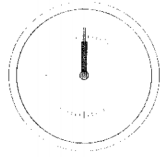


The Academic Reading Test

A 60-minute test of your reading skills



How many sections does the reading test have?

There are three sections in the reading test. Each section consists of a reading passage and 13 or 14 questions. There are 40 questions in total. The whole test lasts an hour and you are advised to spend 20 minutes on each section. Altogether you have to read a maximum of 2750 words.

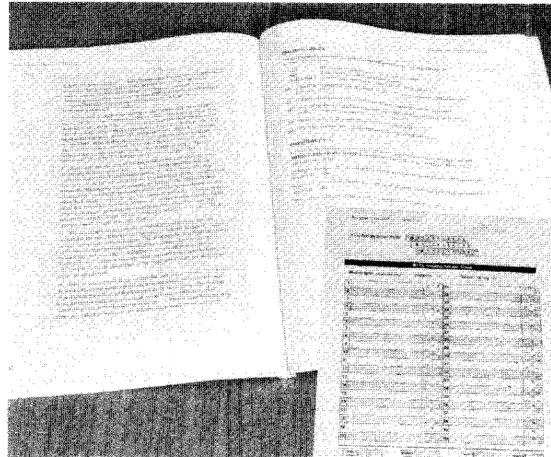
Is there any difference between the sections?

The only difference is that Section 1 may be a little easier than the other sections. There is no other difference.

What is the reading test like?

You will receive an answer sheet, and a reading test booklet with the passages and questions in it. Each passage will be on a different topic.

Where do I write my answers?



You can write on the question booklet but you must write all your final answers on the reading answer sheet.

IELTS reading passages are long – each one is about 900 words.

ON THE DAY

- The reading test is the second part of the IELTS test, held after the listening test on the same day.
- The supervisor will write the start and finish times on the board, and give you a ten-minute warning before the end.
- You must write your answers in pencil on the answer sheet.
- Unlike the listening test, there is no transfer time. After one hour, the test is over and you must hand in the answer sheet.

What topics will I find in the reading passages?

The topics are of general interest but related to an academic subject. They often deal with global issues, such as the environment, language, conservation, tourism, etc.

Will I be able to understand the passages?

Although the topics may seem unfamiliar to you, none of the passages will contain technical information or specialist vocabulary that is not explained or cannot be understood by an educated reader. Sometimes, however, you will need to ignore unknown words or guess their meaning.

What sort of questions will I get?

There are many different question types in the reading test (see pages 32–3). Often you have to choose the correct letter or write some words. If you have to write an answer, you will never have to use more than three words and/or a number.

Will I get every question type in the test?

No. Each section of the test usually contains two to four question types, so in one complete reading test you could get a maximum of 12 different question types. (Usually you will get about eight or nine.) Sometimes the same question type occurs in more than one section of the test. Remember, you may get a mix of the reading question types in any section of the test.

Why are there different reading question types?

IELTS tests a range of reading skills that you need for study purposes. For example, if a passage has eight paragraphs, each with a clear theme, then you may get paragraph heading questions that test whether or not you can identify the main theme of each paragraph. If a passage contains a lot of detailed information, you may get sentence completion questions that ask you to find specific information.

These are the main skills that IELTS tests:

- reading quickly to get a general idea or find a particular word
- finding detailed or factual information
- understanding themes and main ideas
- identifying views, arguments and claims
- identifying the overall theme of the passage.

What general approach should I take to the reading test?

Do the sections in the order they come. Read the title and sub-heading (if there is one) of each passage and use these to form an idea of what the passage is about. Then read quickly through the questions and note what type they are. Read the passage quickly before you start doing the questions to see how the topic is developed and note the main ideas. Start with the first set of questions. When you go on to the second set of questions, you may have to go back to the start of the passage to find the answers.

How can I improve my score in the reading test?

You can help improve your score by making sure that you know what each question type tests and by having a general approach for each set of questions. The following pages, divided into three sections, provide you with an **Action Plan** for each set of questions.

What else can I do to prepare for the reading test?

You should read as widely as you can and practise reading quickly to get the main ideas. You should also familiarise yourself with ideas and vocabulary related to topics of global interest or concern.

How is the reading test marked?

There is one mark per question and this makes a total of 40 marks. Your mark is converted into a Band Score of between 1 and 9. You can get half bands in the reading test, e.g. 6.5.

Is correct spelling important?

Your spelling must be correct and your handwriting must be clear. The answers must come from the reading passages, and you will lose marks if you copy words incorrectly. You should not use abbreviations unless they are in the passage, and you should check plurals.

Overview of the Academic Reading Question Types

Question type	Action	Key points	Page
Sentence completion	You complete the gaps in the sentences using words from the passage.	<ul style="list-style-type: none"> • Answers are in passage order. • Write up to three words and/or a number. • Check spelling with passage. • Check grammar of completed sentence. • Don't include any unnecessary words. 	34
Notes / table / flow chart completion	You complete the gaps in the notes, table or flow chart using words from the passage.	<ul style="list-style-type: none"> • Answers may not be in passage order. • Write up to three words and/or a number. • Check spelling with passage. • Don't include any unnecessary words. 	36
Short answer questions	You answer the questions using words from the passage.	<ul style="list-style-type: none"> • Answers are in passage order. • Write up to three words and/or a number. • Check spelling with passage. • Don't include any unnecessary words. 	37
Labelling a diagram	You name parts of a diagram using words from the passage.	<ul style="list-style-type: none"> • Answers may not be in passage order. • Write up to three words and/or a number. • Check spelling with passage. • Don't include any unnecessary words. • Mark relevant parts of passage while reading. 	38
True / False / Not Given	You decide whether the statement agrees with or contradicts the passage, or whether there is no information.	<ul style="list-style-type: none"> • Answers are in passage order. ✓ • Write True, False or Not Given. 	39
Global multiple choice	You decide what the main theme of the passage is.	<ul style="list-style-type: none"> • Question covers whole passage. • Write A, B, C or D. • Check other options are wrong. 	41
Matching	You match statements to items in a box.	<ul style="list-style-type: none"> • Statements are not in passage order. • Boxed items are usually in passage order. • Write A, B, C, etc. • Some letters may be used more than once. • Some letters may not be used. 	42
Finding information in paragraphs	You find the paragraph that contains the information in the question.	<ul style="list-style-type: none"> • Write A, B, C, etc. • Some letters may be used more than once. • Some paragraphs may not be tested. 	44

Overview of the Academic Reading Question Types

Question type	Action	Key points	Page
Sentence completion with a box	You complete the sentences by selecting the correct ending from a box of options.	<ul style="list-style-type: none"> • Answers are in passage order. • Write A, B, C, etc. • Some letters may not be used. • Check grammar and meaning of sentence. 	45
Yes / No / Not Given	You decide whether the statement agrees with or contradicts the writer's views or claims, or whether there is no information.	<ul style="list-style-type: none"> • Answers are in passage order. • Write Yes, No or Not Given. 	47
Multiple choice	You choose the correct letter A, B, C or D.	<ul style="list-style-type: none"> • Answers are in passage order. • Write A, B, C or D. • Check other options are wrong. 	49
Paragraph headings	You choose the correct heading for each paragraph from a list of headings.	<ul style="list-style-type: none"> • Underline or highlight main ideas in paragraphs. • Write the correct number i, ii, iii, etc. • Some headings will not be used. 	50
Summary completion	You complete the gaps in the summary using words from the passage.	<ul style="list-style-type: none"> • Answers may not be in passage order. • Write up to three words and/or a number. • Check spelling with passage. • Check grammar of completed summary. • Don't include any unnecessary words. 	52
Summary completion with a box	You complete the gaps in the summary using words or phrases from a box.	<ul style="list-style-type: none"> • Answers may not be in passage order. • Write A, B, C, etc. • Some letters will not be used. • Check spelling with passage. • Check grammar of completed summary. 	54
Classification	You decide which category some statements or features belong to.	<ul style="list-style-type: none"> • Answers are not in passage order. • Write A, B, C, etc. • Some letters may be used more than once. • Some letters may not be used. 	55
Pick from a list	You pick the correct answers from a list of options.	<ul style="list-style-type: none"> • Answers may not be in passage order. • Write A, B, C, etc. • Each answer may score one mark or the whole question may score one mark. 	57

These are the Question Types you will practise here

SENTENCE COMPLETION
 NOTES / TABLE / FLOW CHART COMPLETION
 SHORT ANSWER QUESTIONS
 LABELLING A DIAGRAM
 TRUE / FALSE / NOT GIVEN
 GLOBAL MULTIPLE CHOICE

Academic Reading Section 1

Section 1	13 questions	One passage	Approx 900 words
Section 2	13 questions	One passage	Approx 900 words
Section 3	14 questions	One passage	Approx 900 words

Question Types and Practice Tasks



SENTENCE COMPLETION

You complete the sentences by writing up to three words and/or a number from the passage in the gaps. The gaps can come at the beginning, in the middle or at the end of the sentence. The answers are in passage order.

What is involved in sentence completion questions?

You need to try to predict the kind of words that are missing before you look for the answers.

Read the sentences below and decide what type of information is missing, e.g. place name, date, noun, adjective, etc. Make a note in the box.

- 1
- 2
- 3

- 1 is the date of the next proposed mission to Mars.
- 2 The astronauts that walk on the moon are going to need specially designed for their mission.
- 3 Compared to the moon, Mars is considered to be

How should I write my answers?

You should only use words from the passage, and you must use no more words than you are told to use. They should be written exactly as they are in the reading passage (numbers too) and they have to be spelt correctly. Do not include unnecessary words, or repeat words that are already provided in the sentence.

ACTION PLAN

- ▶ Read the instructions carefully to see how many words you can write.
- ▶ Note the position of the gaps in the sentences.
- ▶ Start with the first question and decide what kind of word(s) is/are needed to complete the sentence.
- ▶ Note any grammatical clues, e.g. articles or prepositions, which may help you find the answer.
- ▶ Underline or highlight the key words around each gap and use these to find the right part of the passage.
- ▶ Decide exactly which words or numbers you should write as the answer.
- ▶ Read the completed sentence to make sure that it is grammatically correct and makes sense.

NOW TRY THE TASK

Complete the sentences below.

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

Power-packed fliers

For their size, birds are tremendously powerful creatures. We know this thanks to an ingenious series of tests performed by researchers at Duke University in North Carolina. The researchers placed a specially trained budgerigar in a wind tunnel and measured how much muscle power it needed to maintain flight at various airspeeds up to 50 kilometres per hour. The small bird had to be trained, not only because it had to fly in the artificial environment of the wind tunnel, but also because it had to do so while wearing a tiny oxygen mask.

The mask allowed zoologist Vance Tucker and his colleagues to monitor the budgerigar's oxygen demand, and thus the amount of mechanical energy it was producing. What they discovered was experimental proof of the incredible power-to-weight ratio of birds. Tucker's team found that the 35-gram budgerigar's flight muscles were delivering a peak power of one to four watts to maintain continuous flight. That might not sound very much on its own, but it's pretty impressive when the bird's size is taken into account: it works out as 200 watts of continuous mechanical power for every kilogram of the bird's muscle mass.

And that's the reason that people have always failed when they tried to fly by flapping wings attached to their arms: the average human can only produce around ten watts per kilogram of their muscle mass. It's not that we never had the time to fly – we have simply never had the energy. To fly, people need machines and to make a flying machine, we need to understand how birds control their flight.

Type of word

- 4 *singular noun*
 5
 6
 7

Complete the table on the left first to help you predict the answers.

- 4 Scientists have done experiments on birds in a
- 5 The birds reached a maximum hourly flight distance of
- 6 The aim of scientists was to calculate the amount of they needed to fly.
- 7 are the only solution to human flight.
- 8 Why would these answers be marked wrong?
 a tunnel / a wind tunnel (Q4)
 b 50 kilometres / 50 kilometres per hour (Q5)
 c oxygen demand / watts (Q6)
 d flying machine / flapping wings (Q7)



Press a switch and immediately a light comes on or an electrical machine springs into action. This is because your home is automatically supplied with electricity that runs from a power station, where it is produced, through power lines to the wires and electrical circuits in the floors, ceilings and walls of your home.

NOTES / TABLE / FLOW CHART COMPLETION

You complete the gaps in the notes, table or flow chart using up to three words and/or a number from the passage. Some of the information may already be completed to help you. The answers may not be in passage order.

How are these question types different from sentence completion?

The questions are not full sentences, so you need not worry about the grammatical correctness of a sentence.

Read this paragraph and look at question 9.

- 9 A and B below test your understanding of the same piece of information. What is the difference between the two types of question and what is the correct answer for each?
A Electricity is generated in and is transported by power lines to homes.
B Electricity: generated in transported by power lines

ACTION PLAN

Follow the Action Plan for sentence completion on page 34 and write your answers in the same way. If you are completing a table, look at the table headings to help you decide what sort of words to look for.

NOW TRY THE TASK

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

Notes

Research shows: Need to train the ear to make it work well

Geographical research area:

10

Examples of people with poor hearing:

11

12

and good hearing:

13

14

Most dangerous type of noise:

15

SILENCE IS NOT ALWAYS GOLDEN

A global survey has found that city dwellers have better hearing than people who live in quiet villages, and scientists now believe that the ear needs exercise to keep in shape.

A team of scientists at the University of Giessen, Germany, has spent over a decade testing the hearing of more than 10,000 people around the world. As expected, people exposed to extremely loud noises at work, such as construction workers, had poor hearing. But the hearing of those living in quiet, rural areas, such as farmers, was just as bad. Orchestral musicians and airline pilots, by contrast, can usually hear well despite exposure to noise at work. And there is little difference between people who go to noisy concerts and those who do not.

Hearing specialists have long believed that prolonged exposure to excessively loud noise degrades hearing and so industrial standards are based on people's average exposure to sound energy. However, it is the very strong impulses, such as loud bangs, that do the most damage, whereas exposure to continual noise 'trains' the ear to tolerate it.

- 16 Find words in the passage that have a similar meaning to the highlighted words in the notes.



SHORT ANSWER QUESTIONS

You answer the questions using up to three words and/or a number from the passage. The answers are in passage order.

What is involved in short answer questions?

You need to underline or highlight the key words in the questions that tell you what kind of information to find and how much to write in your answer. These are often words like *when*, *who*, *how many*, *which*, etc.

Here is an example of key words in a question:
Which group of scientists does the writer criticize?

How should I write my answers?

You should only use words from the passage, and you must use no more words than you are told to use. They should be written exactly as they are in the reading passage (numbers too) and they have to be spelt correctly. Do not include unnecessary words.

ACTION PLAN

- ▶ Read the instructions carefully to see how many words you can write.
- ▶ Underline or highlight the key words in each question and decide what kind of information you need to look for.
- ▶ Start with the first question and read the passage quickly to see if you can find words that are the same as the key words or have a similar meaning.
- ▶ Read around these words to find the answer.
- ▶ Decide exactly which words and/or numbers you should write as the answer.

NOW TRY THE TASK

Answer the questions below.

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

From the earliest times, people have devised highly ingenious methods for conserving water where it is scarce. In the Sahara in Africa, where two-thirds of the sparse population live in permanent settlements, many of the oases that provide natural supplies of water have been enlarged by human industry. In some places, gently sloping channels called foggaras run below the surface, collecting ground water that flows to a central oasis. In other places, artesian wells are used to irrigate date palms and other crops that grow in the shade they provide. In Egypt, only one per cent of all water enters the domestic supply. The remainder is used to irrigate farm crops.

Answer must be a place – perhaps geographical, perhaps a building, perhaps an area. ◀

- 17 Where do many people in the Sahara have their homes?
- 18 What water sources in the Sahara have people developed?
- 19 What land constructions are used for irrigation purposes in the Sahara?
- 20 Which African crop is mentioned?
- 21 How much of the water in Egypt is used by people in their homes?
- 22 Which words did you highlight in the questions?



LABELLING A DIAGRAM

You name parts of a diagram using up to three words and/or a number from the passage. The parts to be labelled will have an arrow and the question number beside them. The answers may not be in passage order. However, the answers are usually grouped together in one part of the passage, where the diagram is described.

How should I write my answers?

You should only use words from the passage, and you must use no more words than you are told to use. They should be written exactly as they are in the reading passage (numbers too) and they have to be spelt correctly.

ACTION PLAN

- ▶ Read the instructions carefully to see how many words you can write.
- ▶ Look at the diagram to form a general idea of the content.
- ▶ Note any labels provided already, as these can help you find the answer.
- ▶ Look at the parts of the diagram to be labelled and decide what kind of information is needed to fill the gap, e.g. a place, a process, etc.
- ▶ Pay particular attention to expressions of place such as *in the middle*, *in the corner*, *beyond this*, *next to*, *above/below*, *leads to*, etc., as the answer to the questions may depend on your understanding these concepts.

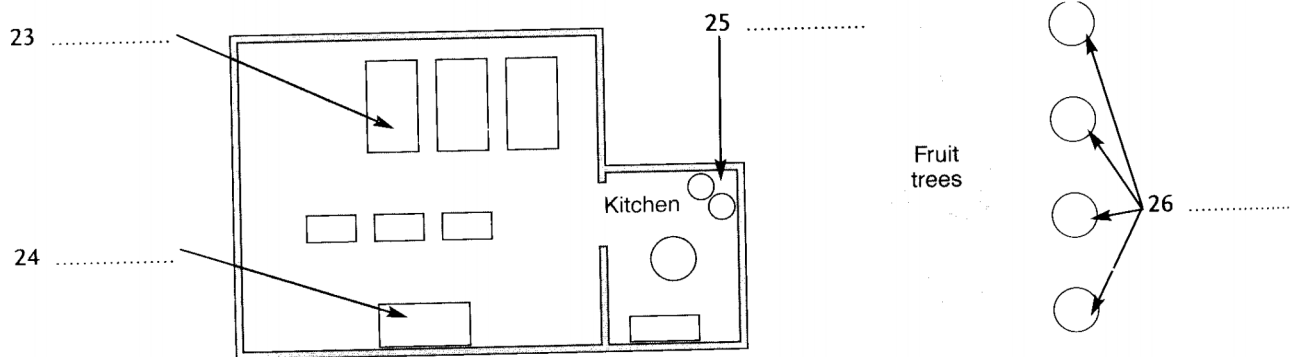
NOW TRY THE TASK

Label the diagram below.

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

Zinacantan

The rural village of Zinacantan, situated high in the hills of southern Mexico, is inhabited by people descended from the ancient Mayans. The villages of this area are unique and interesting in terms of their traditions and lifestyle. A typical house has only two rooms: one large room, which serves as both a living room and a bedroom, and a small kitchen leading off this room. A typical home would have a row of beds along one wall, and three or four chairs in the middle of the room from which the family can watch the television. In the kitchen there is an open fire in the centre of the room, a bench for grinding corn and two large storage bins in the corner. A wide variety of crops are cultivated on the surrounding land, including herbs near the kitchen, and fruit trees beyond this. On the outer edge of the property the family would grow sugar cane.



27 How many expressions of place can you find in the passage?



TRUE / FALSE / NOT GIVEN

You decide whether the statement agrees with or contradicts the information in the passage, or whether there is no information about the statement. The answers are in passage order but they may be grouped together in one part of the passage or spread across the passage.

How do I know if the statement is true, false or not given?

True: The statement agrees with what is in the passage, i.e. says the same thing using different words.

False: The statement contradicts what is in the passage, i.e. says the opposite.

Not Given: There is no mention of this piece of information in the passage.

Read the article below and the three statements.

Look at the explanations and answers given in the boxes.

It was not John Landy who was the first to break this record (i.e. run a mile in under four minutes) but Roger Bannister. Statement A is therefore not True but False as it contradicts the passage.

The passage refers to the 50th anniversary of the event so the answer to statement B is True.

Although you may know this to be a fact, the passage does not say that Bannister was English, so the answer to statement C is Not Given.

The four-minute mile

One of the great sporting achievements of the 20th century was when the runner Roger Bannister broke the four-minute mile record. In being the first to do so, he denied his Australian rival, John Landy, the chance of achieving immortality in the field of athletics. Media interest in the 50th anniversary of the event, including the publication of two books on the subject, highlights the significance of the achievement.

- A John Landy ran a mile in under four minutes before Roger Bannister.
- B Fifty years have passed since the four-minute mile was broken.
- C Roger Bannister was English.

How should I write my answers?

You only need to write T, F or NG. However, it is best to write the words in full so that your answer is clear.

ACTION PLAN

- ▶ Read the statements very carefully.
- ▶ Underline or highlight the key words or phrases in the first statement and quickly read the passage for these. Often you will find the same words, names or numbers in the passage. This is done to help you find the idea or information and get started in the right part of the passage.
- ▶ Read around the words in the passage and see whether the information agrees with the statement, contradicts it or whether nothing is said about it.
- ▶ Decide whether the answer is True, False or Not Given.

NOW TRY THE TASK

Do the following statements agree with the information given in the reading passage?

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

That is, there was a lot of interest in breaking the record.

- The race to break the four-minute mile reached a crescendo in the 1950s and became a major sporting challenge of the day. At the turn of the twentieth century, the world record had stood at about four minutes ten seconds. But despite efforts around the globe, by 1952 the record remained intact. The press regularly stated at that time that man had reached his athletic limits; that room for improvement was minimal. Then in May 1954, in a run that was to go down in history, Roger Bannister stopped the clock at 3 minutes 59.4 seconds.

Few records have so captured the public's attention and provided such an enduring benchmark. Public fascination partly reflected the seeming symmetry of the event – four laps in four minutes. A very similar achievement is that of the less well-known Russian swimmer Vladimir Salnikov, who in 1980 became the first man to break 15 minutes for 1500 metres. That was 30 consecutive laps in less than 30 seconds, which had once been regarded as impossible.

Part of the appeal of athletes such as Bannister and Landy is linked to the amateur environment in which they competed. For both men, running was an aside to the real matters of life and they received no monetary reward. And as evidence of the temporal nature of all records, Bannister's record has since been reduced by a further 17 seconds, but the four-minute mile remains a landmark in sporting history.

- 28 In the mid 20th century, there was little interest in breaking the four-minute mile.
- 29 In the early 1950s, the media promoted the idea that nobody could run a mile in under four minutes.
- 30 In 1980, Vladimir Salnikov swam 1500 metres in less than 15 minutes.
- 31 John Landy and Roger Bannister were professional sportsmen.
- 32 Bannister's record was broken within three years.
- 33 Complete the table below to show how you found your answers.

	Phrases in the question that help you find the part of the passage where the answer is	Phrases in the passage that match these	Phrases in the passage that tell you the answer	KEY
28	in the mid 20th century	in the 1950s	became a major sporting challenge	False
29				
30				
31				
32				



GLOBAL MULTIPLE CHOICE

You decide what the main idea/theme/topic of the passage is, or why the passage was written, or choose a suitable title for the passage. These questions usually come at the end. Often the passage will not have a title if it has a global multiple choice question.

How should I write my answers?

Write A, B, C or D.

ACTION PLAN

- ▶ Underline or highlight the key words in the question and the four options.
- ▶ Quickly read the sentences that contain the main ideas in each paragraph of the passage.
- ▶ Rule out any options in the questions that you think are definitely wrong.
- ▶ Decide which option is correct.

NOW TRY THE TASK

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

- 34 Why was the article on page 40 written?
- A to show the overall improvement in sporting achievements
 - B to illustrate an important event in the world of sport
 - C to encourage young people to participate in sport
 - D to compare running and swimming world records
- 35 Why are the other options attractive, but wrong?

➔ **ANSWERS PAGE 109**
PRACTICE TEST PAGE 96

These are the Question
Types you will practise here

MATCHING
FINDING INFORMATION
IN PARAGRAPHS
SENTENCE COMPLETION
WITH A BOX
YES / NO / NOT GIVEN
MULTIPLE CHOICE

Academic Reading Section 2

Section 1	13 questions	One passage	Approx 900 words
Section 2	13 questions	One passage	Approx 900 words
Section 3	14 questions	One passage	Approx 900 words

Question Types and Practice Tasks



MATCHING

You match statements to items in a box. The statements are usually numbered 1, 2, 3, etc. and the items in the box are usually labelled A, B, C, etc. There may not be a matching statement for every item in the box, while you may need to use some items in the box more than once. The items in the box are usually in passage order, but the statements are in random order.

What sort of things can be matched?

There are many possibilities but matching people to statements is the most common. You may also have to match things like features to languages, historical events to dates, teaching methods to educational programmes, etc.

How should I write my answers?

You only need to write the correct letter A, B or C, etc. There is only ONE answer for each question. You may use any letter more than once.

ACTION PLAN

- ▶ Start with the items in the box because these are usually in passage order. Underline or highlight these in the passage. Some of the items may appear more than once in the passage, so it is important to find them all.
- ▶ Carefully read the statements and mark the key words.
- ▶ Read around the first item (A) you have marked in the passage and read the list of statements quickly to see whether any of them matches. If A occurs in other parts of the passage, read around these parts too.
- ▶ Write the letter A next to the correct statement(s).
- ▶ Repeat this procedure with the next item in the boxed list.
- ▶ If you think two items fit any of the statements, you will need to come back to these, as there is only one answer for each statement.

NOW TRY THE TASK

Look at the following statements (Questions 1–5) and the list of people below. Match each statement with the correct person A–D.

** Effective advertising **

That is, it has to attract our attention and be amusing.

In recent years, advertising has been more preoccupied with grabbing attention and sustaining interest than with transferring persuasive messages. According to Sean Brierley, this has largely been due to a perception that advertising needed to stand out and appeal through humorous, artistic or educational content in order to be well received by consumers. The agencies who produced these kinds of commercials argued that, because there was so little product difference, advertisers needed to provide difference through the advertising.

Others attacked this view: 'Advertising used to be about persuading people to want your product. Now the task seems to be to make people admire your advertising,' complained one industry commentator (Wilkins 1998).

This kind of debate is not new. Rosser Reeves called 'art' advertising on the TV in the 1950s 'vampire video', arguing that it distracts the viewer from the product and makes the commercial's selling message less effective.

Brierley notes that the debate around 'effective' advertising became much more intense in the 1990s with increases in media costs and declining sales. Other experts also pointed out that consumers were less naïve and more professional and cynical than they had been. Being more aware of the process of manufacturing, marketing and communication, it was felt that 'a conclusion which the viewer has reached himself will last longer and be better internalised' (Lannon 1993).

- A Brierley
- B Wilkins
- C Reeves
- D Lannon

- 1 It is unfortunate that the focus of advertising has changed.
- 2 Reduced profits was one reason why advertisements changed.
- 3 Consumers need to feel they have made their own decisions.
- 4 A heavy focus on the advertisement, rather than the product, is unsuccessful.
- 5 These days we expect advertisements to be attractive and entertain us.
- 6 The answer to question 1 is B. How are the key words in the statement expressed in the passage?



FINDING INFORMATION IN PARAGRAPHS

You find the paragraph that contains the information in the question. You may have to find a detail, an idea, a comparison, an example, etc. Some paragraphs may contain the information required in more than one question, while other paragraphs may not be tested.

How is this question different from paragraph headings?

Paragraph headings test your understanding of the main idea in each paragraph, so the headings are the answers (see page 50). In this question type, you have to read the paragraphs to see whether they provide the information you need, so the paragraph letters are the answers. You need to use a different approach for this question type.

How should I write my answers?

You only need to write the correct paragraph letter A, B, C, etc. There is only ONE answer for each question.

ACTION PLAN

- ▶ Underline or highlight the key words in the questions.
- ▶ Think about the ideas and language that you need to look for.
- ▶ Read the first paragraph and then quickly read through the questions.
- ▶ Mark any parts of the paragraph that match the key words in the questions.
- ▶ Write the paragraph letter next to that question.
- ▶ Go on to the next paragraph and do the same.
- ▶ If you think a question can be matched to more than one paragraph, make a note of this and come back to the question later to make a decision.

NOW TRY THE TASK

The reading passage has three paragraphs, A–C.
Which paragraph contains the following information?

Dawn of modern man



- A** At first glance, the 41 perforated pea-sized shells found in a South African cave are merely ancient jewellery, albeit the oldest ever found. But to archaeologist Christopher Henshilwood, the 75,000-year-old beads represent symbolic thought. By wearing jewellery, the people living on the southern tip of Africa would have transmitted shared cultural values, much like we do today. 'The Blombos Cave beads present absolute evidence for perhaps the earliest storage of information outside the human brain,' he explains.
- B** They were originally located in layers of sand dating back to the Middle Stone Age, arranged in clusters of up to 17 beads of a similar size. Strong indications that they were used as jewellery come from wear-marks and the common position of holes. Traces of red ochre suggest that the beads, or the surfaces they had touched, were coated with pigment.
- C** The shells are those of a mollusc scavenger *Nassarius kraussianus*, which lives in estuaries. Since the nearest rivers to the cave are 20 km away, Stone Age humans must have transported them to the cave. The fact they were grouped into sizes and perforated suggests they were deliberately fashioned into beads, possibly before being taken there.

- 7 evidence that the shells had been worn
 8 where in the cave the beads were first found
 9 the type of creature that occupied the shells
 10 a reference to the current function of jewellery
 11 how it is thought the shells reached the cave
 12 Which words in the passage match the key words in the statements?



SENTENCE COMPLETION WITH A BOX

You choose the correct ending from a box of options to make a complete sentence which contains an idea from the passage. There will be some extra endings that you do not need to use. You may be able to use some of the endings more than once. The answers are in passage order.

How is this different from sentence completion without a box?

In sentence completion without a box, you only have to find a detail in the passage and write the correct word or words to complete a sentence. Here, you have to join two parts of a sentence together to make one sentence that paraphrases an idea in the passage. You need to use a different approach for this question type so that the completed sentence makes logical sense and is grammatically correct.

- 13 Complete this sentence with the ending that is most likely to be correct.
Consumers are not inclined to cut back on waste because

- A they are hard to get rid of effectively.
 B there are no financial incentives to do this.
 C it is the only method available to them.

- 14 Explain why the other endings are wrong.

How should I write my answers?

You only need to write the correct letters A, B, C, etc. Usually the endings are only used once. If you need to use an ending more than once, the instructions will tell you.

ACTION PLAN

- ▶ Read the first unfinished statement carefully and underline or highlight the key words.
- ▶ Use the key words in the unfinished statement to find the idea in the passage.
- ▶ Read around the information in the passage to make sure you understand it.
- ▶ Quickly read the list of endings and underline or highlight the key words.
- ▶ Choose the ending which best fits the idea in the passage.
- ▶ Make sure the ending is logical and fits grammatically.

NOW TRY THE TASK

Complete each sentence with the correct ending **A–G** below.

Waste disposal

Until now, Britain has opted for burying most of its rubbish. Around four fifths of municipal waste is sent to landfill sites. This approach has made considerable sense in an island with sites to spare because of its particular geology and its history of quarrying.

But landfill sites are getting scarce, particularly in southern England, where most people live. And they are becoming expensive to run as the government insists on safeguards against environmental hazards like the leaching of toxic waste into underground aquifers. But the biggest constraint on dumping stuff in landfill sites is Britain's commitment to meet European targets to slash the amount of biodegradable waste – about 60% of household rubbish – that is put into landfill sites. These targets are intended to cut emissions of methane (a greenhouse gas) and to reduce the risk of water contamination from landfill.

If you can't bury it, an alternative is to burn it. This certainly seemed to be the initial thrust of government thinking a few years ago. A programme to build as many as 130 new incinerators was envisaged. But burning also entails environmental risks. Although new incinerators are now much cleaner than earlier ones, people are scared of exposure to dangerous chemicals like cancer-producing dioxins. The political difficulties in selling an expansion of incineration are immense.

-
- 15 The presence of old mines in Britain has
 16 To make landfill sites safer, the authorities have
 17 In order to comply with European targets, Britain has
 18 Burning rubbish is not popular because people have

- A agreed to reduce waste levels.
 B replaced old incinerators.
 C destroyed most of the municipal waste.
 D encouraged rubbish burial.
 E released toxic waste.
 F imposed safety laws.
 G become anxious about the pollution levels.



YES / NO / NOT GIVEN

You decide whether the statement agrees with or contradicts the writer's views or claims, or whether there is no information relating to the statement in the passage. The answers are in passage order but they may be grouped together in one part of the passage or spread across the passage.

How is this different from True / False / Not Given?

True / False / Not Given tests how well you understand factual information in the passage, whereas Yes / No / Not Given tests your understanding of the writer's views or claims. However, the approach to the two question types is the same.

What are the writer's views or claims?

Many passages include the writer's opinion (views or claims) on a topic as well as providing factual information.

- 19 Read this extract about security systems. Underline or highlight any views or claims made by the writer. Is the majority of the passage the writer's opinion or is it factual information?

The two sides to security

In the security industry today, there are two clear divisions and one of these is decidedly more glamorous than the other. The glamorous part deals with digital security, which includes everything from fighting computer viruses and tackling malicious computer hackers to controlling which employees have access to which systems. All of this has overshadowed the less glamorous side of the industry, which deals with physical security – in essence, door locks, alarms and that sort of thing. The people involved in digital security come across as bright and interesting, whereas the door-lock people do not. This second group soon have to admit that there have been no real advances in locks since the invention of the pin-tumbler lock, which was actually devised in ancient Egypt but was then lost until Mr Linus Yale, an American inventor, rediscovered it. And even that was a century and a half ago.

How do I match the views to the statements?

The statements make one clear point. You decide whether they agree with or contradict the views expressed in the passage or whether the writer has given no information about that point.

Read the passage and the three statements below. Decide which one

- agrees with the writer (Y)
- contradicts the writer (N)
- is based on information not found in the passage (NG).

- 20 Designing ways to protect computers from hackers represents the boring side of the security industry.
- 21 Conventional door-locking mechanisms have changed very little in the last century.
- 22 Linus Yale worked on the pin-tumbler lock alone.

What if I think I know the answer from my general knowledge?

You must only answer using the information you read in the passage. If you think you know the answer but it does not appear in the passage, the answer must be Not Given.

How should I write my answers?

You only need to write Y, N or NG. However, it is best to write the words in full so that your answer is clear.

ACTION PLAN

- ▶ Read the first statement carefully and re-phrase it in your own words.
- ▶ Underline or highlight the key words or phrases in the first statement and quickly read the passage for these. Often you will find the same words, names or numbers in the passage. This is done to help you find the idea or information and get started in the right part of the passage.
- ▶ Read around the words in the passage and see whether the view that is expressed agrees with the statement, contradicts it, or whether nothing is said about it.

NOW TRY THE TASK

Do the following statements agree with the claims of the writer in the passage below? Write

- | | |
|------------------|---|
| YES | <i>if the statement agrees with the information</i> |
| NO | <i>if the statement contradicts the information</i> |
| NOT GIVEN | <i>if there is no information on this</i> |

- 23 It can be understood why people take their energy supplies for granted.
- 24 Some quite ordinary towns are developing green energy supplies.
- 25 Most people in need of electricity supplies live in poor countries.
- 26 The new high-tech industries will add to levels of unemployment.





Blowing in the wind





When all it takes is the flick of a switch to illuminate a house or to activate a television set, it is perhaps not surprising that most people pay little attention to where their energy comes from or what impact using it is having on the environment. But though the comfort and convenience of our modern energy supply is easy to accept, attitudes are beginning to change, partly because many people are starting to realise the scale of the impact we are having.

The potential for greener and cleaner energy sources is still greater than either demand or official backing, but momentum is gathering. Some two billion people are still without electricity, the majority of whom live in poor countries and in remote areas. In these conditions, local energy supplies based on renewable sources such as the wind or sun are the ideal solution. In richer countries, emerging energy sources could mean the foundation of new high-tech industries that employ hundreds of thousands of people.

- 27 Underline or highlight the words in the passage which gave you the answers.



MULTIPLE CHOICE

You choose the correct answer from four options (A, B, C or D). There are two types of multiple choice questions: Type 1 is a question followed by four possible options (which may or may not be full sentences) and Type 2 is an unfinished statement followed by four possible endings. You may get both types in the test. The answers are in passage order.

How should I write my answers?

You only need to write the correct letter (A, B, C or D).

ACTION PLAN

- ▶ Underline or highlight the key words in the question or unfinished statement.
- ▶ Match these key words to words in the passage so that you are looking in the right place for the answers.
- ▶ Underline or highlight the key words in the options and re-phrase the ideas in your mind.
- ▶ Read around the section of text you have marked and see if you can find words or expressions that match the options.
- ▶ Some word matches will occur, but check whether the passage is stating the same or something different from what is stated in the options.

NOW TRY THE TASK

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

28 What does the writer say about the environmental impact of the work at

- Lake Magadi?
 - A It has little effect on the area.
 - B It has been going on too long.
 - C It has been well planned.
 - D It causes harm to the birds.

For more than 60 years, the Magadi Soda Company has been taking
 ● soda ash from Lake Magadi, south west of Nairobi, Kenya. The operation was set up without particular consideration for the natural environment but, over the years, it has proved harmless. The factory and town which might cause disturbance are located out of the way, about 15 kilometres from the area most densely populated by birds. The factory effluent consists only of returning lake water, and the gaseous emissions are only carbon dioxide and water.

29 Why are the other options attractive but wrong?

Match key words in the question – especially names – to find the right part of the passage.

ANSWERS PAGE 110
 PRACTICE TEST PAGE 99

Academic Reading Section 3

These are the Question Types you will practise here

- PARAGRAPH HEADINGS
- SUMMARY COMPLETION
- SUMMARY COMPLETION WITH A BOX
- CLASSIFICATION
- PICK FROM A LIST

Section 1	13 questions	One passage	Approx 900 words
Section 2	13 questions	One passage	Approx 900 words
Section 3	14 questions	One passage	Approx 900 words

Question Types and Practice Tasks



PARAGRAPH HEADINGS

You choose the correct heading for each paragraph from a list of headings. There are always more headings than you need, so you will not need to use them all. You will never need to use a heading more than once. There may be some example headings too, so don't use these headings again.

The world's population is forecast to reach 7.5 billion by 2020, and growing prosperity, especially in China, is fuelling a rising appetite for meat and cereals. Yet it is becoming harder to find new farmland, water is increasingly scarce and crop-yield growth is slowing. Already 167 million children are malnourished. Are hungry times ahead?

What is a heading?

A heading covers the main idea of the paragraph.

- 1 Which of these three headings states the main idea in the paragraph on the left? Use the highlighted key words to help you decide.
 - i Population figures for China
 - ii Assessing China's farmland
 - iii Global population and the future
- 2 How did the highlighted words help you?
- 3 How do the verb tenses help you find the answer?
- 4 Can you explain why the other headings are attractive, but wrong?

How should I write my answers?

You only need to write the correct number, i, ii, iii, etc. Don't waste time copying out the headings.

ACTION PLAN

- ▶ Read all the headings and underline or highlight the key words.
- ▶ Read the first paragraph of the passage, marking the topic sentence(s) and related phrases and vocabulary.
- ▶ Re-phrase the main idea of the paragraph in your mind.
- ▶ Read the list of headings to see if there is a match between the key words in the headings and the words you have marked in the paragraph.
- ▶ Choose the heading that best summarises the main idea of the first paragraph.
- ▶ Go on to the next paragraph and repeat the **Action Plan**.
- ▶ If you think two headings fit one paragraph, mark both of them and rule on of these out later.

NOW TRY THE TASK

Choose the correct heading for paragraphs A–C from the list of headings below.

- | | |
|-----------------------------------|---------------|
| List of Headings | 5 Paragraph A |
| i The destruction of the library | 6 Paragraph B |
| ii Collection methods | 7 Paragraph C |
| iii Replacing lost books | |
| iv The library's original purpose | |
| v Storage methods | |

❧ The old library of Alexandria ❧

- A** The ancient library of Alexandria, which served as the intellectual and cultural hub of Egypt for 250 years, was tragically destroyed in 43 BC. Now there is widespread speculation about its true beginnings. The most popular theory is that Ptolemy I Soter (who ruled from 304 to 282 BC) gathered a vast selection of books on kingship, ruling and the world's people, so he might better understand trade terms and how to lead his subjects.
- B** Ptolemy I longed to possess all the literature in the world. The manuscripts took the form of scrolls kept in pigeonholes, the best of them wrapped in jackets of leather or linen. They are likely to have remained in the groups in which they were acquired, rather than being properly categorised. Parchment wasn't used until later, when the first books began to be written and kept in wooden chests in Roman times.
- C** As the library expanded, Ptolemy's successors used increasingly unscrupulous techniques to obtain manuscripts. One source claims that every ship sailing into Alexandria's harbour was routinely searched and, if a book was found, it was confiscated and taken to the library. There it was examined and a decision made whether to keep it and make a replacement copy, to be given to its rightful owner together with adequate reimbursement, or to just return the original copy outright.

- 8 Explain why the extra headings are attractive, but wrong.



SUMMARY COMPLETION

You complete the summary by writing no more than three words and/or a number from the passage in each gap. The summary may cover the ideas in the whole passage or may be based on a section of the passage only. You may be told which part it relates to. The answers may not be in passage order.

What is a summary completion question?

It is similar to sentence completion but here, you also need to pay attention to how the ideas are linked together.

9 Read the summary below and decide what type of information is missing. Look at the highlighted words to help you do this. What do the words *But this tiny* tell you about the type of answer needed in Question 10? Make a note of the type of word you predict for each answer.

- 10
- 11
- 12

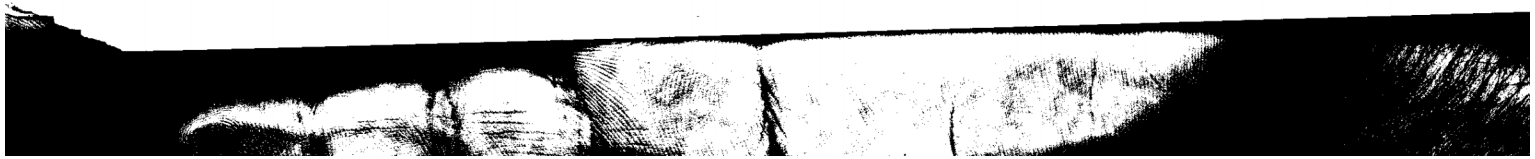
Few people have ever heard of Yonaguni, in Japan's Okinawa island chain. But this tiny (10) has recently attracted international attention after the discovery of (11) Locals believe they are the remnants of a vast civilisation lost many years ago. The site is now a popular destination for (12) who like an underwater challenge.

How should I write my answers?

You should only use words from the passage, and you must use no more words than you are told to use. They should be written exactly as they are in the reading passage (numbers too) and they have to be spelt correctly. Do not include any unnecessary words, or repeat words that are already provided.

ACTION PLAN

- ▶ Read the instructions carefully to see how many words you can write, and whether you are told which paragraph(s) the summary comes from.
- ▶ Read the summary heading (if there is one) to help you find the right place in the passage.
- ▶ Read through the summary to get an idea of what it is about and how much of the passage it covers.
- ▶ Decide what kind of word is needed to complete the first gap, e.g. a noun, a name, an adjective.
- ▶ Note any grammatical clues, e.g. articles or prepositions, which may help you find the answer.
- ▶ Underline or highlight the key words around the gap.
- ▶ Read the passage quickly and decide where the answer to the first question comes from.
- ▶ Decide exactly which words or numbers you should write as your answer.
- ▶ Read above and below this part to find the rest of the answers.



NOW TRY THE TASK

Complete the summary below with words taken from the reading passage. Choose **ONE OR TWO WORDS AND/OR A NUMBER** for each answer.

Gold bugs

Medieval alchemists found, in the end, that they could not create gold. Modern geochemists have a similar problem. They find it hard to understand how natural gold deposits form. There is much handwaving about gold-rich fluids from deep in the earth, and chemical precipitation, but the physics does not add up. The answer may be that what is happening is not geochemical at all, but biochemical. And a casual experiment conducted by a bacteriologist may hold the key.

Derek Lovley, of the University of Massachusetts, has been studying 'metal-eating' bacteria for two decades. These bacteria make their living by converting the dissolved ions of metallic elements from one electrical state to another. This reduction releases energy, which the bacteria extract for their own purposes.

Unsurprisingly, such bacteria tend to prefer common metals such as iron and manganese for lunch, though some species are able to subsist on such exotica as uranium. Dr Lovley decided to put some of his bacteria into a solution of gold chloride. He was fully prepared for nothing to happen, as gold compounds are generally toxic to bacteria. Instead, the test tube containing the solution turned a beautiful shade of purple, the colour of metallic gold when it is dispersed very finely in water.

★ Creating gold ★

Even today, scientists are unable to work out how gold is made. Recently, however, they have considered that the process may be (13) An experiment was carried out using bacteria that create their own (14) using metal. The types of metal these organisms usually feed on are either (15) or However, when the bacteria were added to a test tube of (16) solution, it changed (17), indicating the presence of gold compounds.

18 Find words or phrases in the reading passage about gold bugs that have been replaced by the following words in the summary.

- a are unable to work out
- b gold is made
- c the process
- d carried out
- e organisms
- f usually feed on
- g changed



SUMMARY COMPLETION WITH A BOX

You complete the gaps in the summary by choosing the correct answer from a box of options. The options are usually single words but they may be short phrases. There will be some extra words in the box that you do not need to use. The summary may cover the ideas in the whole passage or may be based on a section of the passage only. You may be told which part it relates to.

How is this different from summary completion without a box?

You should follow the **Action Plan** on page 52, but you also need to match the ideas in the passage to the correct words in the box. This means that you will need to recognise synonyms or words that paraphrase ideas in the passage.

19 Look at the words *in italics* in B and underline or highlight the words in A that they have replaced.

A

Coral bleaching occurs when the important algae that live in corals become stressed and are expelled. This turns corals white, leaving them in an unhealthy state.

B

If *essential organisms* are lost from a coral reef, a process called coral bleaching can *take place*, which *renders* corals white and unhealthy.

20 What does *this*, in A, refer to?

21 What does *which*, in B, refer to?

How should I write my answers?

You only need to write the letters A, B, C, etc. Do not waste time copying out the words as well.

NOW TRY THE TASK

Read the passage on the left.

Complete the summary using the list of words, A–I, below.

Key considerations

Research shows that, when choosing a home, most people are keen to find somewhere that is in the right place: that is close to work or study or has easy access to public transport. Property consultants agree that, cost aside, aspects such as the number or size of the rooms, or the furniture (if the property is furnished), play a secondary role.

In the same way, the medical care in hospitals and the hospital record on this are far more important to patients than things like whether the latest drugs are being used or whether the number of nurses and doctors is considered exemplary.

Studies indicate that people generally focus on the (22) of housing, rather than on the physical (23) or the (24)

This general (25) also applies to medical treatment. Patients note the quality of care, rather than focusing on the level of (26) at the hospital.

- A way
- B features
- C contents
- D staffing
- E movement
- F location
- G principle
- H prices
- I pieces

27 Which words in the passage helped you choose the correct words from the box?



CLASSIFICATION

You decide which category some statements or features belong to. The categories are usually A, B, C, etc. The statements are usually numbered 1, 2, 3, etc. The answers are not in passage order.

What is classification?

In both classification and matching tasks, you have to match things together. However, in classification you may have *both/all* and *neither/nor* options.

Imagine you are choosing between two jobs – Job A and Job B – and there are certain conditions that you are looking for. You could write down the conditions as statements and then match them to the jobs on offer.

- 1 pays more than \$100 per day
- 2 offers more than 30 days annual leave
- 3 operates a flexitime system

Job A

Earn \$150 plus a day, five days a week, in this fast-paced advertising company. If you're prepared to do long hours for a good salary, call now.

Job B

Fed up with working late and getting no time off? Join Pelly's and Co. and get 40 days holiday a year plus an income in excess of \$120 a day.

Condition 1 is true of both jobs, condition 2 is true of Job B and condition 3 is true of neither job. This is a way of classifying the conditions.

How should I write my answers?

You only need to write the correct letter (A, B, C, etc.).

ACTION PLAN

- ▶ Underline or highlight the categories in the passage. These are often names, dates or nouns. Sometimes they are close together in the passage; sometimes they are found across the whole passage.
- ▶ Underline or highlight the key words in the statements.
- ▶ Read around each category in the passage and re-read the statements. Check whether any (or none) of the language in the passage relates to the ideas in the statements. Then decide which category is correct for each statement.
- ▶ *If you have both and/or neither categories, you need to check the information in the passage for these, too.*



NOW TRY THE TASK

Classify the following features as being true of

- A Relief
- B Calm
- C Both Relief and Calm
- D Neither Relief nor Calm

- 28 is suitable for children
- 29 causes sleepiness
- 30 is easy to swallow
- 31 works quickly

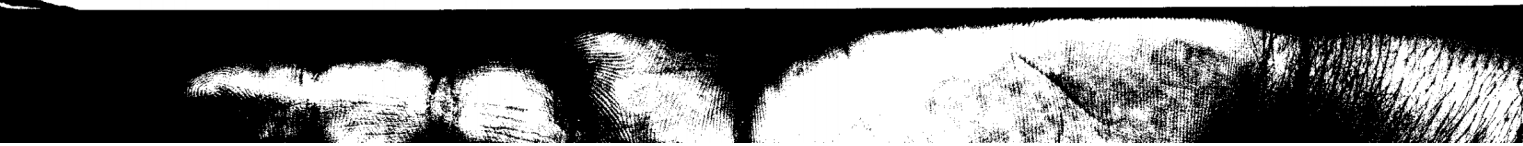
What's the difference?

Two products, *Relief* and *Calm*, both claim to get rid of a headache in a short period of time, but while *Relief* is a homeopathic form of medication that has been developed using natural substances, *Calm* is a more conventional product that contains a range of chemicals, some of which may be harmful if taken in large quantities. Doctors also advise that these chemicals may interfere with certain activities, such as driving, and should be avoided if the patient needs to stay awake. *Relief*, it seems, causes no such problems.

It is no wonder that parents are keen to find alternatives for their children to drugs containing chemicals, but are products like *Relief* the answer? Surprisingly not, according to the product label, which, like that of its more conventional counterpart, warns against giving the medicine to anyone under the age of fourteen. Both medicines come in tablet form – making them less easy to digest than soluble products. However, the years of research seem to have paid off for *Calm*, which is now little bigger than a pinhead, while the bullet-sized *Relief* might prove a bit more troublesome.

32 Check your answers to questions 28–31 by putting a ✓ or ✗ in the boxes below under each type of medicine and write the letter A, B, C or D as the answer.

Features	Relief	Calm	Answer
28 is suitable for children	✗	✗	D
29 causes sleepiness			
30 is easy to swallow			
31 works quickly			





PICK FROM A LIST

You pick the correct answers from a list of options. There are usually two or three answers to pick from about six options, but there may be more. The options are labelled A, B, C, etc. The answers may not be in passage order.

How is this question different from multiple choice?

In multiple choice you only pick one correct answer, and the answers to each question are in one small area of the passage. In pick from a list you pick a number of answers (usually two or three) from a list of five or six options and you may need to read a larger area of the passage.

How should I write my answers?

You only need to write the correct letter (A, B, C, etc.). You can write these in any order. Sometimes a question is worth one mark (for finding all the answers) and sometimes the question is worth one mark for each correct answer, so be careful how you fill out your answer sheet.

ACTION PLAN

- ▶ Read the question carefully and note how many options you must pick and how many marks they are worth.
- ▶ Underline or highlight the key words in the question and options.
- ▶ Read the passage and find words or expressions that match the options.
- ▶ Check that the options you choose mean the same as in the passage.

NOW TRY THE TASK

Questions 33 and 34

Choose TWO letters A–F.

Which TWO facts about chewing gum are mentioned by the writer?

- A how it is produced
- B the variety of tastes it produces
- C where it is most commonly manufactured
- D how the consumer market has changed
- E the fact that it can protect teeth
- F when it is best to chew it

Chewing gum is not considered a sophisticated pursuit. Munching on mastic-tree sap was one of the less admirable habits of the ancient Greeks. The sight of people masticating open-mouthed on today's synthetic latex gum, together with sticky encounters under seats, explains why such enlightened places as Singapore banned the anti-social stuff. Yet chewing gum has, quietly, come of age. No longer just for kids to blow bubbles with, it is becoming popular among adults: to fight cavities, cure ear infections and soothe an ulcer. And the evolution of chewing gum from a sticky-sweet vice into a 'nutraceutical' – the fashionable term for foods with medicinal properties – is driving sales.

35 Which phrases in the passage match the two answers?

8 → ANSWERS PAGE 110
PRACTICE TEST PAGE 101

