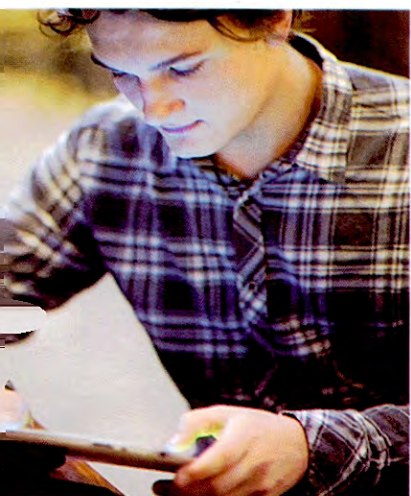
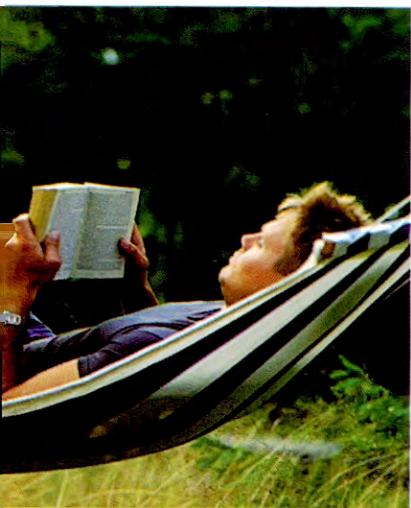


READING SKILLS

Completing summaries without wordlists
Completing multiple-choice questions
Analysing questions

EXAM PRACTICE

Completing summaries without wordlists
Classifying information
Completing multiple-choice questions



Completing summaries without wordlists

1 Describe the photos and say which reflects your reading habits.

2 Answer the following questions about reading.

- a How often do you read?
- b What have you read today so far?
- c Which types of books below do you like most? Give reasons.

Romance ■ Crime ■ War ■ Historical ■ Biography ■ Travel books
Sci-fi ■ Art books ■ Science

- d Some people think reading books will soon be a thing of the past. Do you agree?

3 Decide which are the best techniques from a–g to complete a Summary task without a wordlist.

- a Skim and decide whether the missing words are adverbs, adjectives, nouns/noun phrases or verbs.
- b Avoid thinking of your own words.
- c Predict the meaning of the word in the blank space.
- d Skim and ignore the blank space.
- e Skim and say the word 'blank' for each missing word.
- f Don't check your answers in the passage.
- g Skim the summary first before you look at the passage.

4 Read the summary which relates to the reading passage on page 55. Using ONE word only from the passage, complete each space in the summary.

Most people join book clubs for 1 _____ reasons. The official reason is to discuss books, but members principally enjoy interacting with others in a 2 _____ atmosphere. Another reason for the popularity of book clubs is that reading is a 3 _____ pastime compared with cinema or theatre going. Some book clubs may 4 _____ on a particular genre, or they may decide to be 5 _____ in their choice of reading material. It all depends on the interest of the participants. Research suggests that the popularity of reading has remained 6 _____ since 1996, and it seems likely that the number of clubs will 7 _____ in the future.

Book clubs – from strength to strength



A The proliferation of book clubs, some 50,000 in the UK alone and who knows how many more worldwide, is quite a remarkable literary phenomenon. Participants of different ages and backgrounds gather on a weekly or monthly basis ostensibly to discuss books chosen by the members, but the primary attraction for most people, and the factor behind the explosion in the number of groups, is not literary, but social. Human interaction with some added mental stimulation in a relaxed environment is integral to their success.

B The social aspect apart, the spread of book clubs can also be attributed to the low cost and the availability of books, and the fact that compared to, say, the cinema or theatre, the clubs provide cheap entertainment. The Internet has played its part as well. Once seen as foreshadowing the end of reading, not only does the Internet allow people even cheaper access to books, but it also acts as a conduit for readers hungry to join a particular reading club. A further draw is the number of people who read for pleasure. With reading being listed as the most popular major leisure activity, according to a survey carried out over a four-week period in 2002 in the UK (65% constant since 1996), there is no shortage of willing participants.

C The clubs vary, ranging from cosy get-togethers in friends' houses, with or without set rules and with or without food and drink, to more formal, official set-ups in educational-cum-literary establishments like libraries, sometimes with literary functions with guest speakers. The overwhelming majority are of a more unthreatening, easy-going nature. People come and go, but the cohesion of the groups seems to live on with new ones springing up to replace those which have faded away.

D From the literary point of view, the focus of each group is different as it depends solely on the make-up of the members and their predilections. There are reading clubs which specialize in football, romance, horror, science fiction and so on. Groups can focus on one type or they can be eclectic, combining different types of fiction like romance with, for example, cricket. Some may even dress up in the style of the characters or the time that a story took place to bring a mystery or an old classic to life. With such a variety of choice, book clubs are sure to survive and expand.

5 Complete the summary below using the comments made by a student to help you.

1 for most people is a very relaxing 2, which can, however, mean that a lot of time is spent on one's own. Yet, it does have compensations. Reading allows one to 3 from the real world, which is not a bad thing these days. There is nothing like losing yourself in a 4, whether it be a serious work like a scientific article, or something like a romantic 5

Technique

Use context and your own knowledge as well as the reading passage to complete summaries. Build up your own picture of the summary as you skim it. This picture building is called 'activating schemata'.

- 1 I think it's an activity related to books.
- 2 It's a noun to do with something you do or like.
- 3 I am sure it's a verb here. The real world is like a prison. So?
- 4 This one is clear! What are we talking about?
- 5 This must be another word for a book.

Completing multiple-choice questions

1 Look at the multiple-choice questions. Answer the hint questions next to them.

Technique

Study the structure of multiple-choice questions as you prepare for the exam. Notice the relationship between the stem and the alternatives. Is it a cause and effect relationship? Is it one of action and purpose? Or do the alternatives contain an evaluation of something?

1 The increase in book clubs has occurred mainly because they

- A perform a social function.
- B fulfil an intellectual need.
- C cater for people from a variety of backgrounds.
- D solve the social problems of the participants.

Question 1

- a Is the question about reasons or consequences?
- b Which word in the question indicates that you should look for the most important option?

2 The number of people who read for pleasure in the UK

- A shows that the Internet has some benefits.
- B means that the cost of books will be kept down.
- C ensures there will always be a pool of readers to supply book clubs.
- D means that cinemas and theatres are losing money.

Question 2

- a Are you looking for the cause or the effect of the number of people reading?
- b In the passage, what reason is given for the spread of book clubs?
- c Which option refers to something not mentioned in the text?

3 Which of the following best describes most book groups mentioned by the writer?

- A restrictive
- B formal
- C small
- D informal

Question 3

- a What kind of words are options A-D?
- b Which similar words in paragraph C describe the different types of groups?
- c Which phrase in paragraph C indicates most of the clubs?

4 Books for discussion in groups are

- A restricted to one type.
- B dependent on member preference.
- C limited to several different authors.
- D dependent on the chairperson's reading list.

Question 4

- a Which options describe who chooses the books?
- b Which options describe the limitations on book choice?
- c Which option here is definitely false and which two are not given?

- 5 The writer of the article thinks that
- A book clubs have a certain future.
 - B book clubs will expand slowly but surely.
 - C book clubs may not survive.
 - D the variety of book clubs will increase.

Question 5

- a Is the question asking about the writer's opinion or the writer's purpose?
- b Which option accurately paraphrases this opinion?
- c Which wrong option is the opposite of the writer's opinion, and which two are not given?

2 Answer the multiple-choice questions.

Analysing questions

1 To some extent, the language and structure in multiple-choice questions are predictable. Match the lists of language 1–7 which may be found in multiple-choice stems with the correct category from a–g.

- a Choose the correct effect/outcome/consequence.
- b Choose the cause or reason for something.
- c Identify questions relating to qualifying words.
- d Identify the purpose of an event or item.
- e Identify the best action/tool for a particular purpose.
- f Explain what general point a specific example relates to.
- g Give the writer's main conclusion/purpose/opinion for the whole text.

1 mainly
usually
the majority
the most

2 ... leads to ...
... ensures that ...
... means that ...
... causes ...
... resulting in ...

3 ... is used for ...
The main use/purpose of ... is to ...

4 The writer refers to ... to show/ illustrate ...
... is an example of ...

5 In order to achieve/do something, ...

6 ... because ...
... as a result of ...
... is caused by ...

7 The writer's conclusion/opinion/purpose is best summarized as ...
The writer concludes that ...
The writer believes that ...
The writer's main point is that ...

Technique

Make a checklist of the features of all question types in the exam such as True/False/Not Given or paragraph and section headings. You can use these checklists for revision purposes. Update the checklists as you notice more features.

2 Make a checklist of the language features in True/False/Not Given statements, paragraph and section headings. Use exercise 1 to help you.

Improve your IELTS word skills

1 Divide the following verbs into three groups with similar meanings.

assess ■ condemn ■ disapprove ■ appraise ■ censure ■ endorse ■ condone
criticize ■ appreciate

2 Write the corresponding nouns for the verbs in exercise 1.

3 Choose the most suitable noun from exercise 2 to complete the sentences below.

- a The team carried out a detailed _____ of the risks involved.
- b The professor has published several works of literary _____.
- c The results of the election are a clear _____ of the government's policies.
- d At the end of the opera, the audience showed their _____ by clapping enthusiastically.
- e In his very critical article, the author expresses his strong _____ of reality TV.

4 Make a noun from each of the following verbs to complete the sentences below.

judge ■ perceive ■ believe ■ think ■ analyse ■ condemn ■ conceive ■ discriminate

- a Public _____ of the use of money for arts promotion was very harsh.
- b He carried out an in-depth _____ of the extent of progress in this area.
- c There was obvious _____ in favour of funding for science.
- d We need to reserve _____ until we are in possession of all the facts.
- e The general _____ appears to be that artists are somehow superior to scientists.
- f News about current issues barely affects the public's _____ generally.
- g Some artists seem to have no _____ of the way science is changing our view of the world.

5 Contradict the verbs in *italics* in each sentence below. In most cases you can do this by adding a prefix to the existing verb.

Example

The government *defended* the main arguments advanced. (*opposed*)

- a The government *undervalued* the contribution made by various people.
- b The effects of lack of light on humans are *understood* by most people.
- c The local residents strongly *approved* of the building of the arts complex.
- d The various publications *praised* the contents of the book.
- e The company *judged* the timing of the film's release for maximum coverage.
- f It is clear that the scientific community *believed* the results of the research.

Technique

When you record a new vocabulary item, check if you can add prefixes or suffixes to it. Write the new item together with any other words you can form from it. This helps you to create 'word families', e.g. approve/disapprove/approval/disapproval.

Reading Passage 7

1 You should spend 20 minutes on questions 1–13, which are based on Reading Passage 7.

Sciart – connections between two cultures

Sciart was originally established to fund 'visual arts projects which involved an artist and a scientist working in collaboration to research, develop and produce work which explored contemporary biological and medical science'. Over time, the programme expanded to cover a wider range of arts and science activity. In total, Sciart supported 118 projects with nearly £3 million of funding to increase interest and excitement in biomedical science among adults; to encourage collaborative creative practice between disciplines in the arts and science; and to create a group of artists looking at biomedical science and build capacity in this field.

Interview evidence from those involved in Sciart projects suggested that the collaborations between artists and scientists had helped to raise awareness among project participants and the wider public of connections between aspects of the arts and of the sciences. An effect of this had been to encourage, at policy making and funding levels, more interest to be taken and more resources to be devoted to encouraging interactions between the two. As one participant who was interviewed commented:

Connecting the sensory with the conceptual is something that is fundamental to artistic and scientific method. That awareness has got lost at a public level. And Sciart collaborations and the publicly visible outcomes help to demonstrate those connections, which have tended to become ignored. Sciart has made the similarities between science and art more evident.

Interviews with a significant number of artists and scientists who had participated in Sciart-funded projects revealed that the process of collaboration and of observing each other's professional practices and cultures had led to previously unnoticed similarities between the 'two cultures' being recognized. The process of recognition provided a point of familiarity that generally seemed to encourage or reassure those concerned. The combination of strangeness and familiarity was perceived by some as a basis on which to engage in collaboration across disciplines.

Scientists' testimonies:

It has made me think more about the coming together of art and science. At the centre of scientific and artistic thinking there are acts of creativity, and I don't think that those acts of creativity necessarily differ, although the content may differ. In designing an experiment, a thought will come to you that 'something is worth looking at, and I have to be able to recognise what the value is within that'.

There are surprising parallels with being a scientist. You spend a lot of time getting funding and writing reports, and only a small proportion doing the actual science. Each grant is for time-limited funding, so like the artists we are always thinking about where the next funding is going to come from.

Artists' testimonies:

I was intrigued by the radical differences between the artistic process and the scientific method, but also by the overlaps, such as the opening up of new ideas, the creative manipulation of materials and the process of experimentation. Both science and art require



creative thinking in their own ways, and they both require observation of the natural world. As an artist, as well as a scientist, you also need to pay attention to detail. There seems to be a lot in common but also a lot that is very different, and that seemed like a nice basis to form new relationships on ...

The main thing is the similarities not the differences. You spend 75 per cent of your time applying for funding, and 20 per cent writing reports, and just 5 per cent actually doing the work. That is the same in both fields. Also there is that commercial lure in science to make money by working on cures for things like obesity, which means that if you remain within the academic research you effectively take a pay cut to do that. That is the same in the art world as well.

It was very clear from the testimonies of interviewees from both sides of the art-science divide, and from those participating in projects as well as those observing them, that a great deal of mutual respect between the 'two cultures' had grown up as a consequence of Sciart-funded collaborations.

I've seen plenty of evidence that artists and scientists now view each other's cultures differently. There is a lot of anecdotal evidence of scientists being astonished by the level of both skill and hard labour that goes into the creation of artwork, and similarly a degree of astonishment amongst the artists about the ability and excitement of scientists in dealing with ideas and with imaginative concepts. So, there was I think a process of mutual eye-opening ... (Scientist)

A strength is that it has enabled people from both sides of the Sciart divide to gain access to different ways of doing things, and that it has begun to break down some of the prejudices in the two camps. (Arts expert)

Technique

- 1 Survey the whole reading passage and the questions.
- 2 Skim the title and predict the contents of the passage.
- 3 Skim the reading passage in no more than two minutes.
- 4 Skim the questions. Use the questions to help you improve your understanding of the general content of the reading passage

Questions 1–6

Complete the summary.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Background to the Sciart projects

The Sciart programme was basically launched to encourage **1** between scientists and artists, eventually covering 118 projects that were not just involved in art and biomedical science. When participants were interviewed about the Sciart projects, they felt the project increased **2** of the connections between the **3** and among themselves and the general public. The result of this was that attempts were made to increase **4** between both cultures. One interview comment was that Sciart had made the **5** between science and art **6**

Questions 7–10

Classify the following comments about Sciart according to whether they were made by:

- A Scientists
 - B Artists
 - C Both scientists and artists
- 7 Detail is important in both art and science.
 - 8 The funding of projects takes up a lot of time.
 - 9 Making money is attractive to both artists and scientists.
 - 10 While the content may be different, the creative process isn't.

Questions 11–13

Choose the correct letter, A, B, C or D.

- 11 In both the artistic and scientific fields
 - A a majority of the time is devoted to work.
 - B only a small amount of time is spent working.
 - C funding applications require less time than writing reports.
 - D networking takes up a lot of valuable time.
- 12 The programmes funded by Sciart have resulted in
 - A a fall in respect between artists and scientists.
 - B government funding for similar collaborative projects.
 - C an increase in the divide between artists and scientists.
 - D an increase in respect between artists and scientists.
- 13 The amount of work involved in creating a piece of art
 - A made little impression on scientists.
 - B made scientists a little surprised.
 - C surprised scientists a lot.
 - D only impressed imaginative scientists.

Technique

Multiple-choice questions

- 1 Predict the likely location of the answer in the passage.
- 2 Predict answers by using what you know from previous questions.
- 3 Identify the relationship between the options and the stem (e.g. cause and effect).
- 4 Identify scan words in the stem and use them to locate the correct section.
- 5 Read around this section and match the meaning in the text with the correct paraphrase from the options.

2 Answer these questions.

- a Should more arts than science subjects be taught in schools? Why/Why not?
- b Do you think people should be worried about future developments in science? Should the work of scientists be controlled and restricted by governments? Why/Why not?
- c Do people have the knowledge to understand scientific developments? Why/Why not?