



IELTS Focus: General Training Reading










Student Book

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Computer or paper: Your IELTS, your choice

Whether you take IELTS on paper or computer, you can be confident that you are taking the same trusted English language test.

	Computer-delivered IELTS	Paper-based IELTS
Delivery	Listening  Reading  Writing 	Listening  Reading  Writing 
	Speaking  Face-to-face Speaking test with a certified IELTS examiner.	
Results available	3-5 days	13 days
Booking & registration	Look for a computer icon  when booking your test at <i>IELTSregistration.com</i>	Look for a paper icon  when booking your test at <i>IELTSregistration.com</i>
Test availability	Up to 7 days a week*	Up to 48 days per year (Thursdays and Saturdays)
Length of the test	Listening (30 minutes)** Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)







* Please check with your local test centre for the available computer-delivered IELTS sessions.

** In the computer-delivered Listening test, the timings are slightly different from the paper-based test. This is because the paper-based test requires users to transfer answers to an answer sheet. This step becomes redundant when answering directly on a computer.

- Before the start of each part of the Listening test you will have some time to read the questions.
- After the end of each part of the Listening test you will have some time to review your answers.
- At the end of the Listening test, you will have 2 minutes to check your answers.

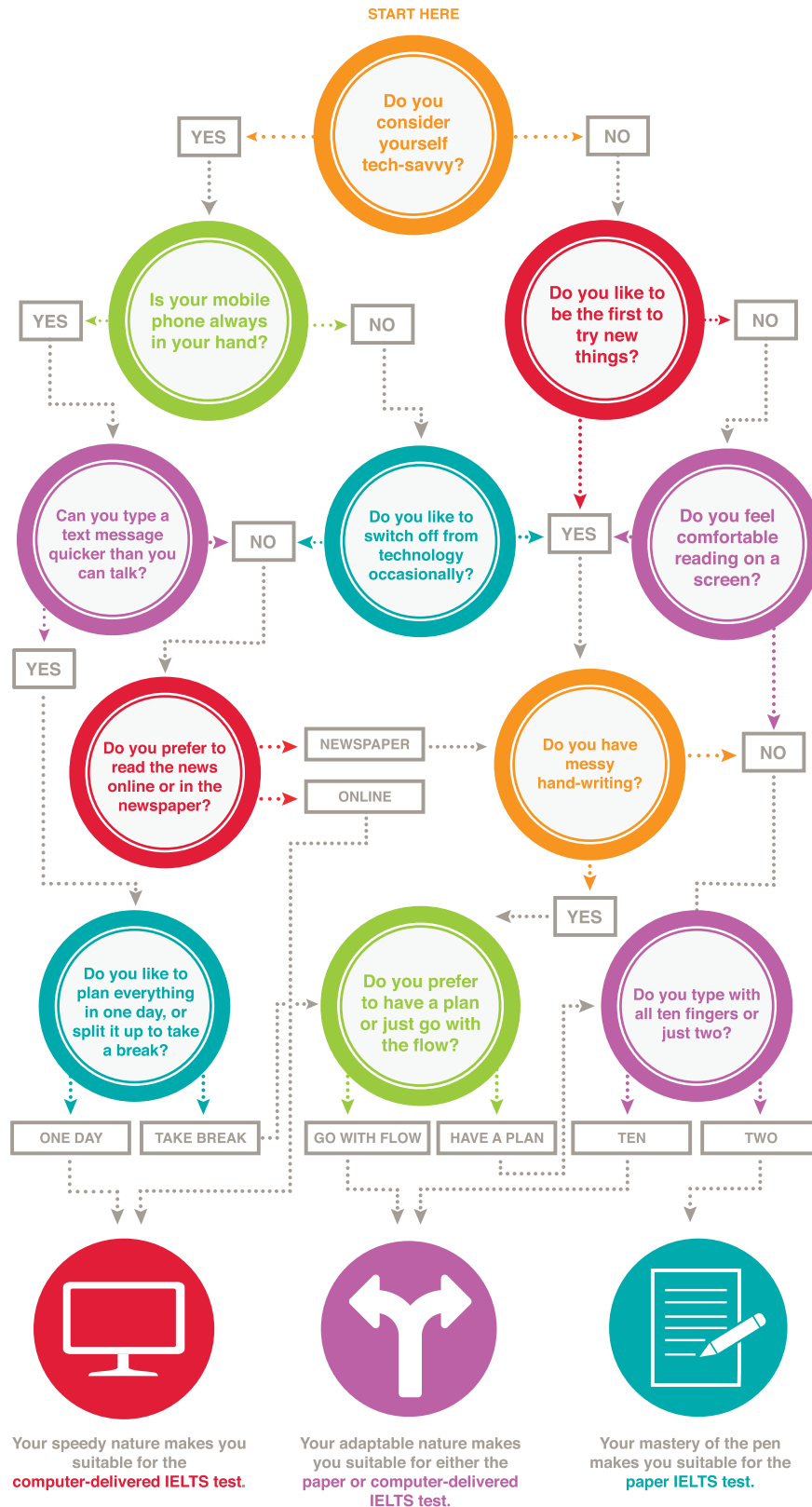
The timing of the Listening test is between 30 - 34 minutes.

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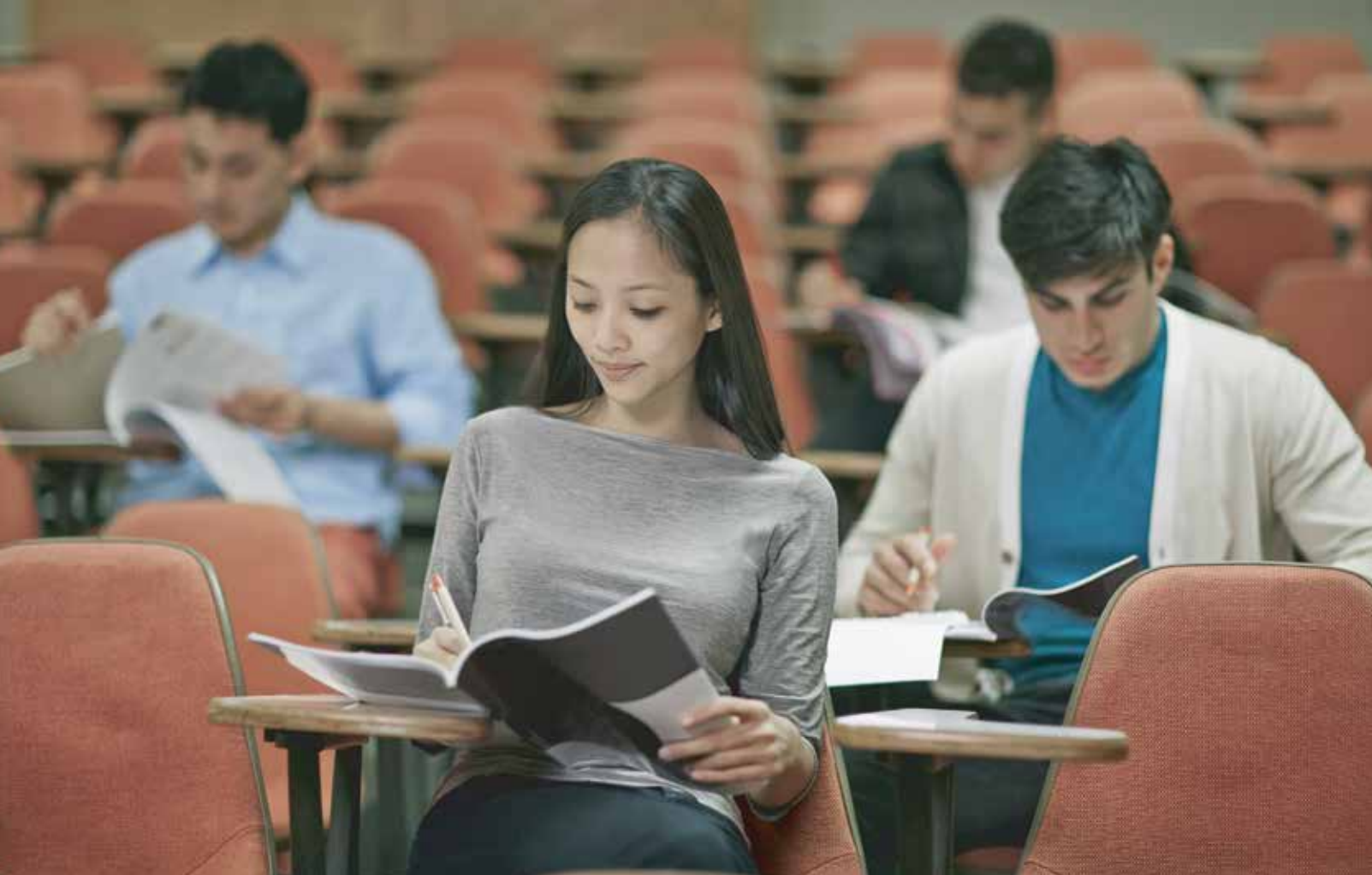
-  Content
-  Test timings
-  Question types
-  Marking
-  Security arrangements
-  Speaking test delivery (face-to-face)

Which IELTS is best for you?

Computer-delivered IELTS or paper-based IELTS?
The choice is yours, let's explore.



* Please note that this flowchart is for reference purposes only. Choose the best option based on your preferences.



Pre-course Reading assessment: Reading Assist

Your teacher will arrange for you to complete IDP's Reading Assist. You will complete a Reading Test which is very similar to the real IELTS Reading Test. You will receive your personalized feedback report within 3 business days. Discuss this report with your teacher so that you clearly understand your strengths and ways to improve your reading skills in relation to the IELTS Reading Test.

If you're a self study student preparing for IELTS, we recommend checking out the [free IELTS Reading sample tests](#).

Quiz: How much do you know about the IELTS Reading Test?

Before you start the quiz, first tell us how you rate your reading skills.

How do you rate your reading skills on a scale of 1-10? (10 = highest; 1 = lowest)

1 2 3 4 5 6 7 8 9 10

1. How long are the Academic and GT Reading Tests?
 - a. 30 minutes
 - b. 40 minutes
 - c. 60 minutes

2. How many sections are there on the Academic and GT Reading Tests?
 - a. 3
 - b. 4
 - c. 6

3. How many questions are there in total on the Academic and GT Reading Tests?
 - a. 20
 - b. 30
 - c. 40

4. What is the total number of words on the Academic and GT Reading Tests?
 - a. 1,550-2,000 words
 - b. 2,150-2,750 words
 - c. 2,800-3,000 words

5. On the Academic Reading Test where do the reading texts come from?
 - a. Books and journals
 - b. Magazines and newspapers
 - c. Both of the above

6. On the Academic Reading Test, texts:
 - a. Have been written for a non-specialist audience
 - b. Are on academic topics of general interest
 - c. Are appropriate for test takers entering undergraduate or postgraduate courses or seeking professional registration
 - d. All of the above

7. On the GT Reading Test where do the reading texts come from?
 - a. Notices and advertisements
 - b. Company handbooks and official documents
 - c. Books, magazines and newspapers
 - d. All of the above

8. On the GT Reading Test, texts are about:
 - a. everyday life in an English-speaking country
 - b. work
 - c. a topic of general interest
 - d. all of the above

9. In paper-based IELTS where should you write your answers?
a. On the question booklet only
b. On the Answer Sheet
c. In the margins of the question booklet
10. In paper-based IELTS do you have 10 minutes at the end of the Reading Test to transfer your answers to the Answer Sheet?
a. Yes b. No
11. Will you lose marks for spelling or grammar errors?
a. Yes b. No
12. How many different types of questions are there on the Academic and GT Reading Tests?
a. 1-5 b. 6-8 c. 9-12
13. How many marks are there for each question?
a. ½ b. 1 c. 2
14. If you don't know an answer, is it better to leave the question blank or make a guess?
a. Leave the question blank b. make a guess
15. Is it possible to get half a band score on the Academic and GT Reading Tests, such as 6.5?
a. Yes b. No

Answers:

1. (c), 2. (a), 3. (c), 4. (b), 5. (c), 6.(d), 7. (d), 8. (d), 9 (b), 10. (b), 11. (a), 12. (c), 13. (a), 14. (b), 15. (a)



- Writing Task 1**
- You have just started a course in college. Write a letter to the manager of the nearest private club.
 - Write a letter to the manager of the nearest private club.
 - introduce yourself
 - say why you are interested in this sport
 - ask some questions about the club (e.g. membership fees)
- Write at least 150 words.
You do not need to write any addresses.

Overview of the IELTS General Training Reading Test

- 60 minutes
- 3 sections
- Total text length = 2,150-2,750 words
- 40 questions.

The General Training Reading test contains five or six texts. Texts are authentic and are taken from notices, advertisements, company handbooks, official documents, books, magazines and newspapers.

Section 1- everyday life

Section 1 contains two or three short factual texts, one of which may be 6-8 short texts related by topic, e.g. hotel advertisements. Topics are relevant to everyday life in an English-speaking country.

Section 2- work-related issues

Section 2 contains two short factual texts focusing on work-related issues (e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training).

Section 3 - general interest

Section 3 contains one longer, more complex text on a topic of general interest.

Adapted from the IELTS Scores Guide page 26.



How IELTS Reading is scored

One mark is awarded for each correct answer on the 40-question test. A conversion table is produced for each IELTS Reading Test, which translates raw scores out of 40 into the IELTS 9-band scale. Scores can be a whole or half band. Below are the approximate score conversions. These numbers may be slightly different for each test.

Academic Reading Test	
Raw score out of 40	Academic Reading band score
15	5
23	6
30	7
35	8
Number of questions answered correctly on a typical Academic Reading section (out of 13 or 14)	Band score
1-4	Up to Band 5
5-9	Between Bands 5 and 7
10-13 or 14	Above Band 7
General Training Reading Test	
Raw score out of 40	GT Band score
15	4
23	5
30	6
34	7
Number of questions answered correctly on a typical Academic Reading section (out of 13 or 14)	Band score
1-3	Up to band 4
4-8	Between bands 4 and 6
9-13 or 14	Above band 6

Sourced from the IELTS Scores Guide pages 25, 35 and 36



Instructions, question types and answer form

Following instructions

To get the best score you can on the IELTS Reading Test, you must be able to follow the instructions carefully. How well can you follow instructions when you read? Take the quiz below. Write your answers on the Answer Sheet on the next page. You have 2 minutes!

1. Read all the instructions from 1-15 before starting this test.
2. Write all your answers in the boxes on the next page.
3. Write your full name in Box B.
4. In Box J, write the name of your institute/ work.
5. Calculate $60:40=...$. Now write the answer in Box E.
6. Draw 3 pencils of different sizes in Box A.
7. Shade in Box I with diagonal lines.
8. Write the name of a friend in Box D.
9. Check to see how many seconds you have taken so far.
10. In Box C, write the word 'exam' twice.
11. Draw a circle around one of those words.
12. Do not write anything in Box F or G.
13. In Box H, write "I can follow directions".
14. Stand up and sit down again when you have done all of these things.
15. Do only instructions 1, 2 and 3.

Answer sheet

A	B
C	D
E	F
G	G
I	J

What did you learn from this activity?

.....

.....

.....

.....



Reading question types

There are different types of questions on the Reading Test. It is important to practice all of these different types.

Types of questions on the Reading Test

- Multiple choice
- Identifying information (True/False/Not Given)
- Identifying writer's views/claims (Yes/No/Not Given)
- Matching information
- Matching headings
- Matching features
- Matching sentence endings
- Sentence completion
- Summary/note/table/flow-chart completion
- Diagram label completion
- Short-answer questions



Understanding correct answer form

An important part of following the instructions is paying attention to the form that your answers must take.

Tip!

Pay attention to word limit questions!

Write no more than **THREE** words and/or a number.

Write no more than **TWO** words and/or a number.

Write no more than **ONE** word and/or a number.

If you write more than the maximum number of words, you will lose a mark even if the information is correct.

What skills are assessed?	Examples of correct form	Instructions	Question type
<p>Detailed understanding of specific points</p> <p>Overall understanding of main points</p>	<p>A B C</p>	<p>Choose the correct letter, A, B or C.</p>	<p>Multiple Choice (questions are in the same order as the information in the text).</p>
<p>Understanding of specific points</p>	<p>True False Not Given</p>	<p>Do the following statements agree with the information? Choose True, False or Not Given</p>	<p>Identifying information</p>
<p>Recognizing opinions or ideas</p>	<p>Yes No Not Given</p>	<p>Do the following statements agree with the views/claims of the writer? Write Yes, No or Not Given.</p>	<p>Identifying writer's views and claims</p>
<p>Scanning for specific information</p>	<p>A B C D</p>	<p>Write the letter of the correct paragraph or section.</p>	<p>Matching information</p>
<p>Recognizing main ideas in paragraphs or sections</p> <p>Distinguishing main ideas from supporting ideas</p>	<p>i ii iii iv v</p>	<p>Match the headings (i, ii, iii, iv, v) to the paragraphs (A, B, C) Write the correct number, i-v).</p>	<p>Matching headings</p>

What skills are assessed?	Examples of correct form	Instructions	Question type
<p>Skimming</p> <p>Scanning</p> <p>Recognizing relationships and connections between facts, opinions and theories</p>	<p>A B C</p>	<p>Match the statements (1, 2, 3, 4) to the features (A, B, C). Write the correct letter.</p>	<p>Matching features</p>
<p>Understanding main ideas</p>	<p>A B C</p>	<p>Choose the best way to complete each sentence. Write the correct letter of the sentence ending.</p>	<p>Matching sentence endings (questions are in the same order as the information in the text)</p>
<p>Locating details and specific information</p>	<p>25 years</p> <p>Specific illnesses</p> <p>working from home</p> <p>3 forms of identification</p>	<p>Complete the sentences in a given number of words e.g. Write NO MORE THAN THREE WORDS AND/OR A NUMBER</p>	<p>Sentence completion (questions are in the same order as the information in the text)</p>
<p>Understanding details or main ideas</p> <p>For summary or notes completion: What type of word fits in the gap? (noun, verb, adjective etc.)</p>	<p>A B C</p> <p>express trains</p> <p>number 10 bus</p>	<p>Select words from a list of answers. Write the correct letter A, B,C, OR Select words from the text. e.g. Write NO MORE THAN TWO WORDS AND/OR A NUMBER</p>	<p>Summary, note, table, flow-chart completion (answers may or may not be in the same order as in the text but usually come from only one section)</p>

What skills are assessed?	Examples of correct form	Instructions	Question type
Understanding detailed information and relating it to a diagram	5 solar panels the back panel	Read a description and label a diagram e.g. write NO MORE THAN THREE WORDS AND/OR A NUMBER	Diagram label completion (answers may or may not be in the same order as in the text but usually come from only one section)
Locating and understanding precise information	Vehicles 3 trains Interesting ideas 4 great theories	Write NO MORE THAN ONE WORD AND/OR A NUMBER Write NO MORE THAN TWO WORDS AND/OR A NUMBER	Short-answer questions

Adapted from: <https://www.ielts.org/about-the-test/test-format-in-detail#sthash.vC9KOYWv.dpuf>



Reading skills: skimming, scanning and reading for detail

A variety of question types are used on the IELTS Reading tests in order to assess different reading skills. Some of the reading skills being tested are skimming, scanning and reading for detail.

When you skim and scan, you do not need to understand all the words. Skimming and scanning are important reading skills to develop. If you can learn to skim and scan effectively, you will be able to manage longer reading texts in a shorter period of time.

Skimming:

Different ways of skim reading

- Horizontal reading left to right
- Horizontal reading right to left
- Vertical reading: move pen through middle & move eyes to look at words left and right quickly
- Diagonally reading: from top left to bottom right
- Zig-zag reading
- Look for nouns/ adjectives/ adverbs etc. (the meaning words). Don't worry about the small words (prepositions, articles etc).
- Read chunks instead of single words

Skimming Text

Quickly skim the text in the box below to find the main idea or gist.

"Reading faster helps you understand more. This may be surprising to you but in fact your brain works better when you read faster. If you read slowly, you read one word at a time and you must remember many separate words. Soon you can get tired or bored. If you read faster, you can read groups of words together. Then you can think about ideas and not just single words. That is why you will understand better and remember more."

What is the best title?

- a. The benefits of reading faster
- b. How to remember more

Sourced from P. Denym, 2006 IELTS Maximum

Scanning:

Different ways of scan reading

Scanning is reading quickly to locate specific information e.g. numbers, dates, places, names. In scanning, you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information. You scan when you want to quickly find what time a film is showing at the cinema, or the phone number to call in an advertisement, for example.

- Have a question/ clear purpose in mind
- Try to anticipate how the answer will appear (number/capital letter/ % etc.)
- Skip through sections looking for your chosen scanning word
- Go from right to left and left to right
- Read diagonally or from bottom to top
- Zigzag backwards
- Look at the center of a page/ paragraph

Scanning Text

Read the text and answer the following questions. You have 1 minute:

- 1) How many words a minute do slow readers read?
- 2) What is a reason for reading less than 200 words a minute?
- 3) How many words a minute do untrained native readers read?
- 4) How many words a minute do fast readers read?
- 5) What is the rate to aim for 70% for comprehension?

Many students find that they read slowly, between 50 and 150 words per minute when they read silently. If you read less than 200 words per minute, you are probably reading one word at a time. Then you may have trouble understanding the important ideas quickly. Untrained native speakers read about 250 words a minute so we want to aim at getting students to the rate of 250 (fair reader) to 350 (good reader) words per minute with an average comprehension rate of around 70%.

Adapted from <http://iteslj.org/Articles/Browning-TimedReading.html>

Reading for detail:

A different type of reading skill is reading for detail. In this type of reading, you read more slowly and carefully, for example, whenever you need to 'read between the lines' and infer the meaning from what is implied but not directly stated.

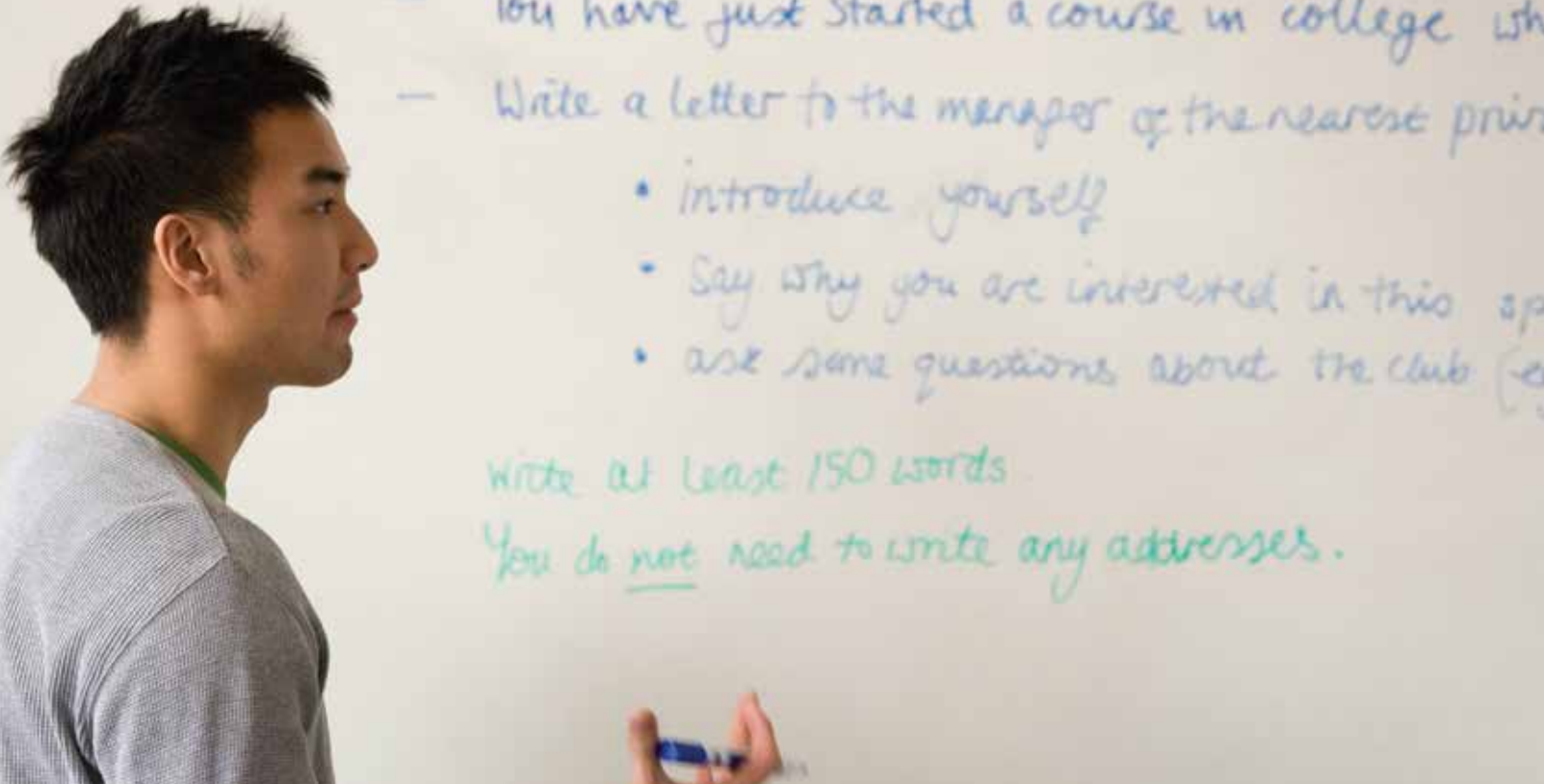


Managing Your Time

To help you manage your time efficiently on the IELTS Reading Test, you must learn to use the right reading skill for the right purpose. Some test takers make the mistake of reading everything slowly to try and understand every word - that's about 900 words in each of the reading passages - and then they run out of time. In fact, you may only need to skim the text to answer 6 questions - matching headings to paragraphs - and then read just 300 words (the last 2 paragraphs) in detail to do a gap-fill task with 7 questions.

Essential tips about managing time

- Think of the Reading Test not as one 60-minute test, but as THREE 20-minute tests.
- You are not supposed to read everything or understand every word! Use skimming and scanning skills to help you manage your time efficiently.
- All questions are worth the same. Both the easier questions and the more difficult questions earn just one mark. There are easier questions on all 3 reading passages, so it's important to spend equal time on each reading passage to find and answer the easier questions.
- Answer the easier questions on the first reading passage. Mark the difficult questions and go back and answer them before the end of the 20 minutes. If you don't know, make a guess. Repeat with the second and third reading passages.
- Attempt all questions. Never leave a blank answer.



Practice Reading Questions

Matching

Let's look at some strategies for answering matching questions. To answer this type of question, you must be able to match items A, B, C, D with a list of phrases or sentences 1, 2, 3, 4. You have to write the letter of the item A, B, C, D on your answer sheet. Remember - write the letter of the item not the letter of the paragraph!

How to answer Matching questions:

- Read the instructions carefully because some items (A, B, C, D) may not be used at all or some items may be used more than once.
- The items A, B, C, D are often in the same order as in the reading passage but the phrases or sentences (1, 2, 3, 4) are not in the same order as in the reading passage.
- Look at the items A, B, C, D and skim the reading passage to find information about them. Information may be in more than one place in the passage.
- Match the first item (A) to a phrase or statement (1, 2, 3, 4). Write the letter of the item on the answer sheet.
- Go on to the next item (B). Answer all the questions.

General Training Reading sample task – Matching information

SECTION 1 **Questions 1 – 8**

Questions 1 – 8

Look at the five advertisements, A-E.

Which advertisement mentions the following?

Write the correct letter, A-E, in boxes 1-8 on your answer sheet.

NB *You may use any letter more than once.*

- 1 up-to-date teaching systems
- 2 that the institution has been established for a significant time
- 3 examination classes
- 4 that arrangements can be made for activities outside class
- 5 the availability of courses for school students
- 6 language teaching for special purposes
- 7 a wide variety of language choices
- 8 evening classes

Sourced from idpielts.me/prepare

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IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module Academic General Training Test Date Day Month Year

Reading Reading Reading Reading Reading Reading Reading

Table with 40 rows and 3 columns for marking. Each row contains a question number (1-40), a space for the answer, and a 'Marker use only' column with checkboxes for correct (✓) and incorrect (✗) responses.

SAMPLE

Marker 2 Signature: Marker 1 Signature: Reading Total:



Short Answer

To answer this type of question, you may be asked to choose a specific number of words and/or a number from the text.

How to answer Short Answer questions:

- Read the instructions carefully so you understand the word limit.
- Read the first question carefully and underline key words.
- Find the part of the text that contains the information you need.
- Look back at the question again to find out what specific information you need in order to answer the question.
- Read that part of the text more carefully.
- Make sure the words you choose from the text answer the question.
- Check again how many words and/or numbers you are allowed to write.

Questions 4 – 8

Answer the questions below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 4-8 on your answer sheet.

- 4 What has been found in some Fancy Foods products?
- 5 Where can you find the batch number on the jars?
- 6 How much will you receive for an opened jar of contaminated Chicken Curry?
- 7 If you have eaten Chicken Curry from a jar with one of the batch numbers listed, whom should you contact?
- 8 What is the maximum reward Fancy Foods is offering for information about who contaminated their product?

IMPORTANT NOTICE: PRODUCT RETURN

Fancy Foods wishes to inform the public that pieces of metal have been found in some jars of Fancy Foods Chicken Curry (Spicy). The batches of the jars involved have numbers from J6617 to J6624. The batch number is printed on the bottom of each jar.

If you have any jars with these batch numbers, please return them (preferably unopened) to the supermarket where you purchased them. You can also return them to the factory (Fancy Foods Retailers, Blacktown). Fancy Foods will pay \$10 for each jar returned unopened and \$5 for each jar already opened.

No payment will be made for empty jars, which do not need to be returned. However, the Retailing Manager will be interested to hear from people who have consumed chicken curry from any of the above batch numbers. In particular, it will be helpful if they can give information about the place of purchase of the product.

Jars of Fancy Foods Chicken Curry (Coconut) and Fancy Foods Chicken Curry (Mango) have not been affected and do not need to be returned.

REWARD

Fancy Foods will pay a reward of \$10,000 to \$50,000 for information which leads to the conviction of any person found guilty of placing metal pieces in its products. If you have such information, please contact the Customer Relations Manager, Fancy Foods Retailers, Blacktown.

Sourced from idpielts.me/prepare

IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module Academic General Training Test Date Day Month Year

Reading Reading Reading Reading Reading Reading Reading

1	<input type="checkbox"/> <input type="checkbox"/>	21	<input type="checkbox"/> <input type="checkbox"/>
2	<input type="checkbox"/> <input type="checkbox"/>	22	<input type="checkbox"/> <input type="checkbox"/>
3	<input type="checkbox"/> <input type="checkbox"/>	23	<input type="checkbox"/> <input type="checkbox"/>
4	<input type="checkbox"/> <input type="checkbox"/>	24	<input type="checkbox"/> <input type="checkbox"/>
5	<input type="checkbox"/> <input type="checkbox"/>	25	<input type="checkbox"/> <input type="checkbox"/>
6	<input type="checkbox"/> <input type="checkbox"/>	26	<input type="checkbox"/> <input type="checkbox"/>
7	<input type="checkbox"/> <input type="checkbox"/>	27	<input type="checkbox"/> <input type="checkbox"/>
8	<input type="checkbox"/> <input type="checkbox"/>	28	<input type="checkbox"/> <input type="checkbox"/>
9	<input type="checkbox"/> <input type="checkbox"/>	29	<input type="checkbox"/> <input type="checkbox"/>
10	<input type="checkbox"/> <input type="checkbox"/>	30	<input type="checkbox"/> <input type="checkbox"/>
11	<input type="checkbox"/> <input type="checkbox"/>	31	<input type="checkbox"/> <input type="checkbox"/>
12	<input type="checkbox"/> <input type="checkbox"/>	32	<input type="checkbox"/> <input type="checkbox"/>
13	<input type="checkbox"/> <input type="checkbox"/>	33	<input type="checkbox"/> <input type="checkbox"/>
14	<input type="checkbox"/> <input type="checkbox"/>	34	<input type="checkbox"/> <input type="checkbox"/>
15	<input type="checkbox"/> <input type="checkbox"/>	35	<input type="checkbox"/> <input type="checkbox"/>
16	<input type="checkbox"/> <input type="checkbox"/>	36	<input type="checkbox"/> <input type="checkbox"/>
17	<input type="checkbox"/> <input type="checkbox"/>	37	<input type="checkbox"/> <input type="checkbox"/>
18	<input type="checkbox"/> <input type="checkbox"/>	38	<input type="checkbox"/> <input type="checkbox"/>
19	<input type="checkbox"/> <input type="checkbox"/>	39	<input type="checkbox"/> <input type="checkbox"/>
20	<input type="checkbox"/> <input type="checkbox"/>	40	<input type="checkbox"/> <input type="checkbox"/>

SAMPLE

Marker 2 Signature: Marker 1 Signature: Reading Total:



Identifying Information (T, F, NG)

To answer this type of question, you must be able to use the reading skill of recognising specific information in the text.

How to answer Identifying Information Questions:

- Read the first statement and scan quickly for the information in the reading passage. The statements are in the same order as the information in the reading passage.
- Compare the statement to the information in the reading passage:
 - If the information in the statement is the same, answer *True*
 - If the information in the statement does not agree with the information in the reading passage, answer *False*
 - If there is no information in the reading passage about the topic, answer *Not Given*

General Training Reading sample task – Identifying information

Questions 1 – 8

Do the following statements agree with the information given in the text?

In boxes 1-8 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 You should not arrive more than half an hour before your allocated starting time.
- 2 Your Rider Identity Card will be sent to you before the event.
- 3 Some roads may have normal traffic flow on them.
- 4 Helmets are compulsory for all participants.
- 5 Refreshments are free to all participants during the ride.
- 6 If you need a rest you must get off the road.
- 7 First aid staff can provide cycle capes.
- 8 Bike Events will charge you for the return of your bike.

Sourced from idpielts.me/prepare

Read the text below and answer Questions 1-8.

London to Brighton Bike Ride

The start

The bike ride starts at Clapham Common tube station.

- Your Start Time is indicated by the colour of your body number in this pack. It is also printed on the address label of the envelope. Please arrive no earlier than 30 minutes before that time.
- We allocate an equal number of cyclists for each Start Time to ensure a steady flow. Please keep to the time you've been given so we can keep to our schedule and avoid delaying other riders and prevent 'bunching' further down the route.
- An Information Point, toilets and refreshment stands will be open from very early in the day.

Ride carefully

We put together as many facilities as possible to help ensure you have a troublefree day. But we also rely on you to ride safely and with due consideration for other cyclists and road users. Although many roads are closed to oncoming traffic, this is not always the case and you should be aware of the possibility that there could be vehicles coming in the opposite direction. Please do not attempt reckless overtaking whilst riding – remember it is NOT a race.

Follow all instructions

Every effort is made to ensure that the route is well signed and marshalled. Please obey all directions from police and marshals on the route. If you hear a motorcycle marshal blow his/her whistle three times, move left.

Wear a helmet

Every year we are delighted to see more riders wearing protective helmets, but we would like to see every cyclist on the ride wearing one. More than half of reported injuries in cycling accidents are to the head, and a helmet gives the best protection when the head hits the ground.

Attracting assistance

If you have an accident, ask a marshal for help; they are in contact with the support/emergency services. To call for help from our motorcycle marshals, give a 'thumbs down' signal. The marshal will do all he/she can to help, providing he/she is not already going to a more serious accident. If a motorcycle marshal slows down to help you, but you have just stopped for a rest and don't need help, please give a 'thumbs up' signal and he/she will carry on. *Remember – thumbs down means 'I need help'.*

Sourced from idpielts.me/prepare

In case of breakdown

Refer to your route map and make your way to a Mechanics Point. Mechanical assistance is free when you show your Rider Identity Card; you just pay for the parts.

Refreshment stops

Look out for these along the route. Most are organised by voluntary clubs and their prices give you real value for money. They are also raising money for their local communities and the British Heart Foundation, so please give them your support.

Rain or shine – be prepared

In the event of very bad weather, watch out for signs to wet weather stations en route. Good waterproofs, like a cycle cape, are essential. Our first aid staff can only supply bin liners and by the time you get one you may be very wet. However, the English summer is unpredictable – it may also be hot, so don't forget the sun protection cream as well!

If you have to drop out

We will try to pick up your bike for you on the day. Call Bike Events (01225 310859) no more than two weeks after the ride to arrange collection. Sorry, we cannot guarantee this service nor can we accept liability for any loss or damage to your bike. Bike Events will hold your bike for three months, after which it may be disposed of. You will be charged for all costs incurred in returning your cycle.

Sourced from idpielts.me/prepare

IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

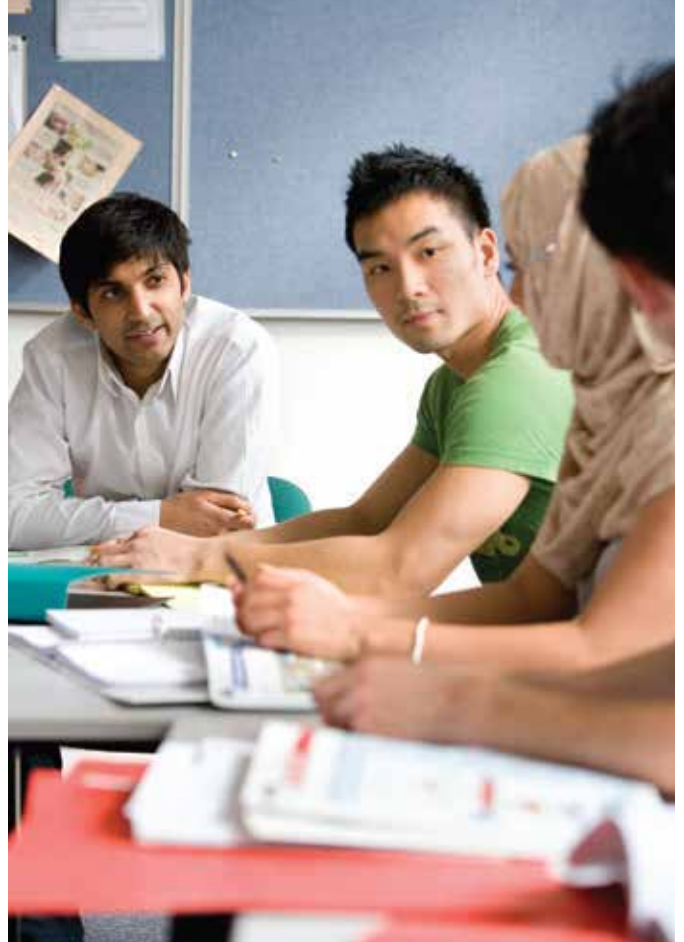
Test Module Academic General Training Test Date Day Month Year

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20	<input type="checkbox"/>	20	<input type="checkbox"/>	40	<input type="checkbox"/>

SAMPLE

Marker 2 Signature: Marker 1 Signature: Reading Total:



Matching Features

To answer this type of question, you must be able to match items A, B, C, D with a list of phrases or sentences 1, 2, 3, 4. Write or type the letter of the item A, B, C or D as your answer.

How to answer Matching questions:

- Read the instructions carefully because some items (A, B, C, D) may not be used at all or some items may be used more than once.
- The items A, B, C, D are often in the same order as in the reading passage but the phrases or sentences (1, 2, 3, 4) are not in the same order as in the reading passage.
- Look at the items A, B, C, D and skim the reading passage to find information about them. Information may be in more than one place in the passage
- Match the first item (A) to a phrase or statement (1, 2, 3, 4). Write or type the letter of the item as your answer.
- Go on to the next item (B). Answer all the questions.

General Training Reading sample task – Matching features

Questions 34 – 40

Look at the following statements (Questions 34-40) and the list of countries below.

Match each statement with the correct country, **A-J**.

Write the correct letter, **A-J**, in boxes 34-40 on your answer sheet.

NB You may use any letter more than once.

- 34 It helped other countries develop their own film industry.
- 35 It was the biggest producer of films.
- 36 It was first to develop the 'feature' film.
- 37 It was responsible for creating stars.
- 38 It made the most money from 'avantgarde' films.
- 39 It made movies based more on its own culture than outside influences.
- 40 It had a great influence on silent movies, despite its size.

List of Countries

- A** France
- B** Germany
- C** USA
- D** Denmark
- E** Sweden
- F** Japan
- G** Russia
- H** Italy
- I** Britain
- J** China

Sourced from idpielts.me/prepare

[Note: This is an extract from a General Training Reading text on the subject of the history of cinema. The text preceding this extract gave a general overview.]

Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its worldwide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

In the end it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of filmmaking had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with spectacular films like "Quo Vadis?" (1913) and "Cabiria" (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan, the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better constructed narratives, their special effects were more impressive, and the star system added a new dimension to screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

From early cinema, it was only American slapstick comedy that successfully developed in both short and feature format. However, during this 'Silent Film' era, animation, comedy, serials and dramatic features continued to thrive, along with factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded on to the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled westwards to escape the Revolution.

Sourced from idpielts.me/prepare

General Training Reading sample task – Matching features

The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.

Sourced from idpielts.me/prepare

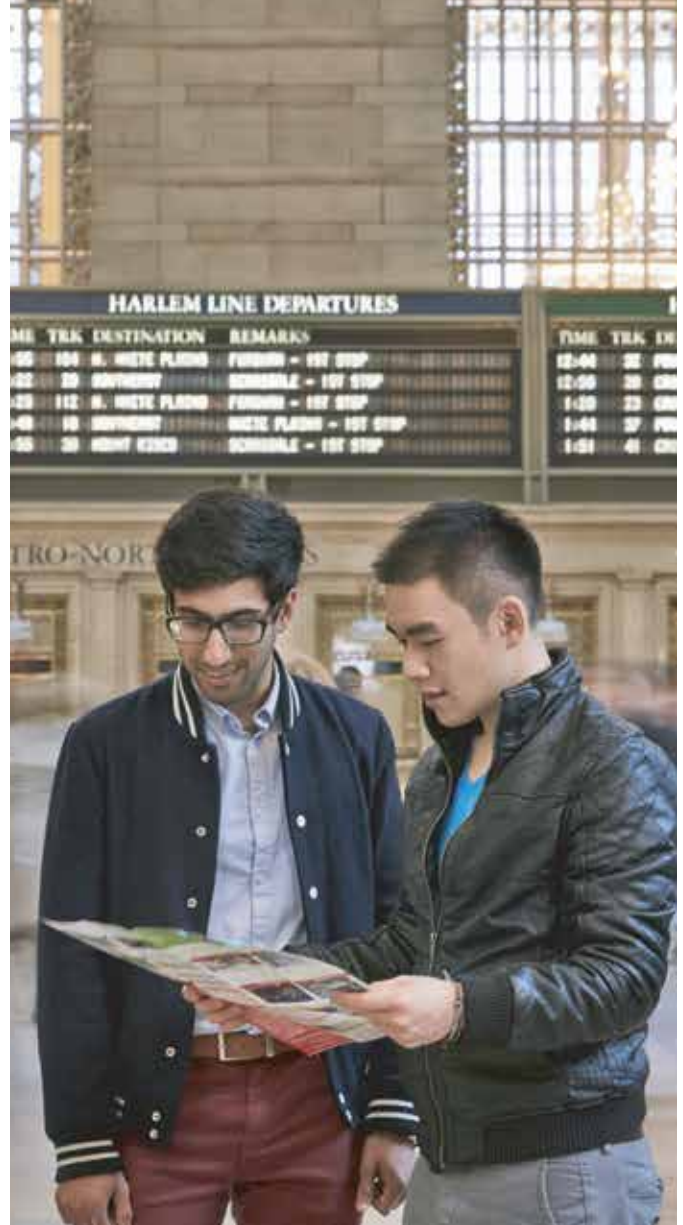
IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module Academic General Training Test Date Day Month Year

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Marker 2 Signature:	<input type="text"/>	Marker 1 Signature:	<input type="text"/>	Reading Total:	<input type="text"/>	<input type="text"/>	<input type="text"/>



Matching Headings to Paragraphs

To answer this type of question, you must be able to use the reading skill of finding the main idea of the paragraphs and then you must match those paragraphs to a list of headings.

- There are more headings than paragraphs, so you will not use all the headings in your answers.
- You can use each heading once only.
- If they give you an example, you cannot use this heading as an answer

How to answer:

- Read the headings and underline key words. Think of possible synonyms for the key words.
- Read the first paragraph. Underline the topic sentence (the main idea sentence).
- Look at the headings again and choose the one that matches the main idea.
- Write or type the number of the heading (i) (ii) (iii) (iv) as your answer.
- Go to the next heading and repeat.

Practice: Matching Headings to Paragraphs

Now practice this strategy to answer questions 27-32 of the text "Robots at Work." Write your answers on the Reading Answer Sheet. Make sure you write your answers next to the correct numbers on the Answer Sheet.

General Training Reading sample task – Matching headings

Questions 27 – 32

The text has seven paragraphs, **A-G**.

Choose the correct heading for paragraphs **A, B** and **D-G** from the list of headings below.

Write the correct number, **i-ix**, in boxes 27-32 on your answer sheet.

List of Headings	
i	Robots working together
ii	Preparing LGVs for takeover
iii	Looking ahead
iv	The LGVs' main functions
v	Split location for newspaper production
vi	Newspapers superseded by technology
vii	Getting the newspaper to the printing centre
viii	Controlling the robots
ix	Beware of robots!

27 Paragraph A

28 Paragraph B

Example	
Paragraph C	ix

29 Paragraph D

30 Paragraph E

31 Paragraph F

32 Paragraph G

Sourced from idpielts.me/prepare

ROBOTS AT WORK

A

The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, subeditors and journalists who put the paper together are likely to find themselves in a totally different building or maybe even in a different city. This is the situation which now prevails in Sydney. The daily paper is compiled at the editorial headquarters, known as the prepress centre, in the heart of the city, but printed far away in the suburbs at the printing centre. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.

B

Once the finished newspaper has been created for the next morning's edition, all the pages are transmitted electronically from the prepress centre to the printing centre. The system of transmission is an update on the sophisticated page facsimile system already in use on many other newspapers. An imagesetter at the printing centre delivers the pages as film. Each page takes less than a minute to produce, although for colour pages four versions, once each for black, cyan, magenta and yellow are sent. The pages are then processed into photographic negatives and the film is used to produce aluminium printing plates ready for the presses.

C

A procession of automated vehicles is busy at the new printing centre where the Sydney Morning Herald is printed each day. With lights flashing and warning horns honking, the robots (to give them their correct name, the LGVs or laser guided vehicles) look for all the world like enthusiastic machines from a science fiction movie, as they follow their own random paths around the plant busily getting on with their jobs. Automation of this kind is now standard in all modern newspaper plants. The robots can detect unauthorised personnel and alert security staff immediately if they find an "intruder"; not surprisingly, tall tales are already being told about the machines starting to take on personalities of their own.

D

The robots' principal job, however, is to shift the newsprint (the printing paper) that arrives at the plant in huge reels and emerges at the other end some time later as newspapers. Once the size of the

day's paper and the publishing order are determined at head office, the information is punched into the computer and the LGVs are programmed to go about their work. The LGVs collect the appropriate size paper reels and take them where they have to go. When the press needs another reel its computer alerts the LGV system. The Sydney LGVs move busily around the press room fulfilling their two key functions to collect reels of newsprint either from the reel stripping stations, or from the racked supplies in the newsprint storage area. At the stripping station the tough wrapping that helps to protect a reel of paper from rough handling is removed. Any damaged paper is peeled off and the reel is then weighed.

E

Then one of the four paster robots moves in. Specifically designed for the job, it trims the paper neatly and prepares the reel for the press. If required the reel can be loaded directly onto the press; if not needed immediately, an LGV takes it to the storage area. When the press computer calls for a reel, an LGV takes it to the reel loading area of the presses. It lifts the reel into the loading position and places it in the correct spot with complete accuracy. As each reel is used up, the press drops the heavy cardboard core into a waste bin. When the bin is full, another LGV collects it and deposits the cores into a shredder for recycling.

F

The LGVs move at walking speed. Should anyone step in front of one or get too close, sensors stop the vehicle until the path is clear. The company has chosen a laserguide function system for the vehicles because, as the project development manager says "The beauty of it is that if you want to change the routes, you can work out a new route on your computer and lay it down for them to follow". When an LGV's batteries run low, it will take itself off line and go to the nearest battery maintenance point for replacement batteries. And all this is achieved with absolute minimum human input and a much reduced risk of injury to people working in the printing centres.

G

The question newspaper workers must now ask, however is, "how long will it be before the robots are writing the newspapers as well as running the printing centre, churning out the latest edition every morning?"

Sourced from idpielts.me/prepare

IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module Academic General Training Test Date Day Month Year

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20	<input type="checkbox"/>	20	<input type="checkbox"/>	40	<input type="checkbox"/>

Marker 2 Signature: Marker 1 Signature: Reading Total:



Summary

To answer this type of question, you must be able to fill in the blanks in a summary. This might be a summary of some notes, or a table or a flow chart. The strategies are the same.

How to answer Summary questions:

- Read the instructions carefully so you understand the word limit.
- Read the summary in your question booklet for a general understanding.
- Summary questions usually come from only one section of the reading passage, so quickly skim the reading passage to find the right section.
- Scan this one section for the answer. The word or phrase must be a paraphrase of a word or phrase in the reading passage.
- Look at the words before and after the first gap for clues about the type of word needed - do you need a noun, verb, adjective?
- Check how many words and/or numbers you can write in the gap.

Practice: Summary Questions

Now, practice using this strategy to answer questions 33-40 of the text "Robots at Work." Write your answers on the same Reading Answer Sheet.

General Training Reading sample task – Flow-chart completion

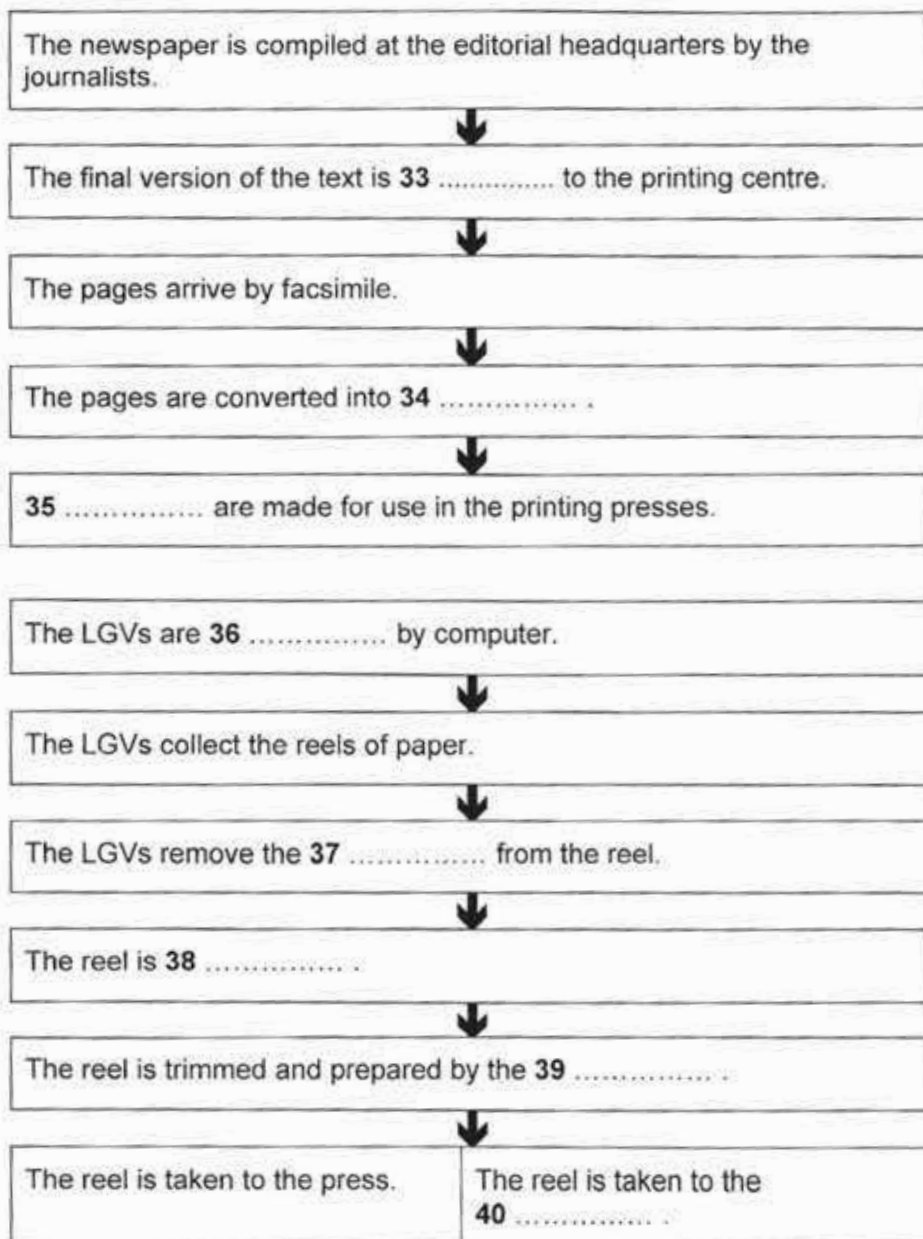
Questions 33 – 40

Complete the flow-chart below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 33-40 on your answer sheet.

The Production Process



Sourced from idpielts.me/prepare

Reading assessment

Sample questions with answers

Sample B

Read the text and answer Questions 1-13

TOURISM IN AUSTRALIA

Have you ever travelled to another part of your country and stayed for a few days? Travel within one's own country is popular throughout the world. And, according to a survey carried out in Australia in 2002, travellers are tending to spend more and more money on their holidays.

The Domestic Tourism Expenditure Survey showed that domestic travellers – those travelling within the country – injected \$23 billion into the Australian economy in 2002. As a result, domestic tourism became the mainstay of the industry, accounting for 75 per cent of total tourism expenditure in Australia. International tourism, on the other hand, added \$7 billion to the economy. Overall, in present dollar terms, Australians spent \$7 billion more on domestic tourism in 2002 than they did when the first survey of tourist spending was completed in 1991.

Thus, tourism has become one of Australia's largest industries. The combined tourist industry now accounts for about 5 per cent of the nation's gross domestic product, compared with agriculture at 4.3 per cent and manufacturing at 8 per cent. Tourism is therefore an important earner for both companies and individuals in a wide range of industries. For example, the transport industry benefits from the extra money poured into it. Hotels spring up in resort areas to provide accommodation, and the catering industry gains as tourists spend money in restaurants. The retail sector benefits as well, as many tourists use their holidays to shop for clothes, accessories and souvenirs.

In most countries, the land is divided into different political areas. Australia is divided into six states and two territories. Since people travel for different reasons, there are significant differences in the length of time people stay in different locations and in the amount they spend while there.

In 2002, Australian residents spent \$8.4 billion on day trips and almost twice that amount on trips involving at least one night away from home. In that year, a total of 45 million overnight trips were made in Australia. Of these, 14.9 million were spent in New South Wales, 10.3 million were spent in Queensland, and 9.2 million were spent in Victoria. Fewer nights were spent in the other states, with 3.7 million in South Australia, 1.5 million in Tasmania and 5 million in Western Australia. Despite the popularity of destinations such as Ayers Rock and Kakadu National Park, only 0.4 million overnight stays were recorded in the Northern Territory.

New South Wales, Queensland and Victoria attracted the greatest tourism revenue, with \$5.2 billion, \$5.1 billion and \$3.3 billion spent there respectively. The average expenditure for trips was \$395 per person, with accommodation the biggest expenditure, followed by meals and fuel. The survey also showed that costs were higher for inter-state travellers, who each spent an average of \$812 per trip compared with \$255 for those who travelled within one state. Trips to the Northern Territory were the most expensive, followed by Queensland, with South Australia and Victoria the least.

Comparing the costs of trips for different purposes, the survey found that business trips were the most expensive because they were more likely to involve stays in commercial accommodation. Trips taken for educational reasons – to visit universities, museums etc. – were also expensive, especially as they usually required inter-state plane tickets. Family holidays lay in the medium range, with transport and fares contributing to the cost, but adventure parks the major expense. But while visits to friends and relatives were the least expensive – due to lower accommodation, food and transport costs – these travellers spent most on shopping.

The survey also estimates that Australians made 253 million day trips in 2002, visiting parks, beaches and city attractions. The largest expenses were petrol costs (averaging \$10 per day trip), followed by meals, souvenirs and entry fees. Day trips tended to cost the most in the Northern Territory, while South Australia was the cheapest. Overall, the survey found that men travelling alone spent more than any tourist group. In particular, men spent more on transport and meals. Women travelling alone spent the most on clothes, while souvenirs were bought more often by families than by other tourists.

The challenge for the tourism industry now is to encourage Australians to continue spending money on travel and, if possible, to increase the amount they spend.

Sourced from the IELTS Scores Guide pages 31-33

Sample questions with answers
Sample B (continued)

Questions 1 - 3

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in boxes 1-3 on your answer sheet.

Industries that benefit from tourism	
Example	transport
	1
	2
	3

Questions 4 - 7

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers in boxes 4-7 on your answer sheet.

4 The state or territory in which the highest number of overnight trips was made was

5 The state or territory in which the lowest number of overnight trips was made was

6 People travelling from state to state spent more than those travelling

7 The **TWO** cheapest states or territories to travel to were AND

Sourced from the IELTS Scores Guide pages 31-33

Sample questions with answers
Sample B (continued)

Questions 8 - 11

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 8-11 on your answer sheet.

Major expenses for different trips

Purpose of trip	Major expense
business	accommodation
education	8
family holiday	9
visiting relatives	10
day trips	11

Questions 12 and 13

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 12 and 13 on your answer sheet.

12 The category of people who spent the most on travel in Australia in 2002 were

13 The category who spent the most on souvenirs were

Sourced from the IELTS Scores Guide pages 31-33

IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module Academic General Training Test Date Day Month Year

Reading Reading Reading Reading Reading Reading Reading

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5	<input type="text"/>	5 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	25	<input type="text"/>	25 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
6	<input type="text"/>	6 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	26	<input type="text"/>	26 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
7	<input type="text"/>	7 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	27	<input type="text"/>	27 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
8	<input type="text"/>	8 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	28	<input type="text"/>	28 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
9	<input type="text"/>	9 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	29	<input type="text"/>	29 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
10	<input type="text"/>	10 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	30	<input type="text"/>	30 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
11	<input type="text"/>	11 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	31	<input type="text"/>	31 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
12	<input type="text"/>	12 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	32	<input type="text"/>	32 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
13	<input type="text"/>	13 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	33	<input type="text"/>	33 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
14	<input type="text"/>	14 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	34	<input type="text"/>	34 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
15	<input type="text"/>	15 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	35	<input type="text"/>	35 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
16	<input type="text"/>	16 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	36	<input type="text"/>	36 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
17	<input type="text"/>	17 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	37	<input type="text"/>	37 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
18	<input type="text"/>	18 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	38	<input type="text"/>	38 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
19	<input type="text"/>	19 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	39	<input type="text"/>	39 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
20	<input type="text"/>	20 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗	40	<input type="text"/>	40 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗

Marker 2 Signature: Marker 1 Signature: Reading Total:

Tips for the IELTS Reading Test

Instructions

- Read the instructions carefully so you know what to do and what skill to use
- Pay attention to word limit questions.
- Answer in the right form (A, B, C or 1,2, 3, or words/numbers?)

Skills

- Use skimming and scanning skills to manage time:
 - Skimming - reading quickly for gist/main ideas
 - Scanning - reading quickly for specific information
- Spend 20-30 minutes every day reading!

Strategies

- Practice the strategies to answer the different types of questions.
- Don't leave blanks. Guess if necessary.
- Use the context to try to guess difficult words. Don't try to read every word.

Timing

- Not one 60-minute test, but 3 x 20-minute tests
- Pace yourself: 1 ½ minutes per question

Each question = 1 mark. Don't waste time on difficult questions. Answer the easy questions first. Answer the difficult questions at the end of each section.

Transferring Answers

- No extra time at the end of the Reading Test to transfer answers (unlike Listening) so answer directly onto the answer sheet in paper-based IELTS or directly on the screen in computer-delivered IELTS.
- Write or type the answers next to the correct question number.

General information

- Spelling and grammar must be accurate. Standard British, American or Australian spelling is accepted.
- Capitalization is not important on the Reading test.

In the computer-delivered Reading test:

- You can change the font size by clicking 'Settings' at the top right of the screen and then choosing the size you want.
- The text and answer fields are side by side, so it is easy to see the information on the same screen.
- If you want to highlight text or make notes, you can use your mouse to select the text, then right-click to add a highlight or note.
- There is no spell-check feature, so check your spelling carefully.

Our official IDP IELTS Preparation Tools are designed to help you achieve the score you need.

Type	Features	Experience/ English level	Indicative band score	Personalised feedback	Expert tips to improve	New practice questions	Paid/free
IELTS Progress Check							
Practice test	<ul style="list-style-type: none"> The only official online practice test developed by IELTS Indicative band scores for every test section and an overall band score Marked by official IELTS markers Suitable for both computer-delivered and paper-based IELTS Personalised feedback in all assessment criteria for Writing and Speaking 		 Marked by official IELTS markers	 All assessment criteria for Writing/Speaking	 Marker's comments		Paid
IELTS Master							
Online course	<ul style="list-style-type: none"> The IELTS online preparation is developed by Macquarie University in Australia Exclusive preparation tool for IDP test takers 20–25 hours of online study time 						Free (one skill) when you book a test with IDP. Upgrade to full course at 50% off
IELTS Masterclass							
Seminar (in person & webinar)	<ul style="list-style-type: none"> A 90-minute class for test takers aiming for a band score of 6 or above IELTS assessment criteria explained Insights into common IELTS mistakes and how to avoid them IELTS approved handouts, which include test questions and sample answers Time to ask questions in a fun and supportive environment 						Free
IELTS Advantage							
Webinar	<ul style="list-style-type: none"> A 40-minute webinar Everything you want to know about IELTS but were afraid to ask What to expect on the test day How your skills are assessed FAQs about Listening, Reading, Writing and Speaking tests 						Free

New
 Pre-intermediate
 Intermediate
 Advanced
 All levels

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