding of rural ways had been so widespread that one writer could advise cooks to heat water until it was a little hotter than milk comes from a cow. By the 1850s Britain was industrializing. 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Candidates are required to read the passage and take notes of the keywords that will help them in questions that require them to identify the paragraph. To practise on more topics, candidates can undertake IELTS Reading practice papers. Check: Get 10 Free IELTS Sample Papers Check: Register for IELTS Coaching - Join for Free Trial Class Now Reading Passage Question Shelves bend under the weight of cookery books. Even a medium-sized bookshop contains many more recipes than one person could hope to take in a lifetime. Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. The reason for this abundance is chat cookbooks promise to bring about a kind of domestic transformation for the user. The daily routine can be put on one side and they liberate the user, if only temporarily. 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By 1653. when the recipe was given by a different author in A Book of Fruits & Flowers, the cook was told to see the dish aside for three or four days. The dominant theme in 16th and 17th-century cookbooks was ordered. Books combined recipes and household advice, on the assumption that a well-made dish, a well-ordered larder and well-disciplined children were equally important. Cookbooks thus became a symbol of dependability in chaotic times. They hardly seem to have been affected by the English civil war or the revolutions in America and France. In the 1850s, Isabella Becton published the Book of Household /Management. Like earlier cookery writers she plagiarized freely, lifting not just recipes bur philosophical observations from other books. If Becton's recipes were not wholly new. though, the way in which she presented them certainly was. She explains when the chief ingredients arc most likely to be in season, how long the dish will take to prepare and even how much it is likely to cost. Bee ton's recipes were well suited to her times. Two centuries earlier, an understanding of rural ways had been so widespread that one writer could advise cooks to heat water until it was a little hotter than milk comes from a cow. By the 1850s Britain was industrializing. The growing urban middle class needed details, and Becton provided them in hill. The 5.000 recipes in Auguste Escoffier's Le Guide Culinaire (The Culinary Guide), published in 1902, might as well have been written in stone, given the book's reparation among French chefs, many of whom still consider it the definitive reference book. What Escoffier did for French cooking. Fannie Farmer did for American home cooking. She not only synthesized American cuisine; she elevated it to the status of science. 'Progress in civilization has been accompanied by progress in cookery,' she breezily announced in The Boston Cooking-School Cook Book, before launching into a collection of recipes that sometimes resembles a book of chemistry experiments. She was occasionally over-fussy. She explained that currants should be picked between June 28th and July 3rd, but not when it is raining. But in the main, her book is reassuringly authoritative. Its recipes arc short, with no unnecessary chat and no unnecessary spices. In 1950, Mediterranean Food by Elizabeth David launched a revolution in cooking advice in Britain. In some ways, Mediterranean Food recalled even older cookbooks but the smells and noises that filled Davids books were not mere decoration for her recipes. They were the point of her books. When she began to write, many ingredients were not widely available or affordable. She understood this, acknowledging in a later edition of one of her books that 'even if people could not very often make the dishes here described, it was stimulating to think about them.' Davids books were not so much cooking manuals as guides to the kind of food people might well wish to eat. Solution and Explanation Questions 1-3: Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 1-3 on your answer sheet. Why are there so many cookery books? There are a great number more cookery books published than is really necessary and it is their 1..... which makes them differ from each other. There are such large numbers because they offer people an escape from their 2..... and some give the user the chance to inform themselves about other 3..... Question 1: Answer: 1 PRESENTATION Supporting Sentence: Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. Keyword Location: Section A, 2nd line Explanation: The second line of section A notes that the recipes in different books are frequently identical. However, their presentation varies greatly, ranging from a variety of vegetarian cookbooks to directions on how to prepare cuisine. It quoted that historical characters would have eaten. Therefore, Presentation is the correct answer. Question 2: Answer: 2 (DAILY) ROUTINE Supporting Sentence: The daily routine can be put on one side and they liberate the user, if only temporarily. Keyword Location: Section A, 3rd line Explanation: According to the third line of section A, the user can be temporarily freed from their daily routine by using these devices. So, Routine is the appropriate answer. Question 3: Answer: 3 CULTURES Supporting Sentence: Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there. Keyword Location: Section A, last line Explanation: The last sentence of section A states that reading cookbooks offers the chance to explore foreign cultures without having to fly elsewhere. Thus, Culture is the correct answer. Questions 4-8 Reading Passage 2 has nine paragraphs, A-I. Which paragraph contains the following information? Write the correct letter, A-l, in boxes 4-8 on your answer sheet. NB You may use any letter more than once. cookery books providing a sense of stability during periods of unrest Answer: E Supporting Sentence: Cookbooks thus became a symbol of dependability in chaotic times. Keyword: sense of stability, periods of unrest Keyword Location: Section E, 2nd line Explanation: Section E's second line explains that, in these turbulent times, cookbooks came to represent reliability. So, E is the right answer. details in recipes being altered as they were passed on Answer: D Supporting Sentence: Recipes were distorted through reproduction. Keyword: recipes Keyword Location: Section D, 1st line Explanation: Details in recipes were changed as they were passed down, according to the first sentence of section D. So, D is the right answer. knowledge which was in danger of disappearing Answer: F Supporting Sentence: Two centuries earlier, an understanding of rural ways had been so widespread that one writer could advise cooks to heat water until it was a little hotter than milk comes from a cow. By the 1850s Britain was industrializing. The growing urban middle class needed details, and Becton provided them in hill. Keyword: knowledge Keyword Location: Section F, Last line Explanation: The final sentence of section F reads, "Two centuries ago, an understanding of country methods had been so common that one writer could instruct cooks to heat water until it was just a touch hotter than milk comes from a cow." British industry was developing by the 1850s. Details were needed by the expanding urban middle class, and Becton delivered them on the hill. So, F is the right answer. the negative effect on cookery books of a new development Answer: D Supporting Sentence: The invention of printing might have been expected to lead to greater clarity but at first, the reverse was true. Keyword: negative, cookery books Keyword Location: Section D, 1st line Explanation: The development of printing would have been anticipated to result in increased clarity. But initially the opposite was true, according to the opening line of paragraph D. So, D is the correct answer. a period when there was no need for cookery books to be precise Answer: C Supporting Sentence: But a more likely reason is that Apicius's recipes were written by and for professional cooks, who could follow their shorthand. Keyword: cookery books, precise Keyword Location: Section C, 1st line Explanation: The first sentence of paragraph C states that the fact that Apicius's recipes were prepared by and for skilled cooks. These cooks could follow their shorthand makes this explanation more plausible. Therefore, C is the right answer. Questions 9-13: Look at the following statements (Questions 9-13) and list of books (A-E) below. Match each statement with the correct book A-E Write the correct letter A-E. In boxes 9-13 on your answer sheet. List of cookery books De re couquinara The Book of Household Management Le Guide Culinaire The Boston Cooking-School Cook Book Mediterranean Food Its recipes were easy to follow despite the writer's attention to detail. Answer: D Supporting Sentence: 'Progress in civilization has been accompanied by progress in cookery,' she breezily announced in The Boston Cooking-School Cook Book, before launching into a collection of recipes that sometimes resembles a book of chemistry experiments. Keyword: Boston Cooking-School Cook Book, recipes Keyword Location: Section H, 2nd Line Explanation: It is stated in the second sentence of section H that "advancement in civilization has been accompanied by improvement in cuisine.' It was declared briskly in The Boston Cooking-School CookBook. Before plunging into a compilation of recipes that occasionally resembled a book of chemistry experiments. The Boston Cooking-School Cook Book was simple to follow and resembles a book of chemistry experiments. Thus, Option D The Boston Cooking-School Cook Book is suitable for this statement. Its writer may have deliberately avoided passing on details. Answer: A Supporting Sentence: De re couquinara (it means 'concerning cookery') is attributed to a Roman gourmet named Apicius. It is probably a compilation of Roman and Greek recipes, some or all of them drawn from manuscripts that were later loss. Joseph Vehling, a chef who translated Apicius in the 1930s, suggested the author had been obscure on purpose, in ease his secrets leaked out. Keyword: writer, details Keyword Location: Section B, 1st line Explanation: De re coquinaria, which translates as "concerning cookery," is credited to a Roman gourmet named Apicius, according to the opening sentence of section B. It is most likely a collection of Roman and Greek recipes, some or all of which were taken from lost texts. Joseph Vehling, who translated Apicius in the 1930s, hypothesised that the author had been deliberately evasive to make it easier for his secrets to slip out. Option A, De re coquinaria Food, is appropriate for this statement since De re coquinaria avoids passing on specifics and is the aggregation of numerous works. It appealed to ambitious ideas people have about cooking. Answer: E Supporting Sentence: Mediterranean Food by Elizabeth David launched a revolution in cooking advice in Britain. David's books were not so much cooking manuals as guides to the kind of food people might well wish to cat. Keyword: ambitious ideas, cooking advice Keyword Location: Section I, 1st and last line Explanation: Mediterranean Food by Elizabeth David sparked a revolution in British cooking guidance, according to the first and last lines of section I. David's publications were more cookbooks than instruction manuals for the kind of cuisine that people might like to cook. Option E Mediterranean Food is appropriate for this statement. Because although there aren't many cooking books for this cuisine, people were drawn to it because of the way it was written. Its writer used ideas from other books but added additional related information. Answer: B Supporting Sentence: In the 1850s, Isabella Becton published the Book of Household Management. If Becton's recipes were not wholly new. though, the way in which she presented them certainly was. She explains when the chief ingredients are most likely to be in season, how long the dish will take to prepare and even how much it is likely to cost. Keyword: other books, related Keyword Location: Section F, 1st and 2nd line Explanation: It is stated in the first two sentences of section F that Isabella Becton published the Book of Household Management in the 1850s. Even if Becton's recipes weren't entirely original, the way she presented them was. She details how long the dish will take to create, how much it will probably cost, and when the main components are likely to be in season. Option B, The Book of Household Management, is appropriate for this statement. Since it borrows concepts from previous books and presents them in a certain manner despite the fact that it was written in the 1850s. It put into print ideas which are still respected today. Answer: C Supporting Sentence: Le Guide CuJinaire (The Culinary Guide), published in 1902, might as well have been written in stone, given the book's reparation among French chefs, many of whom still consider it the definitive reference book. Keyword: print ideas Keyword Location: Section G, Last line Explanation: The Culinary Guide, published in 1902, may have been written in stone. According to the final sentence of section G, given the book's reputation among French cooks, many of whom still regard it as the standard reference work. Option C, Le Guide Culinaire, is appropriate for this statement. Since it contains print ideas from the 1902 publication of Le Guide CuJinaire (The Culinary Guide), which are still used by French cooks today. Read More IELTS Writing Related