

## FEEDBACK ON MOCK READING TEST

Candidate number	Test Version	Correct answers	Exam score
001-17012017	Academic	19/40	5.5

The feedback includes:

- ‘Analysis of answers’ with detailed explanation - pp. 1-6
- ‘Strategies for improvement’ based on your performance - pp. 7
- ‘Useful vocabulary from the test’ including meaning, synonyms and examples - pp.8-13

### ANALYSIS OF ANSWERS

#	Your answer	Correct answer	Justification
1.	FALSE	+	Correct
2.	TRUE	FALSE	<p>Question 2: ‘<i>Since Shirase arrived in Antarctica, smaller ships have also made the journey</i>’.</p> <p>Lines 15-16 (paragraph 1): ‘... <i>Shirase and his team sailed into Antarctica’s Bay of Whales in the smallest ship ever</i>’.</p> <p>This fragment says that no other smaller ships made the journey, which is opposite to ‘<i>smaller ships have also made the journey</i>’.</p>
3.	TRUE	+	Correct
4.	TRUE	+	Correct
5.	NOT GIVEN	+	Correct
6.	FALSE	+	Correct
7.	TRUE	NOT GIVEN	<p>Question 7: ‘<i>A previous prime minister of Japan persuaded a scientist to go with Shirase</i>’.</p> <p>Lines 6-9 (paragraph 3): ‘<i>Japan’s former prime minister Shigenobu Okuma came to Shirase’s rescue. With Okuma’s backing, Shirase got together just enough money to buy and equip a small ship. He [Shirase] eventually acquired a scientist too, called Terutaro Takeda</i>’.</p> <p>This fragment says that a previous prime minister helped Shirase collect money for the expedition but the text doesn’t say about any help to convince a scientist to go with Shirase.</p>
8.	NOT GIVEN	+	Correct
9.	C	A	<p>Question 9: ‘<i>When reporters in New Zealand met Shirase, they were (A) concerned about the quality of his equipment</i>’.</p> <p>Lines 4-6 (paragraph 4): ‘...<i>but the ship had only the feeblest engine to help force its way through ice</i>’.</p> <p>Lines 7-9 (paragraph 4): ‘... <i>the expedition to be ill-prepared</i>’.</p>

			<p><i>as the Japanese had only lightweight sledges for transport across the ice, made of bamboo and wood</i>'.</p> <p>Both fragments say that Shirase wasn't well equipped for the expedition (A).</p> <p>(B) is wrong because the reporters were 'astonished' (in a negative way).</p>
10.	B	+	Correct
11.	B	C	<p>Question 11: '<i>After Shirase finally reached Antarctica, he realized that (C) he might not have enough food to get to the South Pole</i>'.</p> <p>Lines 1-2 (paragraph 6): '<i>Shirase and six men finally reached Antarctica</i>'.</p> <p>Lines 5-6 (paragraph 6): '<i>Yet Shirase still felt the pull of the pole and decided he would head southward</i>'.</p> <p>Lines 8-10 (paragraph 6): '<i>With provisions (=food) for 20 days, he and four men would see how far they could get</i>'.</p> <p>The fragments show that after reaching Antarctica, Shirase decided to go to the South Pole but he didn't know how far they could get with that little supply of food.</p> <p>(B) No mentioning that he would give up his plan to go to the South Pole.</p>
12.	C	+	Correct
13.	D	A	<p>Question 13: '<i>What is the writer's main point in the final paragraph? (A) Considering the problems Shirase had to deal with, his achievement was incredible</i>'.</p> <p>Lines 4-5 (paragraph 8): '<i>he never reached the pole. Nor did he contribute much to the science.</i>'</p> <p>Lines 7-12 (paragraph 8): '<i>Yet Shirase's expedition was heroic... one of only four teams to have gone so far...they did it all without the advantages of the other teams and with no previous experience</i>'.</p> <p>The fragments show that he reached little as a result of the expedition, but in comparison with other teams that had lots of benefits, he achieved a lot.</p> <p>(D) The text doesn't compare Shirase's achievements in the Antarctic expedition with his expectations.</p>
14.	NOT GIVEN	+	Correct
15.	YES	+	Correct
16.	NOT GIVEN	NO	<p>Question 16: '<i>In the future, farmers are likely to increase their dependency on chemicals</i>'.</p> <p>Lines 15-18 (paragraph 1): '<i>On the new model farms of the future... Why dose a whole field with chemicals if you can spray only where they are needed</i>'.</p> <p>Lines 20-21 (paragraph 1): '<i>an approach that could slash (=reduce) chemical use</i>'.</p>

			The fragments say that farmers are going to use less of chemicals, which is opposite to <i>'increase their dependency'</i>
17.	NO	NOT GIVEN	<p>Question 17: <i>'Farms in Europe and the US may find it hard to adapt to precision farming'</i>.</p> <p>Lines 22-26 (paragraph 1): <i>'... the largest farms in Europe and the US can cover thousands of acres. That's why automation is the key to precision farming. Specifically, say agricultural engineers, precision farming needs robot farmers'</i>.</p> <p>The fragment discusses automation and necessity to have robot farmers to use precision farming. However, no <u>opinion</u> of European or American farms (= 'farms in Europe and the US may find it...') as for how <u>hard</u> it might be to adapt to precision farming.</p>
18.	IDENTIFY	FERILISER/ FERTILIZER	<p>Question 18: <i>'In the future, agribots will provide ... to young plants'</i></p> <p>Lines 1-4 (paragraph 2): <i>'... agribots that can identify individual seedlings and encourage them (=seedlings) along with drops of fertilizer'</i>.</p> <p>The missing word is a noun, not a verb. According to the fragment, agribots will give seedlings (=young plants) fertilizer. This is another way to say <i>'provide fertilizer to young plants'</i>.</p>
19.	PLANTS	LASERS	<p>Question 19: <i>'Some machines will use chemicals or ... to get rid of unwanted plants'</i>.</p> <p>Lines 4-7 (paragraph 2): <i>'Other machines would distinguish problem weeds from crops and eliminate them with shots from high-power lasers or a microdot of pesticides.'</i></p> <p>The fragment says that weeds (=unwanted plants) will be eliminated (=get rid of) using lasers. "A microdot of pesticides" is a paraphrase of chemicals.</p>
20.	AGRIBOTS	CEREALS	<p>Question 20: <i>'It is the production of ... which currently uses most machinery on farms'</i>.</p> <p>Lines 11-12 (paragraph 2): <i>'... with farms that grow cereals being the most heavily automated'</i>.</p> <p>The fragment says that farms that produce (=grow) cereals use most machinery (=most heavily automated).</p>
21.	COMMUNICATION	+	Correct
22.	C	+	Correct
23.	F	+	Correct
24.	B	H	<p>Question 24: Linda Calvin and Philip Martin + <i>'Economic factors are often the driving force behind the development of machinery'</i>.</p> <p>Lines 6-9 (paragraph 4-2<sup>nd</sup> page): <i>'Calvin and Martin have observed how rising employment costs have led to the adoption of labour-saving technology in the past'</i>.</p>

			<p>The fragment only gives one example of economic factors (rising employment costs) that lead to development of technology. Another example in the same paragraph is a bumper harvest that led to using a mechanical harvester by farms in the raisin industry.</p> <p>Statement B doesn't belong to any of the suggested researches.</p>
25.	A	+	Correct
26.	H	D	<p>Question 26: Salakh Sukkarieh + <i>'As farming becomes more automated, the appearance of farmland will change'</i>.</p> <p>Lines 11-12 from (paragraph 6, 2<sup>nd</sup> column): <i>'Almost inevitably, these machines will alter the landscape, too. ...says Salakh Sukkarieh'</i>.</p> <p>This means that the more frequent use of technology in farming will influence the appearance of the land (=landscape).</p> <p>Statement H was said by Linda Calvin and Philip Martin (see question 24).</p>
27.	B	E	<p>Question 27: <i>'The claim that the Odyssey and Illiad were not poems in their original form'</i></p> <p>Lines 3-4 (paragraph E): <i>'They were, rather, a loose collection of songs transmitted by generations of Greek bards, and only redacted in their present form at some later date'</i>.</p> <p>The fragment suggests that originally Homer's works were songs rather than poems and the form in which they came to us was shaped later.</p>
28.	E	D	<p>Question 28: <i>'A theory involving the interpretation of the term author'</i>.</p> <p>Lines 1-3 (paragraph D): <i>'Jean-Jacques Rousseau was one of the first modern critics to suggest (=theory) that Homer might not have been an author in the contemporary sense of a single person who sat down and wrote a story and then published it for others to read'</i>.</p> <p>The fragment states that there is a theory that Homer wasn't the author of his work in the way we understand authors now.</p>
29.	C	+	Correct
30.	F	C	<p>Question 30: <i>'A comparison between the construction of Homer's poems and another art form'</i>.</p> <p>Lines 2-4 (paragraph C): <i>'... how could Greek literature have been born ex nihilo with two masterpieces? Surely a few less perfect stories must have come before, and yet these two were among the first on record'</i>.</p> <p>The fragment compares both poems with stories as an art form.</p>

31.	A	+	Correct
32.	D	B	<p>Question 32: <i>'Doubts regarding Homer's apparently inappropriate descriptions'</i>.</p> <p>Lines 7-8 (paragraph B): <i>'... both poems were oddly repetitive in the way they referred to characters'</i>. Lines 13-16: <i>'The same narrative units... pop up again and again, only with different characters and circumstances. In the context of such finely spun, deliberate masterpieces, these quirks seemed hard to explain'</i>.</p> <p>Both fragments highlight inappropriacies in descriptions - repetitive reference to characters as well as repetition of events but with different characters.</p>
33.	A	D	<p>Question 33: <i>'Later writers referred to them as ideal examples of writing'</i>.</p> <p>Lines 2-5 (paragraph B): <i>'These two poems... had long been had long been held as literary archetypes. ... they were celebrated as the models to which all literature should aspire...'</i></p> <p>This fragment shows that the poems were highly regarded and considered exemplary by other writers.</p>
34.	C	+	Correct
35.	B	+	Correct
36.	E	C	<p>Question 36: <i>'Homer created the Odyssey and Illiad without writing them down'</i>.</p> <p>Lines 4-5 (paragraph D): <i>'the Odyssey and Illiad might have been 'written in men's memories. Somewhat later they were laboriously collected in writing'</i>.</p> <p>The lines state that originally the poems were created orally and only then recorded in writing.</p>
37.	CLICHE	GENERATION	<p>Question 37: <i>'Spoken poetry was once the means by which .... of a particular culture or community could pass on its knowledge'</i>.</p> <p>Lines 1-3 (paragraph A): <i>'... cultural transmission meant oral transmission and poetry, passed from mouth to ear, was the principal medium of moving information across space from one <b>generation</b> to the next'</i>.</p> <p>The word fitting the gap is a noun, connected with culture and it (something or someone alive) could pass on (=transmit) its knowledge.</p>
38.	BARD	CITIZEN	<p>Question 38: <i>'Indeed, it has been suggested that it was the duty of a ... to know the poetry so they would be informed about subjects such as politics and history.'</i></p> <p>Lines 3-7 (paragraph A): <i>'Oral poetry was... It was ... a massive repository of useful knowledge, a sort of encyclopedia of ethics, politics, history and technology which the effective <b>citizen</b> was required to learn as the core of his educational</i></p>

			<p><i>equipment</i>'.</p> <p>The fragment says that a citizen had to learn oral poetry in order to be well aware of politics and history as part of education that day.</p>
39.	RHYME	ABSTRACT	<p>Question 39: <i>'Psychologists now know that when people are trying to remember information, they may find it difficult to remember words that express ... ideas'</i>.</p> <p>Lines (paragraph): <i>'Words that rhyme are much more memorable than words that don't, concrete nouns are easier to remember than abstract ones'</i></p> <p>The word fitting the gap should be an adjective that describes ideas, and words that express such ideas are difficult to remember. The fragment uses 'nouns' which are replaced by 'words' in the question.</p>
40.	MUSIC	+	Correct

## STRATEGIES FOR IMPROVEMENT

*In order to improve your score on the reading tests, do the following:*

### **General strategies:**

- ✓ Enlarge academic vocabulary. It's a good idea to study words from texts (see the last pages of this paper) that you read and learn them from an Academic Vocabulary list  
<http://www.englishvocabularyexercises.com/AWL/id21.htm>
- ✓ Learn words by synonyms to be able to recognize paraphrases and pay attention to word formation, e.g. transform - transformation - transformative.
- ✓ Read on a day-to-day basis. This could be reading online news on <http://www.thetimes.co.uk/>, <http://www.bbc.com/news/world> and <http://www.nationalgeographic.com/> and working with vocabulary.
- ✓ Practice reading under timed conditions. Use practice tests for this purpose.

### **Specific strategies:**

- ✓ Read instructions carefully and pay attention to how many words you can use in a task.
- ✓ Practice paraphrasing information in a text and questions. This will help you better understand ideas and compare them.
- ✓ Learn to identify as much information about a missing word as possible (part of speech, what kind of information is missing, what in a sentence drops a hint what kind of information is missing)
- ✓ Manage your time effectively. It's important not to spend a lot of time on one question - it's possible to answer more questions during the same time.
- ✓ You can start with any text you like. There is also no need to answer the questions in the order they are given.
- ✓ Allow yourself enough time not only to transfer answers to an answer sheet, but also to check your answers. It's better to write answers on the answer sheet after each text.
- ✓ Make sure you copy the words from the text correctly.

## USEFUL VOCABULARY FROM THE TEST

One way to enrich your vocabulary (especially academic) is to work with new words and phrases from texts. Below you will find a lot of useful academic vocabulary from the test.

### Abbreviations used

v - verb (e.g. to go)    n - noun (e.g. sun)    adj - adjective (e.g. beautiful)    adv - adverb (e.g. originally)  
c - collocation (e.g. raise money)    p - preposition (e.g. at, without)

**acquire** (v) get something by buying it or being given

Syn: get, receive, accept

*He has acquired a reputation of being difficult to work with.*

**affordable** (adj) not expensive

Syn: cut-price, cheap, low-cost

*You can buy nice clothes at affordable prices in this shop.*

**albeit** (p) although

Syn: however

*He tried, albeit without success.*

**alter** (v) change something slightly, or cause the characteristics of something to change

Syn: alternate, transform, turn into

*Because of the weather, we've had to alter some of our plans.*

**argue** (v) give reasons for your idea, opinion, belief

Syn: state, claim

*It's no longer possible to argue that crime is connected with unemployment.*

**aspire** (v) want something very much

Syn: desire, crave, strive

*Most of his students aspired to a career in business.*

**backing** (n) support, especially money, that someone gives to a person or plan

Syn: aid, assistance, help

*We need to get the backing of someone in authority.*

**blizzard** (n) a severe snow storm with strong winds

Syn: snowfall

*Blizzard conditions made the main roads almost impassable.*

**conceivable** (adj) possible to imagine or to believe

Syn: believable, imaginable

*Books on every conceivable subject lined on wall.*

**consumer** (n) a person who buys goods or services for their own use

Syn: customer, user

*Higher prices will definitely affect all consumers, including businesses.*



**core** (n) the basic and the most important part of something

Syn: basis, essence, root

*The core of her philosophy is respect for life.*

**currently** (adv) at the present time, now

Syn: presently, at present

*Currently he is directing sitcoms.*

**deliberate** (adj) something planned carefully

Syn: conscious, thoughtful

*Some women make a deliberate choice to bring up a child alone.*

**determination** (n) the ability to continue trying to do something, although it is very difficult

Syn: dedication, persistence

*Her determination, teamwork skills and leadership capabilities convinced us that she was perfect for the job.*

**disguise** (v) give a new appearance to a person or thing, especially in order to hide its true form

Syn: camouflage, mask

*The journalist disguised himself as a waiter in order to get in the celebrity party.*

**distinguish** (v) understand the difference between two things; make one person or thing seem different from another.

Syn: discriminate, differentiate, separate

*It is important to distinguish between business and pleasure.*

**downside** (n) a disadvantage of a situation

Syn: drawback, flaw

*The downside of living in the area is that it is expensive.*

**eliminate** (v) remove or take away something or someone

Syn: get rid of, eradicate, exclude

*Water helps eliminate toxins from your system.*

**embed** (v) fix something firmly into a substance

Syn: ingrain, insert

*I tried to move the fingers, but they were embedded in amber.*

**ensure** (v) make something certain to happen

Syn: make sure, guarantee

*We must ensure that tourism develops in harmony with the environment.*

**essence** (n) basic or the most important idea of quality of something

Syn: core, heart, root

*He captures the essence of French country life with colourful and pretty designs.*

**estimate** (v) guess or calculate the cost, size or value of something

Syn: assess, evaluate

*We had estimated about 300 visitors, but the actual number was much higher.*

**eventually** (adv) in the end, especially after a long time, or a lot of effort

Syn: finally, ultimately

*I found it hard to follow what the teacher was saying, and eventually I lost concentration.*

**expense** (n) something that makes you spend money

Syn: expenditure, spending, investment

*Owning a car involves a lot of expense - it's unavoidable.*

**feeble** (adj) weak and without energy, strength of power

Syn: weak, inefficient, slight

*The little lamp gave only a feeble light.*

**fossil** (n) the shape of a plant or animal (or part of it) that has been preserved in rock for a very long period

Syn: skeleton

*Here are fossils showing the horse in stages of its evolution.*

**fulfill** (v) do something as promised or intended, or to satisfy your hopes and expectations

Syn: accomplish, realize, satisfy

*She said she had failed to fulfill her teenage ambitions.*

**get rid of** (c) remove or throw away something unwanted

Syn: do away with, eliminate, dispose of

*The idea of the game is to get rid of all your cards as soon as you can.*

**herd** (n) a large group of animals of the same type that live and feed together

Syn: group, flock

*A herd of cattle or sheep is almost as easy to tend if it contains fifty animals as twenty five.*

**heritage** (n) traditions, languages or buildings belonging to a particular society that were created in the past and still have historical importance

Syn: background, tradition

*These monuments are a vital part of the cultural heritage of South America.*

**implement** (n) a tool that works by being moved by hand or being pulled across a surface

Syn: appliance, instrument, device

*Shopkeepers are not supposed to sell knives and other sharp implements to children.*

**inevitably** (v) in a way that cannot be avoided

Syn: unavoidably, inescapably

*Their arguments inevitably end in tears.*

**initially** (adv) at the beginning

Syn: at first, originally

*The damage was far more serious than initially believed.*

**insidious** (adj) (of something unpleasant and dangerous) gradually and secretly causing harm

Syn: tricky, dangerous

*High blood pressure is an insidious condition which has few symptoms.*

**opt for** (v) make a choice, especially of one thing or possibility instead of others

Syn: decide, choose, go for

*Both boys opted for the Navy when they left school*

**pattern** (n) a particular way in which something is done, organised or happens

Syn: arrangement, design

Changing patterns of agriculture are threatening the countryside.

**perplex** (v) - confuse and worry someone slightly by being difficult to understand or solve

Syn: astonish, baffle, mystify

*The disease has continued to perplex doctors.*

**persuade** (v) - make someone do or believe something by giving them a good reason to do it

Syn: convince, assure, urge

*Johnson was influential in persuading the producers to put money into the film.*

**principal** (adj) - first in order of importance

Syn: most important, key, major

*That was my principal reason for moving.*

**proceed to** (v) do something after you have done something else

Syn: continue, go on

She sat down and proceeded to tell me about her skiing holiday.

**precision** (n) the quality of being exact

Syn: accuracy, exactness

*The work is done with military precision.*

**raise funds** (c) collect money that you can use to do a particular job or help people

Syn: raise money

*Their prime goal was to raise money for charity.*

**recur** (v) happen many times or happen again

Syn: reappear, persist

*The theme of personal space and freedom recurs throughout her writing.*

**reckon** (v) think or believe (informal)

Syn: suppose, assume, believe

*There was a man on the news last night who reckons we've been visited by beings from other worlds.*

**reinforce** (v) (of an idea or opinion) make stronger

Syn: strengthen, emphasise

*His behaviour merely reinforced my dislike of him.*

**reject** (v) refuse to accept or believe something or someone

Syn: dismiss, turn down

*The prime minister rejected the suggestion that it was time for him to resign.*

**repository** (n) a person who had or a book that contains a lot of information or detailed knowledge

Syn: depository, archive

*She's a repository of knowledge about our family history.*

**rival** (n) a person or group competing with others for the same thing or in the same area

Syn: competitor, opponent

*Big supermarkets can undercut all rivals, especially small high-street shops.*

**scholarly** (adj) containing a serious, detailed study of a subject

Syn: academic, erudite

*This book is a great scholarly compendium of folklore and legends.*

**seedling** (n) a very young plant that has grown from a seed

Syn: sapling

*It's important to raise seedlings in a greenhouse.*

**shortage** (n) a situation in which there is not enough of something

Syn: deficiency, lack, scarcity

*The long hot summer led to serious water shortages.*

**slash** (v) reduce something (such as money or jobs) very much

Syn: cut down, lower, reduce

*The prices have been slashed by 50 %.*

**shrink** (v) become or make something smaller

Syn: decrease, diminish, reduce

*Unfortunately, the population of Hawaiian geese has shrunk to very small numbers.*

**unaware** (adj) - not understanding or realizing something

Syn: ignorant, uninformed

*He was completely unaware of the problem.*