

2 Different types of multiple choice

Sometimes you may be asked to choose two correct answers from five options. You will need to read and consider even more text.

- 2.1** Spend 45 seconds skim reading this Reading passage to find out the main points.

What do hurricanes mean for dolphins?

Hurricanes are typically associated with loss of life, loss of property and economic devastation. Hurricane Katrina, which blew through the gulf coast of North America in 2005, brought all those things and more. It also brought lots of baby dolphins. Hurricanes tend to be related to increased strandings of marine mammals, so why might a hurricane be associated with *more* dolphins, rather than fewer?

Scientist Lance J. Miller reasoned that there were probably several related phenomena that, combined, could explain the apparent increase. Firstly, after a female dolphin loses her calf, she can give birth again much sooner than if her calf had matured to adulthood. "If a large number of calves perished as a result of Hurricane Katrina, this would allow for a greater percentage of females to become reproductively active the following year." By itself, this didn't seem to adequately explain the increase in dolphin calves. Something else was going on. That something was distinctively human.

When Hurricane Katrina blew through the gulf, the local shrimping, crabbing and fishing industries were ravaged. In Mississippi, according to one estimate, 87% of commercial fishing vessels were damaged or destroyed. This meant a decrease in the amount of seafood brought into shore, of nearly 15%. Despite the common notion that dolphins enjoy playing in the wakes created by boats, there is plenty of evidence that dolphins actually avoid them. Miller deduced that, with a reduction in the number of boats in the water, both commercial and recreational, dolphins may have been able to spend more time eating, and less time travelling or diving in an effort to avoid boats.

- 2.2** Look at this task. What information do you need to find in the passage?

Which **TWO** possible issues did Miller believe may have caused the rise in dolphin numbers?

- A More female dolphins survived the hurricane than males.
- B Female dolphins were able to breed earlier than usual.
- C The dolphins had access to greater numbers of shrimp and fish.
- D There was a decrease in the number of dolphins being caught for sport or food.
- E The dolphins had less contact with humans after the hurricane.

- 2.3** Read the passage again and highlight the parts that introduce the idea of a first and second issue. Read the options A–E in 2.2 carefully and decide which two options are correct.

3 Identifying a writer's purpose

Sometimes, multiple-choice questions ask you to consider the writer's purpose or aim. You may be asked to identify:

- why the writer made a particular reference
- what the purpose of a part of the text is
- the opinion or attitude of the writer.

3.1 Look at this extract from a Reading passage to get the main idea and then re-read it more carefully to understand it in detail.

One of the reasons *Jurassic Park* was so successful – as a novel and a blockbuster film – is that it presented a plausible way to bring dinosaurs back to life. The idea that viable dinosaur DNA might be retrieved from bloodsucking prehistoric insects seemed like a project that could actually succeed. Even though the actual methodology is hopelessly flawed and would never work, the premise was science-ish enough to let us suspend our disbelief and revel in the return of the dinosaurs.

3.2 Read these questions and consider how you would answer them.

- 1 What is the writer's purpose in this paragraph?
- 2 What is the writer's opinion of *Jurassic Park*?

To answer these questions, you need to consider more than the surface meaning of the words in the Reading passage. You need to consider the writer's tone or attitude.

3.3 Scan the extract in 3.1 and find the following words or phrases: *blockbuster*, *hopelessly flawed*, *revel in*. Do they suggest a positive or a negative tone?

3.4 Answer the questions by choosing the correct letter (A, B, C or D).

- 1 What is the writer's purpose in this paragraph?
 - A to suggest that scientists should look to science fiction for inspiration
 - B to argue that people may choose to believe the improbable in order to be entertained
 - C to persuade us that art and science can be skilfully linked
 - D to demonstrate that scientific research can provide a source of entertainment
- 2 What is the writer's opinion of *Jurassic Park*?
 - A the film was not a faithful rendition of the original book
 - B it shows how important thorough research is for successful writers
 - C in spite of its inaccuracies, it was a successful novel and film
 - D it is a good example of the importance of science fact in science fiction novels

Reading skills

7 Opinions and attitudes

In this unit you will practise:

- dealing with argumentative texts
- identifying a writer's views/claims
- identifying grammatical features
- Yes / No / Not Given questions
- summary completion with a box
- summary completion without a box

1 Argumentative texts

The most difficult and complex texts are in Reading Section 3. These passages may feature arguments for or against a specific idea or theory. Or, they may present a discussion of different arguments. In texts like this, it is important to be aware of the writer's overall tone. A writer's choice of words often indicates their attitude towards a topic.

1.1 Put the adjectives into the correct column, to show whether they suggest a positive or negative tone.

diverse	disastrous	unspoilt	biased
accomplished	vulnerable	productive	realistic
confusing	irrelevant	sophisticated	harsh
catastrophic	efficient	monotonous	distorted
thorough	influential	prominent	dated

positive	negative

- 1.2** Spend two minutes skim reading the following passage to get the main ideas. Then read it again and underline any adjectives that you think might indicate a personal opinion or attitude.

Living with Mies

Lafayette Park is a group of modernist townhouses in the US designed by the architect Mies van der Rohe.

A few blocks east of downtown Detroit sits Lafayette Park, an enclave of single- and two-storey modernist townhouses set amid a forest of locust trees. Like hundreds of developments nationwide, they were the result of postwar urban renewal; unlike almost all of them, it had a trio of world-class designers behind it: Ludwig Hilbersheimer as urban planner; Alfred Caldwell as landscape designer; and Mies van der Rohe as architect.

The townhouses were built between 1958 and 1962 on land previously occupied by a working-class neighbourhood. While much of Detroit began a steep decline soon after, Lafayette Park stayed afloat, its residents bucking the trend of suburban flight. Lafayette Park today is one of the most racially integrated neighbourhoods in the city. It is economically stable, despite the fact that Detroit has suffered enormous population loss.

We wanted to know what residents think about this unique modernist environment created by a famous architect, and how they confront and adapt it to meet their needs. During our research, we were struck by the casual attitude that many residents have toward the architecture. Then again, Detroit has an abundance of beautiful housing options: one can live in a huge Victorian mansion, a beautiful arts and crafts house or a cavernous loft-conversion space in a former factory. Living in a townhouse built by a renowned architect isn't as noteworthy as one might think. At the same time, such nonchalance is a mark of success: the homes are great because they work, not because they come affixed with a famous name.

Indeed, their beauty isn't always obvious. There is a kind of austere uniformity to the Lafayette Park townhouses when viewed from the outside. Some visitors find them unappealing; one contractor described them as 'bunkers'. The interior layouts are nearly identical. The units are compact in size and some people find them too small, though the floor-to-ceiling windows on the front and back of each building open the living spaces to the outside.

While they may have strong aesthetic preferences, the residents we spoke with do not necessarily favour mid-century modernism in their interiors or architecture. But they make it work: several people remarked on the way the interiors in the Lafayette Park townhouses can function as blank canvases for a variety of decorating styles. Indeed, the best design doesn't force a personality on its residents. Instead, it helps them bring out their own.

2 Identifying the writer's views/claims

In **Yes / No / Not Given** tasks, you will be asked whether the statements in the questions match the views or claims of the writer. A **view** is a personal opinion. A **claim** is a statement made by the writer and presented as a fact.

2.1 Look at these extracts and decide whether you think they are *views* or *claims*.

- 1 Like hundreds of developments nationwide, they were the result of post-war urban renewal.
- 2 While much of Detroit began a steep decline soon after, Lafayette Park stayed afloat.
- 3 Detroit has an abundance of beautiful housing options.
- 4 There is a kind of austere uniformity to the Lafayette Park townhouses when viewed from the outside.
- 5 Indeed, the best design doesn't force a personality on its residents.

There are a lot of similarities between **True / False / Not Given** questions and **Yes / No / Not Given** questions. But the main difference is that **True / False / Not Given** questions are based on factual information in the Reading passage. **Yes / No / Not Given** questions ask you to interpret the views or claims of the writer.

2.2 Look at the statements below and write

YES if the statement agrees with the views or claims in the Reading passage,

NO if the statement contradicts the views of the writer,

NOT GIVEN if it is impossible to say what the writer thinks.

- 1 It is the era in which Lafayette Park was developed that makes it special.
- 2 Since 1962, many people have moved away from Detroit.
- 3 Mies van der Rohe's designs influenced other architects in Detroit.
- 4 The exterior of each building in Lafayette Park has a distinct style.
- 5 Good architecture allows its occupants to reveal their identity.

2.3 For each question in 2.2, if you wrote

YES – give supporting evidence from the passage

NO – correct the statements so that they match the views of the writer

NOT GIVEN – say what you **do** know from the passage and say which part of the passage gave you your answer.

3 Identifying grammatical features

There are two types of **summary completion** tasks: one with a box of possible answers, and one without a box, where you need to choose word/s from the passage to complete the summary.

With a box of possible answers, the options may be actual words from the passage, or synonyms of words in the passage.

3.1 Look at the box of possible answers (A–F) and decide what type of word each one is (noun, verb, etc.). There may be more than one possible answer.

- A settled
- B adapt
- C neutral
- D poor
- E afford
- F strongly

3.2 Read the summary below and decide what type of word (noun, verb, etc.) you need for gaps 1–4.

The residents of Lafayette Park

Lafayette Park was originally quite a 1 area of Detroit. Nowadays, the area is unusual because its residents are more 2 than those in other areas of the city. In general, the residents of Lafayette Park feel quite 3 about the famous architecture they live in. But the residents do appreciate the fact that they can 4 the townhouses and make them their own.

3.3 Read the relevant part of the passage in 1.2 and complete the summary using the list of words (A–F) in 3.1.



Test Tip A summary is different from a set of notes, because it consists of complete sentences that are connected together grammatically. You need to

- carefully read and understand the summary.
- decide what type of word is needed to complete each gap in the summary.
- locate and carefully read the relevant part of the passage.
- choose the word or phrase (either from a box of answers or from the passage) that accurately fills each gap.

For **summary completion tasks without a box** of answers

- consider the grammatical features of the summary.
- choose words from the text that accurately complete the summary.



Test Tip Use the title of the summary to help you find the part of the passage you need to read in detail to find your answers.

3.4 Skim read this passage to understand the main points.

Meerkat study

Dr Alex Thornton from the University of Cambridge recently led a study into meerkat society. Meerkats are highly social mongooses that live in large social groups and take turns foraging for food and standing guard to look out for predators. Research has shown that the animals have their own traditions within their group. For example, while members of one meerkat troop will consistently rise very early, those of another will emerge from their burrows much later in the morning.

In an attempt to assess whether meerkats simply copy these behavior patterns or are taught them, Thornton and his team travelled to the Kalahari Desert and set a series of tests for a group in the wild. One test involved putting a scorpion (the meerkats' favourite food) into a transparent container. The meerkats had to work out how to open the opaque lid of the container in order to reach the scorpion inside. The tests showed that the more subordinate juvenile members of meerkat troops are the most innovative when it comes to foraging - these low-ranking males were best at solving problems and obtaining the treat. However, Dr Thornton conceded that the meerkats didn't ever appear to work out that it was the opaque surface of the box that they should attack in preference to the transparent ones. So, this may simply be evidence of persistence rather than actual intelligence.

3.5 Look at this summary completion task.

- 1 What types of word will you need to fill in the gaps in the summary?

A recent study at Cambridge University discovered that different meerkat groups
1 at different times of the day. This demonstrates that each group has
distinct customs. They also learned that young, male meerkats were more 2
than other members of their social groups when it came to problem solving. The researchers
conducted an experiment where the meerkats had to try to open a container. If they did, they
were rewarded with a 3 However, they also found that the meerkats never
learned that it was the 4 part of the container that they needed to open.

3.6 Read the text in 3.5 carefully and choose **ONE WORD ONLY** from the text to complete each answer in the summary.



Test Tip For any questions where you need to write words from the passage, a hyphenated word (e.g. *long-term*) counts as one word.

Reading skills

8 General Training Reading

In this unit you will practise:

- understanding the different sections of the test
- scanning a passage for specific details
- recognising paraphrase
- dealing with multiple passages
- understanding work-related passages
- matching questions to parts of a text

1 The General Training Reading paper

The paper is divided into three sections, each with a different theme or focus.

- 1.1** Look at the table and the list of example texts below. Match the examples (A–H) with the correct section of the Reading paper. Write your answers in the final column of the table.

	theme	texts	examples of texts
Section 1	Social survival	up to five short factual texts	
Section 2	Workplace survival	two work-related texts that are descriptive and informational	
Section 3	General reading	one longer text that is descriptive and instructive, rather than argumentative	

Examples of texts

- | | |
|---|-------------------------------------|
| A staff-training manual | E shop advertisements |
| B train timetable | F job application procedures |
| C magazine article about modern travel | G an extract from a novel |
| D job description | H travel brochures |

The Reading passages in each section gradually become more difficult. Section 1 is the easiest and Section 3 is the most difficult.

1.2 Read extracts 1–8 and match them to texts A–H.

- 1 This position involves communicating effectively with patients and health care personnel. The chosen applicant will have proven skills in problem solving and assisting in the smooth running of a hospital admissions department.
- 2 The airport is planning a digital revolution over the next decade. Among the ideas under consideration are talking holograms. These virtual staff would greet passengers on arrival and direct them to the relevant areas of the terminal.
- 3 Passengers travelling into the city should change trains at Bardon.
- 4 When we finally arrived at the hotel we were too exhausted to notice just how run-down it was. It wasn't until the next morning, as the sun shone brightly through the gaps in the broken shutters, that I took a good look around me.
- 5 Sick leave: any member of staff who is ill and unable to come to work should immediately contact their department supervisor so that any necessary arrangements can be made.
- 6 Your application form will be processed by the Human Resources team, who will contact you to arrange an interview if you meet our criteria.
- 7 We're passionate about travel and because we're travellers too we have loads of experience and knowledge we'd love to share with you.
- 8 **Opening Times**
Weekdays 9:00 – 17:00
Weekends 10:00 – 19:00
Public holidays 10:00 – 16:00



Test Tip Try to spend no more than 15–20 minutes on Section 1, so that you have enough time for the more difficult texts and questions in Sections 2 and 3. Remember you only have 60 minutes to complete 40 questions, and you need to transfer your answers onto a separate sheet in that time. Aim to spend less than 20 minutes on each section so you have time to check your answers at the end.

There are 40 questions to complete in 60 minutes. The question types are the same as in the Academic Reading paper. Study the information in units 1–7 for more tips and advice on how to answer the different questions.

General Training Reading – Section 1

1.3 Read the Section 1 passage about recycling.

- 1 Who is the text written by?
- 2 Who is likely to read this?

Recycling

Recycling tips and hints

- Use separate bins or bags for waste and recyclables in the kitchen – it makes recycling easy.
- Remember to recycle items from other rooms in your house. Try placing a separate bin in the bathroom, laundry or study.
- Your normal household waste is collected every week and should go in the bin with the black lid. Place all recyclable items in your bin with a yellow lid. This will be emptied every two weeks. Make sure you do not include plastic shopping bags in with your recyclables.
- You can find out your collection day by contacting the council on 3403 8888. You can also get a free reusable bag and use it to collect recyclables around the house or take it shopping and cut down on plastic bags.
- You do not need to remove staples or the plastic window from envelopes, as this is done in the recycling process.
- Tree trimmings, grass clippings and flowers are not recyclable, even though paper is made from woodchip. These items should either be turned into compost or placed in your general waste bin.

Why recycle?

For every tonne of waste paper that gets recycled, 13 trees are saved. One job is created for every 500 tonnes of paper collected for recycling. Every year in Australia, we use about 3.5 million tonnes of paper and cardboard – enough to fill 160,000 semi-trailers. Paper can be recycled six times before it needs new fibres added.

Want to know more about recycling?

Visit our website or call 3467 9809 to talk to our experts at the recycling centre.