

A young woman with long brown hair, smiling warmly at the camera. She is wearing a brown knit sweater over a blue and white plaid shirt. The background is a plain, light-colored wall. The image is partially overlaid with a red vertical bar on the left and a dark grey horizontal bar containing the title.

IELTS Focus: Academic 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.

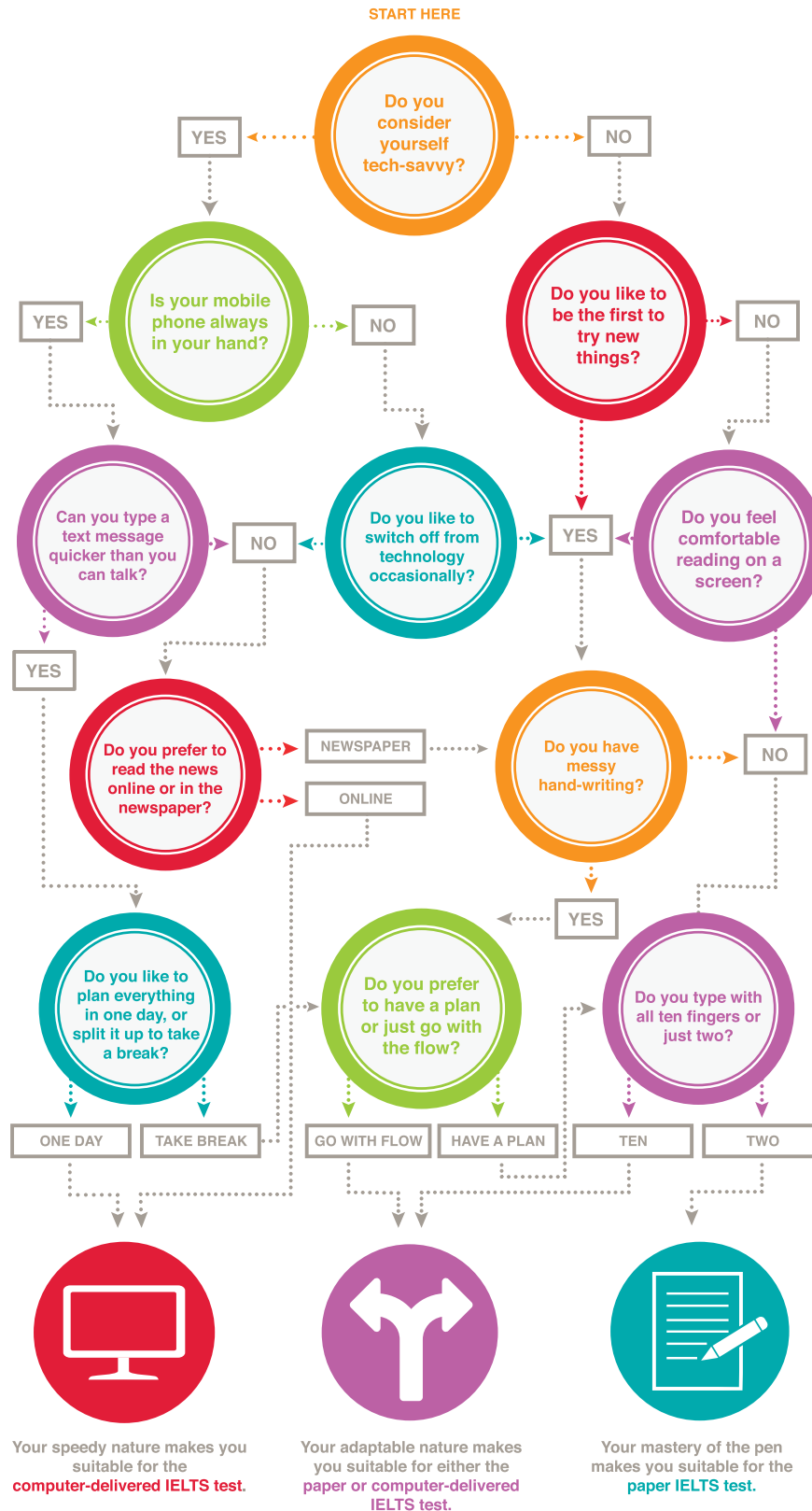
Still the world's leading high-stakes test with no change to:

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

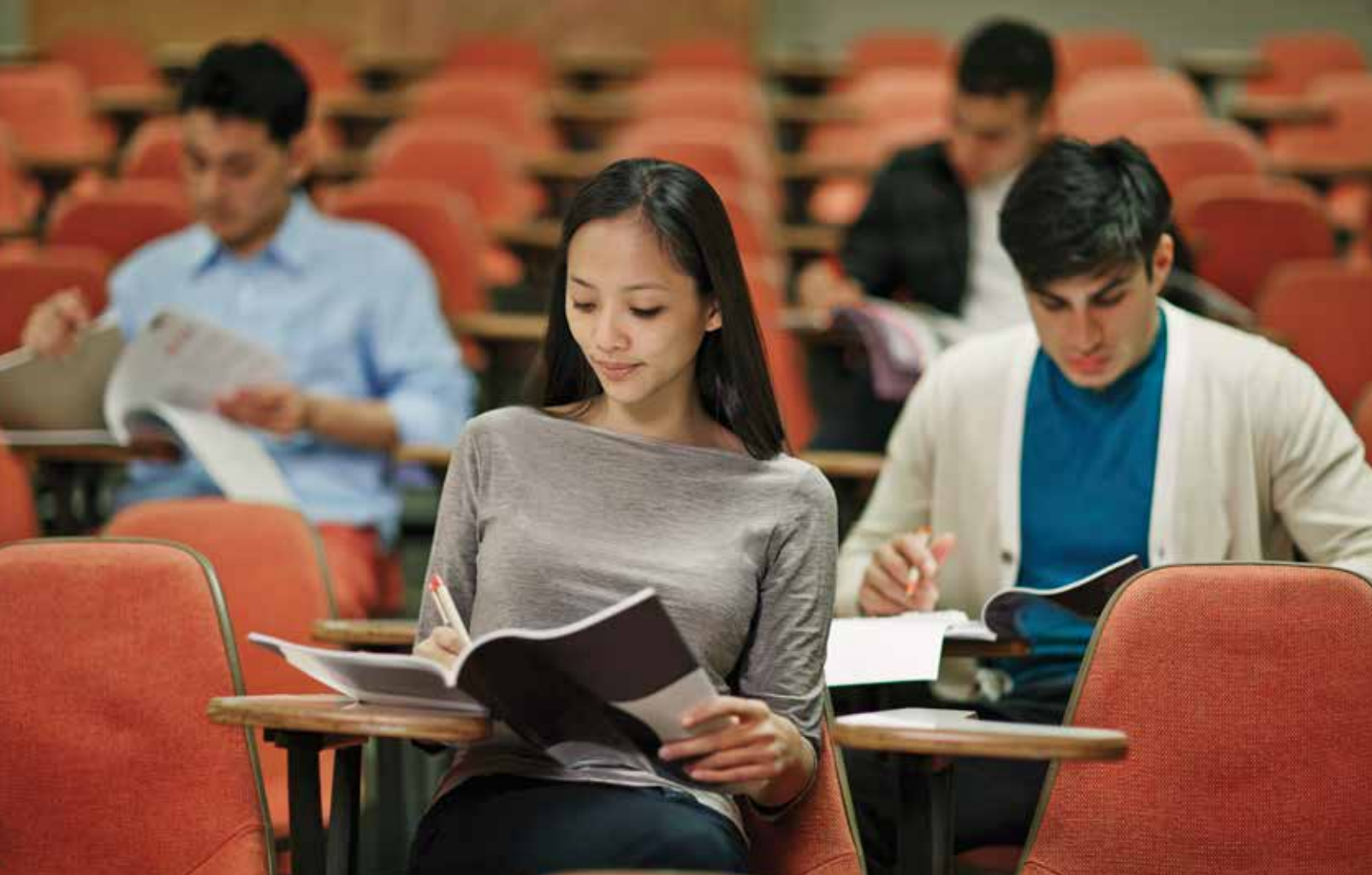
Which IELTS is best for you?

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

Some fun activities



* 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

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)

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. $\frac{1}{2}$ 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



- 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 Academic Reading Test

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

Each section contains one long text.

Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on topics of general interest.

Texts are appropriate to, and accessible to, test-takers entering undergraduate or postgraduate courses, or seeking professional registration.

Texts may be descriptive and factual, or discursive and analytical.

Texts may contain non-verbal materials, such as diagrams, graphs or illustrations.

If texts contain technical terms, a simple glossary is provided.

Adapted from the IELTS Scores Guide page 14



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 format

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)</p> <p>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 test 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:

Skimming is reading quickly for the main idea (the 'gist') of a section of text. You skim when you want to quickly find the main idea of a news story, for example, in a newspaper or online. Don't worry about difficult words.

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?

- The benefits of reading faster
- How to remember more

Sourced from P. Denym, 2006 IELTS Maximum

Scanning:

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.

Different ways of scan reading

- 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.

Answer Key:

- | | | |
|-----------------------------------|--|-------------------------------|
| a. the benefits of reading faster | 1. Between 50 and 150 words per minute | 2. Reading one word at a time |
| 3. About 250 words a minute | 4. 350 words per minute | 5. 250-350 words per minute |



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 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 or highlight key words. Think about synonyms for the key words.
- Read the first paragraph. Underline or highlight the topic sentence (the main idea sentence).
- Look at the headings again and choose the one that matches the main idea. The headings say the same but often use different words.
- 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 using this strategy to answer questions 1-7 of the text "The US City and the Natural Environment." Write your answers on the Reading Answer Sheet. Make sure you write your answers next to the correct number on the Answer Sheet.

Sourced from the IELTS Scores Guide pages 15-18

The US City and the Natural Environment

You should spend about 20 minutes on Questions 1-13 based on Reading Passage 1.

Questions 1 - 7

Reading Passage 1 has seven sections, A-G

Choose the correct heading for each section from the list of headings below.

Write the correct number, i-x, in boxes 1-7 on your answer sheet.

List of Headings

- i Legislation brings temporary improvements
- ii The increasing speed of suburban development
- iii A new area of academic interest
- iv The impact of environmental extremes on city planning
- v The first campaigns for environmental change
- vi Building cities in earthquake zones
- vii The effect of global warming on cities
- viii Adapting areas surrounding cities to provide resources
- ix Removing the unwanted by-products of city life
- x Providing health information for city dwellers

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E
- 6 Section F
- 7 Section G

Sourced from the IELTS Scores Guide pages 15-18

A While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

B The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defenses including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfil these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighboring waterways, often polluting the water supply of downstream cities. The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

E In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

F In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

G During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

Sourced from the IELTS Scores Guide pages 15-18

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="text"/>	1 <input type="checkbox"/> <input type="checkbox"/>	21	<input type="text"/>	21 <input type="checkbox"/> <input type="checkbox"/>
2	<input type="text"/>	2 <input type="checkbox"/> <input type="checkbox"/>	22	<input type="text"/>	22 <input type="checkbox"/> <input type="checkbox"/>
3	<input type="text"/>	3 <input type="checkbox"/> <input type="checkbox"/>	23	<input type="text"/>	23 <input type="checkbox"/> <input type="checkbox"/>
4	<input type="text"/>	4 <input type="checkbox"/> <input type="checkbox"/>	24	<input type="text"/>	24 <input type="checkbox"/> <input type="checkbox"/>
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"/>

SAMPLE

Marker 2 Signature: Marker 1 Signature: Reading Total:



Identifying Information

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*.

Practice: Identifying Information

Now, practice using this strategy to answer questions 8-13 of the text “The US City and the Natural Environment.” Write your answers on the same Reading Answer Sheet.

Questions 8 - 13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8-13 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

- 8 In the nineteenth century, water was brought into the desert to create productive farming land.
- 9 Women were often the strongest campaigners for environmental reform.
- 10 Reducing urban air and water pollution in the early twentieth century was extremely expensive.
- 11 The introduction of the car led to increased suburban development.
- 12 Suburban lifestyles in many western nations fail to take account of environmental protection.
- 13 Many governments in the developed world are trying to halt the spread of the suburbs.

Sourced from the IELTS Scores Guide page 18

Identifying the Writer's Views and Claims

Identifying the Writer's Views and Claims questions are similar to the Identifying Information questions that we looked at earlier. Identifying Information questions ask you about the facts and information in the reading passage. However, Identifying the Writer's Views and Claims questions ask you about the ideas and opinions in the reading passage. You have to read a statement, compare it to the writer's opinion, and decide if the opinions are the same (*Yes*), different (*No*), or if no information is given in the reading passage (*Not Given*)

Identifying the Writer's Views and Claims

Make sure you understand the instructions and answer choices:

Do the following statements reflect the claims of the writer in the reading passage?

This means: **Are the opinions in the statements the same as the writer's opinions in the reading passage?**

Answer YES if the statement reflects the claims of the writer

This means: **Answer YES if the opinions are the same.**

Answer NO if the statement contradicts the claims of the writer.

This means: **Answer NO if the opinions are different.**

Answer NOT GIVEN – if it is impossible to say what the writer thinks about this.

This means: **Answer NOT GIVEN if there is no information in the reading passage about what the writer thinks.**

Identifying the Writer's Views and Claims

How to answer Identifying the Writer's Views and Claims Questions

- Read the first statement and underline key words to help you understand the opinion.
- Scan the reading passage to find the key words or synonyms.
- Read this section carefully.
- Compare the opinion in the statement to the writer's opinion in the reading passage.
- Decide if the opinion in the statement is the same or different from the writer's opinion in the reading passage.
 - If the opinions are the same, answer YES.
 - If the opinions are different, answer NO.
 - If the reading passage does not say what the writer thinks, answer NOT GIVEN.

Practice: Identifying the Writer's Views or Claims

Now practice using these strategies to answer questions 4-7 of the text "the Risks of Cigarette Smoke." Make sure you write your answers next to the correct number on the Answer Sheet.

Academic Reading sample task - Identifying writer's views/claims

Questions 4 - 7

Do the following statements reflect the claims of the writer in the reading passage?

In boxes 4-7 on your answer sheet write

- Yes if the statement reflects the claims of the writer
No if the statement contradicts the claims of the writer
Not Given if it is impossible to say what the writer thinks about this

- 4 Thirty per cent of deaths in the United States are caused by smoking-related diseases.
- 5 If one partner in a marriage smokes, the other is likely to take up smoking.
- 6 Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives
- 7 Opponents of smoking financed the UCSF study.

Sourced from: <http://idpIELTS.me/prepare>

Answer Key:
4. No
5. Not Given
6. Yes
7. Not Given

The Risks of Cigarette Smoke

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach, kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

Sourced from: <http://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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1	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>
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Marker 2 Signature: Marker 1 Signature: Reading Total:



Review: Matching Headings to Paragraphs and Identifying Information

Questions 1- 5

Practice using the strategies to answer questions 1-9 below about the reading passage “Investigating Children’s Language”. Write your answers on the Reading Answer Sheet.

Questions 1-5: Reading Passage 1 has eight paragraphs, **A-H**. Which paragraph contains the following information?

Write the correct letter, A-H, in boxes 1-5 on your answer sheet. **NB** You may use any letter more than once.

- 1 the possibility of carrying out research on children before they start talking
- 2 the difficulties in deducing theories from systematic experiments
- 3 the differences between analysing children’s and adults’ language
- 4 the ability to record children without them seeing the researcher
- 5 the drawbacks of recording children in an environment they know

Questions 6 - 9

Do the following statements agree with the information given in Reading Passage 1?
In boxes 6-9 on your answer sheet, write

TRUE, FALSE, NOT GIVEN

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

- 6 In the 19th century, researchers studied their own children’s language.
- 7 Attempts to elicit very young children’s opinions about language are likely to fail.
- 8 Radio microphones are used because they enable researchers to communicate with a number of children in different rooms.
- 9 Many children enjoy the interaction with the researcher.

Sourced from the IELTS Scores Guide pages 19-21

Investigating Children's Language

A For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech, so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description. Since then, the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth.

B Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problems that have to be faced are quite different from those encountered when working with adults. Many of the linguist's routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children's cognitive development – such as their ability to pay attention, or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language, a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child's speech – knows how frustrating this can be. Some children, it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on.

C Since the 1960s, however, several sophisticated recording techniques and experimental designs have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones, so that the effects of having an investigator in the same room as the child can be eliminated. Large-scale sampling programmes have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques that fall well within a child's intellectual level and social experience. Even pre-linguistic infants have been brought into the research: acoustic techniques are used to analyse their vocalisations, and their ability to perceive the world around them is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of language acquisition from birth until puberty.

D There is no single way of studying children's language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage, and the great age range that they present. Two main research paradigms are found.

E One of these is known as 'naturalistic sampling'. A sample of a child's spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child's own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction (especially if the proceedings are being filmed). Alternatively, the recording can be made in a research centre, where the child is allowed to play freely with toys while talking to parents or other children, and the observers and their equipment are unobtrusive.

F A good quality, representative, naturalistic sample is generally considered an ideal datum for child language study. However, the method has several limitations. These samples are informative about speech production, but they give little guidance about children's comprehension of what they hear around them. Moreover, samples cannot contain everything, and they can easily miss some important features of a child's linguistic ability. They may also not provide enough instances of a developing feature to enable the analyst to make a decision about the way the child is learning. For such reasons, the description of samples of child speech has to be supplemented by other methods.

G The other main approach is through experimentation, and the methods of experimental psychology have been widely applied to child language research. The investigator formulates a specific hypothesis about children's ability to use or understand an aspect of language, and devises a relevant task for a group of subjects to undertake. A statistical analysis is made of the subjects' behaviour, and the results provide evidence that supports or falsifies the original hypothesis.

H Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalise the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations. Experimental research is therefore a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine.

Sourced from the IELTS Scores Guide pages 19-21

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

SAMPLE

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 10-14 of the text "Investigating Children's Language." Write your answers on the same Reading Answer Sheet.

Questions 10-14

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in boxes 10-14 on your answer sheet.

Ways of investigating children's language

One method of carrying out research is to record children's spontaneous language use. This can be done in their homes, where, however, it may be difficult to ensure that the recording is of acceptable 10 Another venue which is often used is a 11 where the researcher can avoid distracting the child. A drawback of this method is that it does not allow children to demonstrate their comprehension. An alternative approach is to use methodology from the field of 12 In this case, a number of children are asked to carry out a 13 , and the results are subjected to a 14



Labelling a diagram

To answer this type of question, you must be able to label a diagram based on a description in the reading passage.

How to answer diagram-labelling questions:

- Read the instructions carefully so you understand the word limit.
- Look at the diagram carefully. Is there a heading and a key? What are the different parts and how are they related?
- Diagram-labelling questions usually come from only one section of the reading passage, so quickly skim the reading passage to find the right section.
- Then scan this one section for the answers.
- Check how many words and/or numbers you can write in the gap.
- Spell the words carefully.

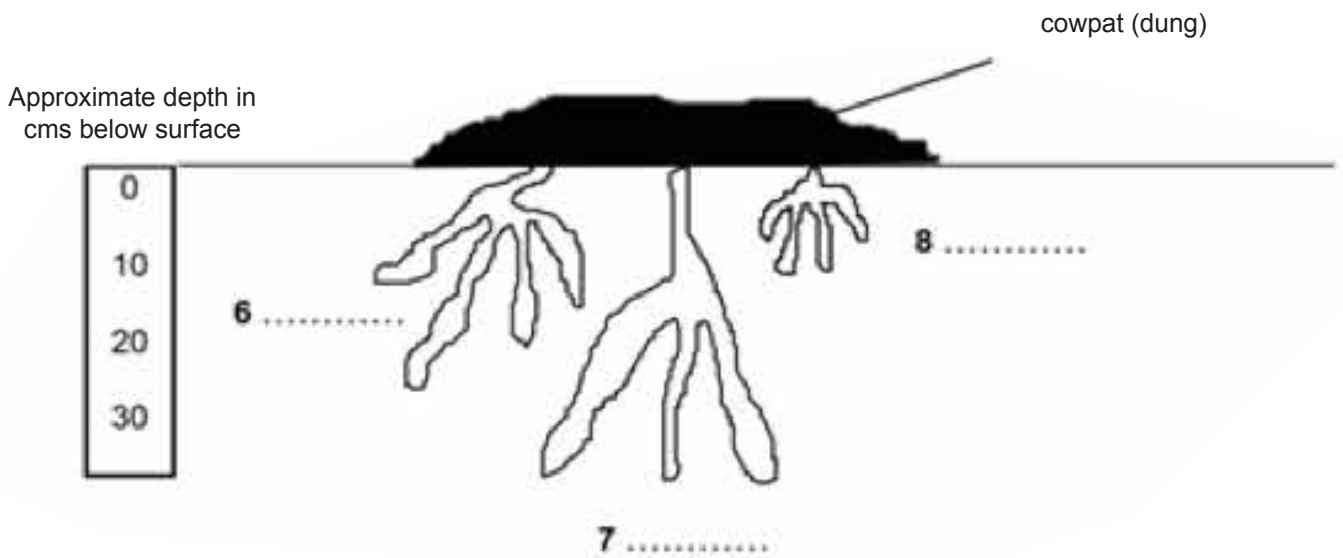
Practice: Labelling a diagram

Now practice using these strategies to answer questions 6-8 of the text about the dung beetle. Then answer the table-completion questions 9-13. Write your answers on the Reading Answer Sheet. Make sure you write your answers next to the correct numbers on the Answer Sheet.

Questions 6-8

Label the tunnels on the diagram below using words from the box.

Write your answers in boxes 6-8 on your answer sheet.



Dung Beetle Types	
French	Spanish
Mediterranean	South African
Australian native	South African ball roller

Sourced from: <http://idpielts.me/prepare>



Practice: Table Completion

Academic Reading sample task – Table Completion

Questions 9-13

Complete the table below.

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

Write your answers in boxes 9-13 on your answer sheet.

Species	Size	Preferred climate	Complementary species	Start of active period	Number of generations per year
French	2.5 cm	Cool	Spanish	late spring	1 - 2
Spanish	1.25 cm	9		10	11
South African ball roller		12	13		

Academic Reading sample task – Table completion

Dung Beetles

[Note: This is an extract from an Academic Reading passage on the subject of dung beetles. The text preceding this extract gave some background facts about dung beetles and went on to describe a decision to introduce non-native varieties to Australia.]

Introducing dung¹ beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats² in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cm long), is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-tropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species. In warmer climates, many species are active for longer periods of the year.

Glossary

1. Dung: the droppings or excreta of animals
2. Cow pats: droppings of cows

Sourced from: <http://idpielts.me/prepare>

IELTS Reading Answer Sheet

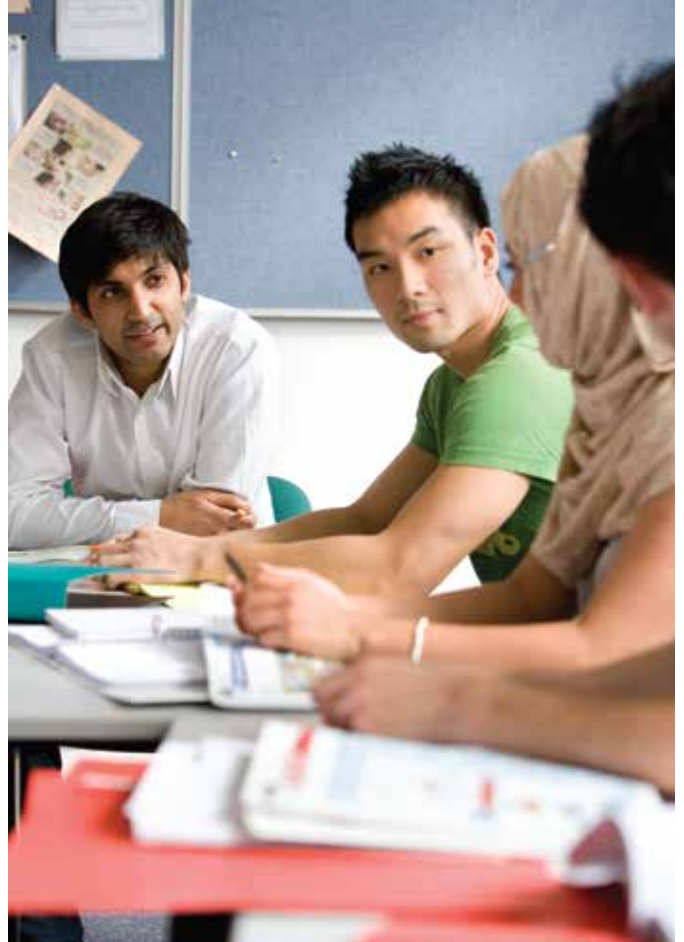
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SAMPLE



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) 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). Write or type the letter of the item as your answer.
- Go on to the next item (B). Answer all the questions.

Practice: Matching features

Now practice using these strategies to answer questions 7-10 of the text about the invention of rockets. Write your answers on the Reading Answer Sheet. Make sure you write your answers next to the correct numbers on the Answer Sheet.

Questions 7 - 10

Look at the following items (Questions 7 - 10) and the list of groups below. Match each item with the group which first invented or used them. Write the correct letter A - E in boxes 7 - 10 on your answer sheet.

NB You may use any letter more than once.

7. black powder
8. rocket-propelled arrows for fighting
9. rockets as war weapons
10. the rocket launcher

First invented or used by

- A the Chinese
- B the Indians
- C the British
- D the Arabs
- E the Americans

Reading passage and questions sourced from <http://idpielts.me/prepare-ielts/free-ielts-practice-tests/>

[Note: This is an extract from an Academic Reading passage on the development of rockets. The text preceding this extract explored the slow development of the rocket and explained the principle of propulsion.]

The Development of Rockets

The invention of rockets is linked inextricably with the invention of 'black powder'. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilisation. It is probable that, sometime in the tenth century, black powder was first compounded from its basic ingredients of saltpetre, charcoal and sulphur. But this does not mean that it was immediately used to propel rockets. By the thirteenth century, powder-propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies. One such weapon was the 'basket of fire', or, as directly translated from Chinese, the 'arrows like flying leopards.' The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the 'arrow as a flying sabre,' which could be fired from crossbows. The rocket, placed in a similar position to other rocket-propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow's stability by moving the centre of gravity to a position below the rocket. At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail.

It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in pyrotechnic displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century. The Indian rockets used against the British were described by a British Captain serving in India as 'an iron envelope about 200 millimetres long and 40 millimetres in diameter with sharp points at the top and a 3m-long bamboo guiding stick.' In the early nineteenth century the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely encased in a stout, iron cylinder, terminating in a conical head, measuring one metre in diameter and having a stick almost five metres long and constructed in such a way that it could be firmly attached to the body of the rocket. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. However, the results were sometimes not that impressive as the behaviour of the rockets in flight was less than predictable.

Reading passage and questions sourced from <http://idpielts.me/prepare-ielts/free-ielts-practice-tests>

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

Marker 2 Signature: Marker 1 Signature: Reading Total:



Reading assessment

You have 20 minutes to read *The Motor Car* and answer questions 14-19 on the Reading Answer Sheet.

Questions 14 - 19

The sample passage has eight paragraphs labelled A - H.
Which paragraphs contain the following information?

Write the correct letter A - H in boxes 14 - 19 on your answer sheet.

NB You may use any letter more than once.

14. a comparison of past and present transportation methods
15. how driving habits contribute to road problems
16. the relative merits of cars and public transport
17. the writer's prediction on future solutions
18. the increasing use of motor vehicles
19. the impact of the car on city development

Answer Key:

14. C
15. F
16. E
17. H
18. A
19. D

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 	I A	✗	✗	✓	✗	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 	N	✗	✗	✓	✗	Free

N New
 P Pre-intermediate
 I Intermediate
 A Advanced
 😊 All levels

Answer Keys

The US City and the Natural Environment

1. Section A = iii
2. Section B = iv
3. Section C = viii
4. Section D = ix
5. Section E = v
6. Section F = i
7. Section G = ii

8. False
9. True
10. Not Given
11. True
12. True
13. Not Given

Investigating Children's Language

1. C
2. H
3. B
4. C
5. E

6. True
7. True
8. False
9. Not Given

10. Acoustic quality
11. Research centre/center
12. Experimental psychology
13. Task/relevant task
14. Statistical analysis

Dung Beetle Types

6. South African
7. French
8. Spanish

9. temperate
10. early spring
11. two to five/2-5
12. sub-tropical
13. South African tunneling/tunnelling

The Development of Rockets

7. A
8. A
9. B
10. E

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