

WORLD OF LANGUAGE ACADEMY

WOLA-KUEPE-READING
SAMPLE

WOLA-KUEPE READING-SAMPLE

Psychologists have debated a long time about whether a child's upbringing can give it the ability to do outstandingly well. Some think that it is impossible to develop genius and say that it is simply something a person is born with.

Others, however, argue that the potential for great achievement can be developed. The truth lies somewhere between these two extremes.

It seems very obvious that being born with the right qualities from gifted parents will increase a child's ability to do well. However, this ability will be fully realized only with the right upbringing and opportunities. As one psychologist says, "To have a fast car, you need both a good engine and fuel."

Scientists have recently assessed intelligence, achievement, and ability in 50 sets of identical twins that were separated shortly after birth and brought up by different parents. They found that achievement was based on intelligence, and later influenced by the child's environment.

One case involving very intelligent twins was quoted. One of the twins received a normal upbringing, and performed well. The other twin, however, was brought up by extremely supportive parents and given every possible opportunity to develop its abilities. That twin, though starting out with the same degree of intelligence as the other, performed even better.

This case reflects the general principle of intelligence and ability. The more favorable the environment, the more a child's intelligence and ability are developed. However, there is no link between intelligence and the socioeconomic level of a child's family. In other words, it does not matter how poor or how rich a family is, as this does not affect intelligence. Gifted people cannot be created by supportive parents, but they can be developed by them. One professor of music said that outstanding musicians usually started two or three years earlier than ordinary performers often because their parents had recognized their ability. These musicians then needed at least ten years' hard work and training in order to reach the level they were capable of attaining.

People who want to have very gifted children are given the following advice:

- Marry an intelligent person.
- Allow children to follow their own interests rather than the interests of the parents.
- Start a child's education early but avoid pushing the child too hard.
- Encourage children to play; for example, playing with musical instruments is essential for a child who wants to become an outstanding musician.

- 1.** The upbringing of highly intelligent children requires _____.
- a.** an expensive education
 - b.** good musical instruments
 - c.** parental support and encouragement
 - d.** wealthy and loving parents'
- 2.** The word "others" used in the first paragraph refers to _____.
- a.** "other people"
 - b.** "other scientists"
 - c.** "other children"
 - d.** "other geniuses"
- 3.** When scientists studied intelligence and ability in twins, they found that _____.
- a.** ability depends mainly on intelligence and achievement
 - b.** intelligence and development are irrelevant to ability
 - c.** ability depends both on intelligence and on environment
 - d.** different twins generally have different levels of ability
- 4.** Scientists chose twins for their study because _____.
- a.** each twin has the same environment as his/her twin
 - b.** they are born into the same family, hence the same upbringing
 - c.** they have the same economic background and hence the same opportunities
 - d.** they have the same genetic background, usually with similar intelligence
- 5.** How were great musicians different from ordinary musicians in their development?
- a.** Their ability was realized at an early stage and then nurtured.
 - b.** They practice playing their instruments for many years.
 - c.** They concentrated on music to the exclusion of other areas.
 - d.** They were exceptionally intelligent and artistic.
- 6.** The writer advises that gifted children should be allowed to follow _____.
- a.** their own interest
 - b.** their parents' interests
 - c.** only their interests in musical instruments
 - d.** only their interests in computer games

7. When encouraging their gifted children, parents should avoid _____.

- a. pushing their children too hard
- b. letting them play their own way
- c. permitting them to follow their own interests
- d. starting their education at an early age

8. The remark: 'To have a fast car, you need both a good engine and fuel' in the passage means that in order to become a genius _____.

- a. you need to have good health and good nourishment
- b. you need intelligence and you need to develop it
- c. you should try to move quickly and efficiently
- d. you must nourish your brain and train your muscles hard

9. The word "favorable" in the passage mostly means _____.

- a. "good for someone and making him/her likely to be successful"
- b. "helping somebody to be more intelligent compared to other people"
- c. "of high quality or an acceptable standard"
- d. "under the control or in the power of somebody else"

10. All of the following statements are true EXCEPT _____.

- a. educational development depends completely on economic well-being
- b. a child's intelligence is influenced by that of his/her parents
- c. to become successful, a child needs both native intelligence and development
- d. studying different twins is a useful scientific procedure

ANSWER KEY-KUEPE-READING SAMPLE

1.C 2.B 3.C 4.D 5.A 6.A 7.A 8.B 9.A 10.A