

Tests in study skills

linked with
**ENGLISH FOR
STUDY PURPOSES**
Student's books 1&2

AMEO Regional Language Centre
Jennifer Smith · Bernard Coffey

English for Study Purposes

Tests in Study Skills

SEAMEO Regional Language Centre

Jennifer Smith and
Bernard Coffey



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Introduction

The five tests in this book are designed as a means of assessment for students with a good intermediate knowledge of English who are about to begin or who are already engaged in studies where English is required for specialist purposes, particularly in science or science-related fields. They will be of especial value to those attending pre-sessional university courses. Comprehensive answer sheets are provided so that the tests can be used either by the teacher in class or by individual students, to measure progress throughout their course of study.

These tests are also for specific use in conjunction with the course *English for Study Purposes* which was prepared at the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre, Singapore, and rigorously piloted in twenty Southeast Asian institutions in five different countries. Both the course and the tests equip students with the skills they require to read and study in English, and combine acquisition of these vital skills with lively and innovative language work, both of which clearly relate to the students' academic needs.

The aims of the tests, which are further developed in the course, are as follows:

- 1 To expose students to a wide variety of reading material. This includes the comprehension and interpretation not only of written texts, but also of charts, graphs and diagrams.
- 2 To build up and test the range of skills required to function effectively in English, and to practise activities such as data collection, note making and the compilation of reports. Tasks range from one-word answers and straightforward accounts to complex and detailed arguments.
- 3 To motivate students to take an active interest in their studies by illustrating that their knowledge of English can be quickly reactivated and redirected towards a successful performance of their study tasks.

Test 1 (the Preliminary Test) for those using *English for Study Purposes* This is designed to determine the general level of competence of learners at the start of their courses, assessing not only their English language skills, but also their ability to carry out certain communicative tasks relevant to their studies. Such tasks include the ordering of information into a coherent whole; interpreting information from a table; and comprehending and processing considerable stretches of text.

Tests 2, 3 and 4 (respectively: the **Progress Test** for Units A to 3, the **Mid-Course Test** for Units 4 and 5 and the **Progress Test** for Units 6 to 8 for *English for Study Purposes*). These are based on material from the course

which is concerned with the theme of energy including such topics as the fuel crises, alternative forms of energy, human energy and ageing, and destructive energy in the form of earthquakes, volcanoes and cyclones. The tests are, however, designed to test the students' ability to extend, interpret and transfer their learning beyond the context of the course. They are therefore of general application and can be used independently since students work from material provided within the test themselves.

Test 5 (the Final Test for *English for Study Purposes*). This test is based on material from the whole course, but again is designed to test students' ability to extend learning beyond the range of the course and to apply the skills they have acquired to new and varied situations. It continues the theme of energy and tests complex study and language skills such as are required by students for their academic studies.

Test Administration

Each test is designed to be (i) easy to administer and (ii) easy to mark. Answers can in most cases be written or indicated on each script, once duplicated, but extra sheets of paper should be distributed so that students can write out their reports or answers to open-ended questions, etc, as and when required. The test could, of course, also be typed out adding space and lines for students to write on the test paper itself. This is left to the discretion of each teacher and institution.

Timing

Each test is designed to last for a duration of two hours. It is suggested that teachers allow students 10 to 15 minutes reading time before the official two-hour test period begins.

Scoring System and Marking

A glance at any of the tests will show that the scoring system for each question or 'task' is clearly indicated. Students, as well as teachers, should be aware of the marks or points awarded for each activity, so it is suggested that the test papers are duplicated with the scores as shown.

An answer sheet is provided at the end of each test for the teacher's reference when marking.

The total score for each test is 100 points, so percentage grades can be easily and quickly calculated.

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Skills: Understanding words in context
Scanning for specific information
Reading comprehension
Assessing advantages and disadvantages
Transferring information: diagram ↔ text
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Connecting ideas
Report writing

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Skills: Understanding words in context
Using related words
Using information from graphs
Scanning
Reading comprehension
Contrasting opinions
Linking ideas
Ordering information
Report writing

Test 1

Preliminary Test for *English for Study Purposes* course

Task 1 Words in context

Choose the most appropriate word to complete the texts below. Circle the letter of your choice.

- 1 A young couple received slight _____ today when the car in which they were travelling crashed into a tree.
(a) destruction (b) injuries (c) guarantee (d) hospital
- 2 There's nothing wrong with your vehicle. It's in perfect _____ and does not need a service yet.
(a) size (b) relationship (c) health (d) condition
- 3 A group of doctors have been sent to _____ the patients suffering from cholera in that town on the coast.
(a) consume (b) eliminate (c) treat (d) result
- 4 We have studied your reports and the evidence you put forward, but we do not agree with the _____ you have come to.
(a) conclusion (b) source (c) hazard (d) developments
- 5 Of the 3000 students who joined the university at the beginning of the term, 450 had dropped out by the end of the first year. Of the _____ 2550, only 1965 actually obtained their degrees.
(a) relevant (b) completed (c) remaining (d) failed
- 6 Modern machine technology has created a great number of jobs that require _____ skill or knowledge, eg engineers who plan and design machines and factories, electricians and mechanics who aid in making, operating and repairing equipment.
(a) specialized (b) artistic (c) sensible (d) dangerous
- 7 In 1978, after many years of _____, the world's first 'test-tube' baby was born. This success was a great triumph for medical science.
(a) procedure (b) research (c) function (d) fertilization

TOTAL: 7 (1 point each.)

Task 2 Linking ideas

Make sentences from the table by matching introductory phrases in the left-hand column with their appropriate endings in the right-hand column.

1	You get a better exchange rate	(a)	if you have never smoked.
2	You are less likely to be badly injured in a car accident	(b)	unless you get a licence from the government.
3	Using machinery can be dangerous so you are at risk	(c)	when you change your money at a bank.
4	You cannot set up a stall to sell goods in the street	(d)	if you fasten your seat belt.
5	There is no sense in your buying a car	(e)	if you do not wear the correct protective clothing.
6	You are less likely to suffer from lung cancer	(f)	before you have passed your driving test.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
TOTAL: 6 (1 point each.)

Task 3 Complete the text

Read the following text. It describes a tragic accident in the North Sea, when an oil rig collapsed and many of the men who had been living and working there were killed or drowned in the sea.

Choose suitable words from the lists below to fill in the gaps. List 'A' words fill in the gaps marked with a broken line. List 'B' words fill in the gaps marked with a straight line. Use each word only once.

List 'A':

<u>a</u>	<u>as</u>	<u>however</u>	<u>many</u>
<u>of</u>	<u>outside</u>	<u>the</u>	<u>then</u>
<u>thus</u>	<u>who</u>	<u>which</u>	<u>with</u>

List 'B':

<u>angle</u>	<u>considered</u>	<u>crashed</u>
<u>designed</u>	<u>disaster</u>	<u>equipment</u>
<u>exploration</u>	<u>loud</u>	<u>meal</u>
<u>reach</u>	<u>repairs</u>	<u>wall</u>
<u>watching</u>	<u>waves</u>	

On the *Alexander L Kielland*, a huge, floating platform among the drilling rigs in the North Sea, the day shift had just come off duty. Dozens _____ men went straight to the dining hall for the evening _____. Sixty or more crowded into the rig's cinema. _____, a gale was tossing 25-foot _____ against the platform's legs. There was, _____, no cause for concern. The *Kielland* was _____ to be a marvel of modern engineering, _____ to withstand any weather, _____ watertight compartments in the legs and pontoons.

Suddenly _____ shudder came from deep below. The men _____ the film cheered; an anchor chain might have broken, _____ would mean a day off for many while _____ were made. The cheering choked in their throats _____ another shudder was followed by a _____ bang and the room tilted

to a perilous _____ of 30 degrees, -----40. The film screen twisted upward to become the ceiling, chairs _____ down into the rear exits. A table tennis table from ----- adjoining room and heavy rig _____ smashed through the thin _____ into the film auditorium to crush----- of the screaming men----- were scrambling to _____ the doors.-----, at 6.29 p.m. on 27 March 1980, began the worst _____ in the history of offshore oil _____.

TOTAL: 13 (½ a point each.)

Task 4 Ordering information

Put the words into the correct order to make clear, meaningful sentences. Write the sentences in full.

Example: next/we/tour/on/of/are/month/planning/Europe/go/a/to

Answer: *We are planning to go on a tour of Europe next month.*

- A afternoon/from/hospital/Wednesday/discharged/was/patient/on/the
 B work/an/company/14/Alan Freeman/school/the/with/and/left/at/electrical/of/age/started
 C of/party/week/no/I/them/inviting/the/to/intention/next/have
 D car/would/you/if/driving/not/fast/the/you/had/have/so/not/been/crashed
 E made/country/been/since/many/the/independent/improvements/have/became
 F first/the/we/much/problem/thought/at/is/complicated/than/more
 G patient/for/bad/his/told/was/the/smoking/doctor/health/his/that

TOTAL: 14 (2 points each.)

Task 5 Connecting ideas

Study the text carefully. It describes part of the process involved in 'cutting a record' or recording a pop singer's latest song on disc. Complete the text by deciding which idea follows each stage. Circle the ideas you choose. Only one of each pair makes sense.

Huge consoles of knobs and dials make recording and mixing music appear on the surface very sophisticated and complicated. The process is, however,

(a) extremely difficult;

(b) relatively simple;

a fascinating mix of art and science where the creativity of musicians and

(c) the technical skill of recording engineers

(d) the beauty of female singers

blend together. Perhaps the best way to understand the process of recording and mixing is to follow it through the stages which begin with a musician and a song and

- (e) end up with a disc or tape.
- (f) result in a hit in the pop charts.

It is very rare for all the component parts of a song to be recorded simultaneously. Instead, the music is divided up into parts,

- (g) all of which are recorded at the same time.
- (h) each of which is recorded separately.

For example, it may be advisable to record the bass guitar and drums first and listen to them a few times

- (i) after recording the vocalist singing his final version.
- (j) before adding the other parts of the music.

It is therefore possible to listen to tracks which have already been recorded while recording new material on a blank track. In this way the engineer can ensure that

- (k) the drummer and bass guitar player can see each other through the window

- (l) each part of the music is absolutely perfect

before moving on to the next instrument or group of instruments.

TOTAL: 12 (2 points each.)

Task 6 Comprehension

Read the following text carefully.

- 1 Each Saturday at 9.00 a.m. the *Alloete III* lifts off the pad at Hong Kong's Kai Tak airport and proceeds towards the brown-green mountains of the New Territories. After a 15-minute flight the helicopter circles a small village, then makes its approach to a concrete pad adjacent to a Chinese temple. People quickly emerge from their houses before the chopper lands.
The doctor and nurse greet them and then make their way to the temple where the clinic is set up. On a rough but sturdy table the medical officer and nurse open their boxes and begin prescribing treatment.
- 10 'Can you see those two mountains over there?' inquired the doctor. 'There's a path wide enough to accommodate only a bicycle or motor-bike. Without us, people seeking medical attention would have to walk or ride a bike over those mountains to the main road, then travel another 15 kilometres to a clinic. It's a one day's journey round trip.'
- 15 There is a great need for the flying doctor.

Taking your information from the passage, write down the answers to the following questions.

- A Why is there a great need for the flying doctor?
- B Who are the people that the flying doctor has to treat?
- C How often does the flying doctor visit his patients?
- D Why can't the patients travel to the nearest clinic by bus or truck?

TOTAL: 8 (2 points each.)

Task 7

Finds words or phrases in the passage that mean the following:

- A place where doctors give advice and medical treatment : _____
B goes forward/flies on : _____
C very close or near : _____
D say 'hello' to or welcome : _____
E have enough space or room for : _____
F another word for helicopter : _____
G come or appear (from/out of somewhere) : _____
H journey to a place and back again : _____

TOTAL: 8 (1 point each.)

Task 8 Find information from the table

Taking your information from the table below, read through the following statements and say whether they are TRUE or FALSE. Tick the appropriate box.

Some of the world's cities of one million or more inhabitants

<i>Biggest Cities</i>	1970 Estimated population in millions	1985 Estimated population in millions	Growth rate (%)
1. New York, USA	16.3	18.8	15
2. Tokyo, Japan	14.9	25.2	69
3. London, UK	10.5	11.1	6
4. Shanghai, China	10.0	14.3	43
5. Paris, France	8.4	10.9	30
6. Los Angeles, USA	8.4	13.7	63
7. Buenos Aires, Argentina	8.4	11.7	39
8. Mexico City, Mexico	8.4	17.9	113
9. Sao Paulo, Brazil	7.8	16.8	115
10. Osaka, Japan	7.6	11.8	55
11. Moscow, USSR	7.1	8.0	13
12. Beijing, China	7.0	12.0	71

<i>Biggest Cities</i>	1970 Estimated population in millions	1985 Estimated population in millions	Growth rate (%)
13. Calcutta, India	6.9	12.1	75
14. Rio de Janeiro, Brazil	6.8	11.4	68
<i>Fastest growing cities</i>			
1. Bandung, Indonesia	1.2	4.1	242
2. Lagos, Nigeria	1.4	4.0	186
3. Karachi, Pakistan	3.5	9.2	163
4. Bogota, Colombia	2.6	6.4	146
5. Baghdad, Iraq	2.0	4.9	145
6. Bangkok, Thailand	3.0	7.1	137
7. Teheran, Iran	3.4	7.9	132
8. Seoul, Korea	4.6	10.3	124
9. Lima, Peru	2.8	6.2	121
10. Sao Paulo, Brazil	7.8	16.8	115
11. Mexico City, Mexico	8.4	17.9	113
12. Bombay, India	5.8	12.1	109

- A Estimates indicate that New York will have the largest city population in the world in 1985.
- B It can be seen from the table that London is the city with the lowest percentage growth rate.
- C The city with the highest percentage growth rate in the world is situated in Indonesia.
- D By 1985 Mexico City is expected to be the third largest city in the world.
- E Between 1970 and 1985 the population of the second largest city in the United States will increase by precisely 6.3 million.
- F It is estimated that by 1985 Calcutta and Bombay are likely to have approximately the same size population.

TRUE FALSE

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

TOTAL: 6 (1 point each.)

Task 9

Study the table again. Read the following statements and circle the letter corresponding to the answer of your choice.

- 1 Out of the following cities, which is expected to have the largest population by 1985?
(a) Beijing (b) Osaka (c) Sao Paulo (d) Bandung
- 2 Pick the one correct statement.
(a) Over the period of 15 years, the percentage growth rate of Bangkok is expected to be 7.1 per cent.
(b) The estimated population of France in 1970 was 8.4 million.
(c) It has been established that in 1985 the population of Moscow will number exactly 8 million persons.
(d) Between 1970 and 1985, the population of Shanghai is expected to increase by 4.3 million.
- 3 According to the table, in which of the following countries will you be most likely to find the capital city with the largest population in 1985?
(a) Iraq (b) Korea (c) Colombia (d) Nigeria
- 4 Which of the following is not indicated in the table?
(a) Because of its growth rate of 30 per cent, Paris is the fastest growing city in Europe.
(b) Tokyo is expected to be the most densely populated city in the world by 1985.
(c) Despite their size, Moscow and New York have relatively slow growth rates.
(d) Lagos' growth rate of 186 per cent makes it the fastest growing city in Africa.

TOTAL: 8 (2 points each.)

Task 10 Summarizing

Read the six short paragraphs below. They describe the process of man-assisted erosion; or how man can make a desert from once fertile land.

- I Virgin land, even in dry climates, can support considerable vegetation if undisturbed. The roots of trees and plants secure the soil and retain water, thus preserving the area from erosion.
- II Cultivation of flat land and tree cutting on the slopes removes roots and exposes the land to wind and water erosion, which brings down gravel deposits from the hills onto the flat land.
- III Over-cultivation destroys the productivity of the flat land, which is now used as pasture for herds of cattle. Farms move up to the lower slopes where the hazard of rapid erosion of topsoil is much greater.
- IV Soil run-off reduces the fertility of the steeper slopes making them useless for further cultivation. The cattle move up the slopes, accelerating the process of erosion by constant grazing.

- V The final stage in the destruction of the already barren landscape occurs when there is no longer enough pasture for the cattle and the area is turned over to sheep and goats to be stripped clean.
- VI Total desolation of the once fertile region is now complete. All topsoil has disappeared and large sections of bedrock are exposed on hill and plain. The dusty land can no longer support life.

Read the short summaries below. Match each one with the paragraph it summarizes and put them into the correct order.

- A _____ Cattle leave the area as pasture diminishes, and sheep and goats eat up whatever green is left.
- B _____ A desert is formed when the topsoil has completely disappeared, exposing bedrock on hill and plain.
- C _____ Continuous grazing on higher land speeds up the process of erosion.
- D _____ Farming and logging operations begin to cause erosion.
- E _____ Flat land is used for pasture while farming moves to the slopes and causes topsoil to erode.
- F _____ Roots of trees and plants hold down soil and contain water, which prevents erosion.

TOTAL: 12 (2 points each.)

Task 11

Tick the correct meaning of each of the following words, as each is used in the context of the text you have just read.

- 1 *virgin* (a) chaste, modest, pure
(b) a person with no sexual experience
(c) unused, unspoiled, unchanged by human activity
- 2 *hazard* (a) risk, danger
(b) gambling game of chance
(c) guess
- 3 *desolation* (a) loneliness
(b) devastation
(c) sadness
- 4 *plain* (a) clear, simple
(b) unattractive
(c) stretch of low, level land
- 5 *stage* (a) part of a rocket
(b) raised floor of a theatre
(c) part of a process or course of events
- 6 *exposed* (a) left uncovered without protection
(b) placed in view, displayed
(c) disclosed, made known

TOTAL: 6 (1 point each.)

Scoring Analysis

Task	Maximum Score	Student Score
1	7	
2	6	
3	13	
4	14	
5	12	
6	8	
7	8	
8	6	
9	8	
10	12	
11	6	
TOTAL: 100		TOTAL STUDENT SCORE:

ANSWER SHEET FOR PRELIMINARY TEST

Task 1 Words in context

Total Score: 7 (1 point to be given for each correct answer.)

1 b 2 d 3 c 4 a 5 c 6 a 7 b

Task 2 Linking ideas

Total Score: 6 (1 point to be given for each correct sentence.)

1 (c) 2 (d) 3 (e) 4 (b) 5 (f) 6 (a)

Task 3 Complete the text

Total Score: 13 (½ a point to be given for each correct word. Note that each word can only be used once.)

On the *Alexander L Kielland*, a huge, floating platform among the drilling rigs in the North Sea, the day shift had just come off duty. Dozens of men went straight to the dining hall for the evening meal. Sixty or more crowded into the rig's cinema. Outside, a gale was tossing 25-foot waves against the platform's legs. There was, however, no cause for concern. The *Kielland* was considered to be a marvel of modern engineering, designed to withstand any weather, with watertight compartments in the legs and pontoons.

Suddenly a shudder came from deep below. The men watching the film cheered; an anchor chain might have broken, which would mean a day off for many while repairs were made. The cheering choked in their throats as another shudder was followed by a loud bang and the room tilted to a perilous angle of 30 degrees, then 40. The film screen twisted upward to become the ceiling, chairs crashed down into the rear exits. A table tennis table from the adjoining room and heavy rig equipment smashed through the thin wall into the film auditorium to crush many of the screaming men who were scrambling to reach the doors. Thus, at 6.29 p.m. on 27 March, 1980, began the worst disaster in the history of offshore oil exploration.

Task 4 Ordering information

Total Score: 14 (2 points to be given for each correct sentence.)

- A The patient was discharged from hospital on Wednesday afternoon.
or:
On Wednesday afternoon the patient was discharged from hospital.
- B Alan Freeman left school at the age of 14 and started work with an electrical company.
or:
At the age of 14 Alan Freeman left school and started work with an electrical company.
- C I have no intention of inviting them to the party next week.
or:
Next week I have no intention of inviting them to the party.
- D If you had not been driving so fast, you would not have crashed the car.
or:
If you had not been driving the car so fast, you would not have crashed.
or:
You would not have crashed the car if you had not been driving so fast.
- E Many improvements have been made since the country became independent.
or:
Since the country became independent, many improvements have been