

TOP TIPS FOR IELTS

General Training Reading



Top Tips for IELTS **General Training** **Reading**

Official Cambridge IELTS Preparation

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Text

Top Tips for IELTS General Training Reading test

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IELTS General Training Reading test

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Contents

Introduction	4
Guide to question types used in IELTS General Training Reading	5
How to revise for IELTS General Training Reading	6
Top Tips for IELTS General Training Reading test	7
The IELTS Reading test answer sheet explained	24
Sample answer sheet	25
IELTS General Training Reading test	26
Reading test answer key	39
What to do on the day	40

Introduction

Top Tips for IELTS General Training Reading is an essential part of your revision for the IELTS test.

The tips are based on advice which IELTS materials writers have collected from many years' experience of involvement in the production of IELTS tests. Each section starts with a tip which is followed by an example taken from IELTS material and a clear explanation to help you understand exactly what it means.

How to use *Top Tips for IELTS General Training Reading*

Top Tips for IELTS General Training Reading is flexible. You can look at a different tip from a different section every day, or you can start at the beginning and work through until you get to the end of the tips. Whichever method you prefer, read the example and the explanation carefully to make sure that you understand each tip. When you have understood all the tips, try the test on page 27.

Guide to symbols



This symbol introduces the tip which is at the top of the page. Each tip is some useful advice to help you find the right answer for Reading.



This is an extra piece of advice which is important for this particular part of the test.

Guide to question types used in IELTS General Training Reading

Multiple choice You read a text and answer some questions. You usually choose one of four answers, A, B, C or D. In some multiple-choice tasks, you have to choose several options from a longer list.

Identifying information You read a text and a series of statements and decide if the statement agrees with the information in the text ('true'), if the statement contradicts the information in the text ('false') or if there is no information in the text to support the statement ('not given').

Identifying writer's views/claims You read a text and a series of statements and say whether each statement agrees with the views/claims of the writer. For each statement, you answer 'yes' if the statement does, 'no' if the statement doesn't, or 'not given' if there is no view/claim in the text to support the statement.

Matching information You locate specific information in a paragraph or section of a text.

Matching headings You choose the correct headings for the paragraphs or sections of the text.

Matching features You match numbered items to a set of features (e.g. people or dates) from the text.

Matching sentence endings You are given the first half of a sentence based on a text and you choose the best way to complete it from a list of possible options.

Sentence, summary, note, table, flow-chart completion You read a text and fill in the missing information. Sometimes you complete the task by choosing words from a box rather than words in a Reading text. There is a limit to the number of words you can use, so pay careful attention to this when you are deciding what your answer should be.

Diagram label completion You complete labels on a diagram which relate to a description contained in the text. You must pay careful attention to the maximum number of words you can write for each answer.

Short-answer questions You read a text and write short answers to questions. You must pay careful attention to the maximum number of words you can write for each answer.

How to revise for IELTS General Training Reading

The more you read before the test, the better you will do. Reading is also a very good way of improving your vocabulary and grammar and it will also help your own writing.

The General Training Reading test includes a wide range of texts, including such practically useful texts as notices, advertisements, timetables, information about travel and accommodation, company handbooks and contracts as well as articles from newspapers, magazines or journals and extracts from fiction and non-fiction books.

- Make sure you read from a wide range of sources, including something from each of the text types listed above – you can easily find examples of all of these on the internet as well as in printed form.
- It's important to read for pleasure, so regularly read something that you enjoy – novels, sports reports or magazine quizzes may not feature in IELTS but reading them will also help you develop your knowledge of the language in an effective way.
- Keep a reading diary – write a couple of sentences in English about what you have read. This should help you to learn some of the words and expressions you have read and will also help you with the IELTS Writing test.
- Don't look up every word that you are not sure about when you read. Just look up anything that stops you from understanding the text. When you have finished reading you can then, if you want, go back and check the meaning of less important vocabulary.


We hope these ideas will help you to make the most of your revision time. Above all, we hope that you enjoy your studies and wish you all the best for your exam.


Book your IELTS test at ielts.org/book-a-test




Top Tips for IELTS General Training Reading test

What's in the General Training Reading test?

Section 1  Two or three texts about everyday life in an English-speaking country, e.g. from notices, advertisements and timetables.

Section 2  Two texts about work-related situations, for example, job descriptions, contracts, staff development and training materials.

Section 3  One text that is longer than the texts in Sections 1 and 2. Section 3 texts are taken from newspapers, magazines, books and online resources.



1 mark for each correct answer



1 hour

The following question types are used in the General Training Reading test:

- multiple choice
- identifying information
- identifying writer's views/claims
- matching information
- matching headings
- matching features
- matching sentence endings
- table completion
- sentence completion
- short-answer questions
- summary completion
- note completion
- flow-chart completion
- diagram label completion

Any of these question types may occur in any section. Not all question types will appear in an individual General Training Reading test.

Multiple choice



TIP: When you have found the right place in the text, read that part carefully. Information in the text may look very similar to one of the options – but may not be the correct answer.

Example

Here is an extract from a text about meteorites, and one of the questions.

At half past six on the morning of December 14th 1807, the folk of Weston, Connecticut, were woken by a loud bang caused by a falling meteorite. Cautiously they ventured into the streets, but were soon fleeing back to the safety of their homes as it started to rain rocks. In earlier times such hard rain might have been seen as a sign of the gods' displeasure. The folk of Weston, however, saw it as an opportunity. Strongly impressed with the idea that these stones contained gold and silver, they employed a blacksmith's anvil in a vain attempt to extract riches which only existed in their imagination.



Q What was the reaction of the people of Weston to the meteorite?

- A** They were too scared by the noise it made to go outside.
- B** They were worried it had destroyed their property.
- C** They thought they had done something wrong.
- D** They hoped that it might change their fortunes. ✓

Explanation: The highlighted words in the text show where you can find the answer. **A** is incorrect because the text says that 'they ventured into the streets' after the 'loud bang'. **B** is incorrect because the people went back to their homes to protect themselves 'fleeing back to the safety ...'. **C** is incorrect. The text says that this might have been true in earlier times, but not in 1807.



The last multiple-choice question in the set of questions may focus on the text in general, and test your overall understanding.

Identifying information



TIP: Remember that the statements will not be expressed in exactly the same way as in the text.

Example

Here is an extract from a brochure on terms and conditions of booking a holiday, followed by one of the statements. You have to decide whether the statement is 'true', 'false' or 'not given.'

Our brochure is printed long periods in advance so we must reserve the right to make alterations without notice. **Certain facilities, such as the swimming pool, are available as stated but these may be withdrawn according to circumstances and demand.** Please note that we do not employ lifeguards and so children and non-swimmers must be accompanied by an adult swimmer at all times. Should any guests cause problems or inconvenience to other guests, they will be asked to leave the holiday park without a refund.



1 If there are not enough people at the holiday park, the swimming pool might be closed. *TRUE*

Explanation: The highlighted words in the text show where you can find the answer. Note how the words highlighted in the text are different in the statement, but the meaning is the same.



Underline the key words in the statements, as this may be helpful when you are trying to locate the information in the text. (In this statement the key words are 'swimming pool' and 'closed'.)

Identifying information



TIP: If the statement neither agrees with the information in the text (TRUE), nor contradicts the information in the text (FALSE), the answer is NOT GIVEN. If you are deciding whether the answer is true or false, make sure the fact is actually in the text and not just your assumption.

Example

Here is another extract from the same holiday brochure, followed by one of the statements. You have to decide whether the statement is 'true', 'false' or 'not given.'

A limited number of dogs are allowed in the holiday park at an extra charge of £40 per week. Dogs will not be admitted into the holiday park unless advised and paid for in advance and will be strictly monitored. Dogs must be supervised and kept on a lead at all times. Proof of payment will be required and must be shown on arrival.



1 The number of dogs is restricted to one per booking.
NOT GIVEN

Explanation: The highlighted words in the text give the information about dogs at the holiday park. Although it is true that a 'limited number of dogs are allowed', the text does not say what the maximum number of dogs per booking is.



Do not assume you know the answer from your own general knowledge of the subject.

Matching information



TIP: Underline the key words in the questions and then look for words with the same or opposite meanings in the text. Remember that the information in the questions will not be expressed in exactly the same words as in the text.

Example

Here are two paragraphs from a leaflet about applying for a railcard, and one of the questions.

- A** To apply for your railcard, you can apply online or complete the application form and take it to your nearest staffed station ticket office or appointed travel agents. Station offices and agents accept cash, cheques, debit and credit cards. Postal application is not available. Please retain the leaflet receipt once it has been completed. **Should you mislay your railcard and need to obtain a replacement, you will be asked to show this at the station office.**
- B** To renew your railcard, you will need to complete the application form and take your existing railcard with you to the station office. Remember you can renew your railcard up to one month in advance of its expiry date, providing there is no break in continuity.



Q Which paragraph mentions the following?

- 1** what to take to the station office if you lose your railcard^A.....

Explanation: The highlighted part of the text shows that the answer is in Paragraph **A**. 'Lose' is a synonym for 'mislay' and 'should you' is a more formal way of saying 'if you.' (In the statement 'this' refers back to 'leaflet receipt', which is what you need to take.) Paragraph **B** is incorrect as it tells you what to take to the station office if you want to renew, rather than replace, your railcard.

Matching information



TIP: When this task appears in Section 1, there may be several short texts which have a common theme. They will contain similar information but there will be some small differences – so you will need to read the texts and questions carefully and check your answers.

Example

Here are three short extracts from a guide to restaurants in an Australian city, and one of the questions.

Dining out in Sydney

- A** Takashi's is without doubt one of the city's best restaurants. The restaurant has only recently been **relocated to new and extremely stylish premises**. Book well in advance and, if you can afford it, try the 12-course special dinner.
- B** Equally popular is Trattoria Giovanni, 18 Argyle Street. **Set in a former warehouse**, it offers fine Italian cuisine and a good wine list. Open Tues – Fri for lunch and daily for dinner.
- C** **The Museum of Modern Design Basement Restaurant** is ideally located in the harbour area. It is a bit expensive but worth it, and the seafood is excellent.



Q For which restaurant is the following statement true?

- 1** The building in which this restaurant is situated was originally used for another purpose^B.....

Explanation: **B** is correct because it states that the building was previously used as a warehouse. 'Former' has a similar meaning to 'originally used for'.

A is incorrect because it does not say the new premises were ever used for anything else. **C** is incorrect because the building is still an art museum (with a restaurant).

Matching headings



TIP: Concentrate on the main idea of each paragraph or section by skimming and scanning for overall meaning, as this will help you find the correct heading.

Example

This is an extract from a text about space, and some of the headings.



Choose the correct heading from the list of headings below.

List of headings

- i** A March launch
- ii** A new approach to space exploration
- iii** The quest to find more planets ✓



Trailing Earth on its own path around the Sun, the unmanned Kepler probe was looking for answers to a question guaranteed to have an astonishing answer: are we alone in the universe? Launched in March 2009, NASA's probe spent nine years staring unblinkingly into space, hunting for other Earths. To find them, it scanned the light from 100,000 stars, looking for tiny dips in brightness caused by planets passing in front of them.

Explanation: The highlighted words in the text show where you can find the answer. Heading **i** is incorrect because it is focusing on one specific detail rather than the main idea of the paragraph. Heading **ii** is also incorrect because the text does not actually say that this is a new approach.

The main idea of the text is that the purpose of the mission was to look for more planets. Key words are 'looking for answers,' 'hunting for other Earths.' Heading **iii** is therefore the correct heading.



Remember there will always be extra headings that you will not need to use.

Matching features



TIP: In the text it may be helpful to underline the names, dates, numbers, etc. from the questions or options, so that you can locate them quickly. One statement may match more than one item in the list.

Example

Here is an extract from a text about working from home and garden offices and one of the statements.

As working from home becomes an increasingly popular option for many workers, 'garden offices' have become big business. There are a range of sheds available for people who can no longer face the long journey to work. Some 'garden offices' retain the feel of a traditional shed-like atmosphere, such as those from the Garden Room Company, while with others the trend is towards eco-friendly constructions. One example of the latter is Vivid Green, whose main focus is low energy products. The Z model from Energy Space takes this one step further: the energy generated through its solar roof panels can be diverted back to the main house when you are not working in the garden office.



Match each description with the correct company.

This company has designed a shed which can reduce existing household fuel bills.

List of companies


- A** Garden Room Company
- B** Vivid Green
- C** Energy Space ✓

Explanation: The highlighted words in the text show where you can find the answer. The shed designed by Energy Space has roof panels that generate energy which can be used in the main house, and so reduce bills. Note that in the text the word 'energy' is replaced by 'fuel' in the question. 'Energy' is used in connection with Vivid Green **B** as well, but this company focuses on low energy products and eco-friendly construction. The Garden Room Company **A** does not have a focus on reducing energy bills.



*The statements do not follow the order of the text but the options (**A**, **B**, **C**, etc.) do.*

Table completion

 **TIP:** Look at the headings and key words in the table and scan the text for them. Then read that part of the text carefully.

Example

Here is an extract from a website giving information about training programmes at a supermarket chain, and one of the questions.

Betta Buys Training Programmes

Induction training is compulsory for all colleagues and takes place during your first 2 days. It is a basic introduction to our company – it explains the way we work and how to deliver great service and includes all the legal and compliance subjects such as health and safety and food safety.

Foundation training takes place during your first 12 weeks and introduces you to your role. It includes all the basics you need to know to work productively and safely in your department.

Intermediate training takes place during your first 12 months. This helps you to grow in your role and deliver to the required performance standards.

Advanced training is for management and team leader colleagues, job experts and those who want to develop for their next step. This covers how to manage and supervise.

 **Complete the table below.**

Types of training programme	Timing	Content of training
Induction training	During first 2 days	Health and food safety Working methods Ways of providing good 1 service
Foundation training	During the first 12 weeks	
Intermediate training	During the first 12 months	
Advanced training		

Explanation: You can find the key information by scanning the text for 'induction training' and then reading that part of the text carefully.



Before you start trying to complete the gaps, make sure you look carefully at the rows and columns in the table to see how the information is organised and what you need to write where.

Sentence completion



TIP: Make sure the completed sentence is grammatically accurate and has the same meaning as the text. You will not have to change any of the words in the text, so make sure you use exactly the same ones.

Example

Here is an extract from a website giving advice about researching overseas markets, and one of the questions. In this example, your answer should be no more than two words.

Market issues

You need to understand local *cultural differences* in order to sell your products effectively. For example, your product may be viewed as a basic commodity at home, but not in your overseas market. Your sales and marketing approach will need to reflect this. You will also need to consider the *language spoken*. Can you market your product effectively in the local language? Will you have access to professional translators and marketing agencies?



Q Complete the sentence below.

- 1** If you want people in other countries to buy your products, it is necessary to have an awareness of the *cultural differences* which there are in that area.

Explanation: The correct answer is 'cultural differences'. This is the only answer that makes sense in the sentence and is also grammatically correct. You might have thought 'language spoken' was the correct answer but although this makes sense it does not fit grammatically in the sentence. You could not change the word 'language' to 'languages' because the plural form is not in the text.



Remember to check the word limit in the instructions for each task and write no more than the number of words specified in each answer.

Short-answer questions



TIP: In this type of task the maximum number of words also varies, so check this carefully before you answer the questions.

Example

Here is part of a text about taking holiday from work, and one of the questions. In this example you have to use no more than three words from the text for each answer.

If you want to take holiday

You must *give your employer advance notice* that you want to take holiday. This notice should be at least twice as long as the amount of holiday you want to take (for example, you should give two weeks' notice for one week's holiday).

If your employer wants you to take holiday

Your employer can decide when some or all of your holidays must be taken. For instance, they may require you to take some of your holiday to cover national holidays, or may require the whole company to take holiday during a Christmas shutdown. This may be **in your contract**, or it may be normal practice built up over time. An employer has to give the same amount of notice as you do.



Answer the question below.

- 1** Where can you find information about the days you have to take as holiday? *in your contract*

Explanation: The highlighted words show where you can find the answer. The answer could be 'in your contract' or 'your contract' but could not be 'may be in your contract' as this would be more than the limit of three words.

Summary completion



TIP: Read the words surrounding the gaps in the summary carefully. Think about whether the missing word is a verb, a noun, etc. You must write the exact word as it appears.

Example

Here is part of a text about Mars and the first two sentences from the summary. You need one word for your answer.

High in the sky above Mars it is snowing. *The snow does not settle on the rubble-strewn land below but instead vaporises into the thin atmosphere long before it reaches the ground.* The news of falling snow is just one piece of an extraordinary wealth of information that has been sent back to Earth by orbiters, landers and rovers. Together they have mapped the surface in unprecedented detail, cracked open rocks and dug down into the soil.



Q Complete the summary below.

Thanks to orbiters, landers and rovers, we have learned many new facts about Mars over the years. These include the news that snow falls on Mars, although it

1 *vaporises* on its way down.

Explanation: The highlighted words in the text show where you can find the answer. The word you need for **1** is a verb in the third person singular present simple and the 'it' refers back in the summary to 'snow'. Note the different words in the summary, e.g. 'on its way down' rather than 'before it reaches the ground' – and that the order of the information in the paragraph has been changed.



The missing words in the summary may not be in the order they appear in the text.

Flow-chart completion



TIP: Look at how each part in the flow chart follows on from the part before, and underline the reference words to help you follow the information.

Example

Here is an extract from a website offering advice about buying a business, and one of the questions.

Steps to buying a business

Research the area you are interested in, including the best time to buy, and shortlist two or three businesses. When conducting the initial viewing and valuation of these, be discreet – the owner may not want staff to know they are selling – but be thorough and record key findings.

The next step is to arrange finance. Lenders generally require:

- details of the business/sales particulars
- accounts for the last three years
- financial projections – if no accounts are available
- details of your personal assets and liabilities.



Q Complete the flow chart below.

Steps to buying a business

Find out about particular area of interest, and select possible businesses



Go and view them, making a note of most important **1** findings

Explanation: In the flow chart, 'them' refers back to 'businesses', linking the two steps of the procedure. (In the text 'these' also refers back to 'businesses'.) In the text, 'most important' means the same as 'key' and this guides you to the answer 'findings'.



The title of the flow chart gives you an overview of the process/ procedure being shown.

General tips for Reading

- 1** If you are unable to answer the question, move on to the next question rather than spend too much time on it.
- 2** Remember to read all the instructions carefully.
- 3** Note that the questions in most tasks follow the order of the information in the text, but in some they don't (e.g. summary/note/table completion).
- 4** Where you have to write words, check spelling carefully (the word(s) will always be in the text) and make sure you do not write more than the maximum word limit for that question type.
- 5** You could save time by writing your answers directly onto the answer sheet, rather than transferring them at the end of the test.
- 6** Leave time to check your answers at the end of the test.

The IELTS Reading test answer sheet explained

If you are going to do the real IELTS General Training Reading test as a computer-based test you will do everything in front of a computer with the questions presented on the screen in an official IELTS test centre. If you are going to do the real IELTS General Training Reading test as a paper-based test you will receive a question paper and an answer sheet.







You can write on the question paper while you decide what the correct answer is. However, when you have made a decision, you **must** transfer your final answers onto the answer sheet which the supervisor will give you.

In the General Training Reading test candidates are required to write their answers on the answer sheet during the time allowed for the test. **No extra time is allowed for transfer of the Reading answers.**

How to complete the Reading answer sheet

You can see an example of what the answer sheet looks like on the next page and you can use that for the Academic Reading test. There are instructions on the answer sheet to tell you how you should fill it in, but here are the main things you need to know:

- It is very important that you use a pencil to write your answers on the answer sheet.
- If you have to write a word or phrase for your answer, please write clearly. If the markers can't read your writing, they won't know if your answer is correct or not.
- If you change your mind about an answer, it is important that you use an eraser to rub out the answer you don't want.

		
IELTS Reading Answer Sheet		
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38	<input style="width: 100%;" type="text"/>	38 <input type="checkbox"/> ✓ <input type="checkbox"/> ✗
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SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Visitor attractions in southern England**A Blackthorn Castle**

This famous, historically accurate, reconstructed castle and village enables visitors to travel back in time. Explore the grounds and experience the atmosphere of an ancient lifestyle. In the fields you can see the type of sheep that the original inhabitants of the castle probably kept. Homemade snacks are on sale.

B Withney Wetland Centre

Visitors will enjoy a visit to Withney whatever the season. In winter, for example, they can watch from the centrally heated observatory as thousands of swans feed on the water. Trained wardens give informative talks or lead guided walks round the site. The visitors' centre may also be hired for private or corporate events.

C Headley Hall

Headley Hall is a large seventeenth-century country house, preserved as it was when it was built. Take time to admire the various works of art displayed, and visit the huge kitchen complete with period equipment – demonstrations are given at weekends. In the park there is space for the younger visitors to run around, and picnic tables are available.

D Lewis House

Lewis House is the birthplace of Frank Lewis, a renowned painter of the eighteenth century. More of his works are on display here than anywhere else in the world. Visitors can see Lewis's studio and some of the articles he used on a daily basis.

E Canford Wildlife Centre

At Canford we have a new walk-through exhibit called Island Magic. Here visitors can observe many species from the tropical island of Madagascar and read about some of the urgent conservation projects that are taking place there to save endangered species from extinction.

F Oakwell Museum

This is an ideal venue for families. They can visit the childhood gallery with its large playroom, and listen to stories told by actors dressed in the costumes of a hundred years ago. They can also enjoy the popular games and wooden animals of that period.

Questions 1–7

Look at the six visitor attractions in southern England, **A–F**, on previous page.

For which visitor attraction are the following statements true?

Write the correct letter, **A–F**, in boxes 1–7 on your answer sheet.

NB You may use any letter more than once.

- 1 Visitors can look at animals from another part of the world.
- 2 People can hold a business conference in this place.
- 3 Visitors can find out what toys were used in the last century.
- 4 Activities are available all year round here.
- 5 You can buy light meals here.
- 6 Visitors can see how food was prepared in the past.
- 7 You can visit modern imitations of old buildings here.

Read the text below and answer Questions 8–14.

Paragliding in Australia

What is paragliding?

Paragliding is a kind of flying, but instead of the wing being made of metal, wood or plastic, it is made of nylon or polyester. The wing (known as a canopy) is attached to a harness by lines, not dissimilar to a parachute. The harness is where the pilots sit – and they report that it outperforms a parachute in terms of comfort.

Is it safe?

Like sailing and deep-sea diving, paragliding is as safe as the person doing it. The big advantage is that it's probably the slowest form of aviation, so if you do crash you'll hit the ground quite gently!

Where do I learn?

There are lots of schools, mainly based inland by appropriate hills or mountains, and there are also schools on the coast near spectacular cliffs. These are very attractive, though the prospect of landing in the sea seems to dissuade beginners! All schools will show you within a couple of days how to inflate the canopy, launch and land. They use radio instruction, tandem flying practice and schoolroom theory sessions to help you get the most from paragliding. It takes about seven days to get your basic licence; then you're free to fly independently at sites across Australia.

What do I need?

Pilots normally wear warm clothes, in case they get very high up, and a helmet in case they stumble on landing. In terms of gear, schools supply basic training, canopies, harnesses, etc. However, you'll probably want to buy your own more sophisticated equipment, which you'll be able to choose much better once you've tried some out on your course.

Who can do it?

There's no upper age limit provided your instructor deems you capable, but the youngest anybody can paraglide is 14. Anybody with good eyesight and good balance is a potential paraglider pilot. It's a very relaxed sport as you're mostly sitting down. You'll probably experience pain in some muscles you didn't know you had whilst learning, but many of those will be due to the walk up the training hill to launch. Flying a paraglider is a great sport. We hope to see you in the air with us this season!

Questions 8–14

Do the following statements agree with the information given in the text on the previous page?

In boxes 8–14 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 A paraglider is more comfortable than a parachute.
- 9 Most paragliding schools are situated by the sea.
- 10 Learners must pass a theory test in order to get their licence.
- 11 Learners are able to paraglide unaccompanied after a week's course.
- 12 It is advisable to purchase some equipment before you do your training.
- 13 Fit people of any age can take up paragliding.
- 14 The preliminary uphill walk may strain some of your muscles.

SECTION 2 **Questions 15–27**

Read the text below and answer Questions 15–21.

How to prepare for an interview

Why prepare?

There are three main reasons.

One: Although you can't guess every question you might be asked, if you are prepared you can tailor your answers to fit.

Two: If you're well prepared, you will have more confidence and this will affect the way you come across.

Three: Attitude matters. Prospective employers will choose a not-quite-perfect but willing candidate over a brilliant one who obviously isn't bothered.

What to prepare?

Find out about the organisation

- Visit the website and read any materials that you have been sent. If nothing has been sent, phone the company to ask for any reading matter they may have.
- Talk to anyone you know who works there already.

Find out about the job

- Ask for a job description or specification. This will tell you the duties that go with the job.
- Talk to anyone you know who is familiar with the work you may be doing.

Find out what the employer is looking for

- Make a list of the skills specified in the job advertisement.
- Think of examples to back up claims that you have these skills.

You can then answer most of the questions that will come up, such as 'Tell me more about how you work in a team'.

Add in a few 'lessons learned' – what you did and how you might have done it better. You can also outline any voluntary work you have done for a charity, or any experience of paid work in an unrelated sector.

Preparing for other kinds of questions

Interviewers are also looking for someone who is likely to stay with the organisation and progress within it. Prepare to answer questions about your ambitions for the future.

You may also be asked to account for gaps in your career history, if you have any. Be positive and accentuate the learning or experience you gained during these periods.

Preparing your own questions

- **Do** ask technical questions about software, systems and structures and how things are done.
- **Do** ask about possibilities for training.
- **Don't** ask about salary unless you have been offered the job.

When you've prepared as much as this, you've got a good chance of success.
Good luck!

Questions 15–21

Complete the sentences below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 15–21 on your answer sheet.

- 15 By preparing for your interview, you will gain which will help you present yourself well.
- 16 Read through any documents you have received about the company and also go to their
- 17 Check the job description to find out what are involved in the post you have applied for.
- 18 Interviewers may be interested to hear about any unpaid help you have given to a
- 19 Be ready to talk about your for the development of your career.
- 20 Explain any that there are in your work record and clarify how you used the time to improve your skills.
- 21 Questions about should be delayed until a later stage.

Read the text below and answer Questions 22–27.

Setting up your own business

Here are some ideas about how you should start:

Know your market

So you know what you want to sell – the most important thing is that it should be something that people want to buy. Start by thinking about who your target customers are. Are they people who live locally? Are they a particular group of people?

Now look at your competitors. What is different about what you will be doing and how will you persuade people to come to you instead of going to someone who is already established?

How will you reach the customers?

Will you promote your product by phoning people, or visiting local traders, or advertising in magazines or online? Will your delivery system be direct or through shops?

How will your business work?

Now think about what your business needs to succeed. Do you need to look for premises or can you work from home? Do you need to invest in manufacturing equipment to start with?

Is the business something that you can do on your own, or if you get more work will you be looking to recruit staff? If so, what skills would they need?

Whether you're a sole operator or are looking to recruit a team, effective management is essential.

The law regulates how companies are run and you need to set aside the time to see that this is done properly, in relation to issues like accounting, insurance and tax.

The money!

As you are working out the prices for your products, you need to make sure you build in all your costs. Remember you will probably need help from an accountant at least once a year, so build that in too, and do a forecast of how much money you think will flow in and out of the business.

Look at what you expect to happen over the next three years – and work out what you need to do to break even, as well as the turnover that you hope to achieve to give you a profit. If you think you will need to find some funding to help get the business off the ground, how much will you need and who will you approach to get it?

Your business plan

Now write it all up and call it a business plan.

Questions 22–27

Complete the sentences below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 22–27 on your answer sheet.

Step 1:

Decide who you are going to sell to and compare yourself with the **22** you are going to have.

Step 2:

Consider how you will market your product and your method of **23**

Step 3:

Decide if you will have to find **24** to work in, or buy equipment.

Step 4:

Think whether you will need to take on staff as your business grows.

Step 5:

Make sure you deal with the accounts and other essentials in accordance with the **25**

Step 6:

Calculate all the **26** involved in your business when deciding how much to charge.

Step 7:

Calculate the turnover you are aiming for in order to make a profit in the first three years.

Step 8:

Consider if you require any **27** to start your business, and where to find it.

SECTION 3 **Questions 28–40**

Questions 28–33

The text on the following pages has six sections, **A–F**.

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

Write the correct number, **i–ix**, in boxes 28–33 on your answer sheet.

List of Headings

- i** The need for population reduction
- ii** The problem with being a fussy eater
- iii** Reproductive patterns
- iv** The need for further research
- v** A possible solution to falling numbers
- vi** The fastest runners
- vii** A rather lonely beginning
- viii** A comparison between past and present survival rates
- ix** Useful physical features

28 Paragraph **A**

29 Paragraph **B**

30 Paragraph **C**

31 Paragraph **D**

32 Paragraph **E**

33 Paragraph **F**

Understanding hares

With its wild stare, swift speed and secretive nature, the UK's brown hare is the rabbit's mysterious cousin. Even in these days of agricultural intensification, the hare is still to be seen in open countryside, but its numbers are falling.

- A** Like many herbivores, brown hares spend a relatively large amount of their time feeding. They prefer to do this in the dark, but when nights are short, their activities do spill into daylight hours. Wherever they live, hares appear to have a fondness for fields with a variety of vegetation, for example short as well as longer clumps of grasses. Studies have demonstrated that they benefit from uncultivated land and other unploughed areas on farms, such as field margins. Therefore, if farmers provided patches of woodland in areas of pasture as well as assorted crops in arable areas, there would be year-round shelter and food, and this could be the key to turning round the current decline in hare populations.
- B** Brown hares have a number of physical adaptations that enable them to survive in open countryside. They have exceptionally large ears that move independently, so that a range of sounds can be pinpointed accurately. Positioned high up on their heads, the hares' large golden eyes give them 360° vision, making it hard to take a hare by surprise. Compared to mammals of a similar size, hares have a greatly enlarged heart and a higher volume of blood in their bodies, and this allows for superior speed and stamina. In addition, their legs are longer than those of a rabbit, enabling hares to run more like a dog and reach speeds of up to 70 kph.
- C** Brown hares have unusual lifestyles for their large size, breeding from a young age and producing many leverets (babies). There are about three litters of up to four leverets every year. Both males and females are able to breed at about seven months old, but they have to be quick because they seldom live for more than two years. The breeding season runs from January to October, and by late February most females are pregnant or giving birth to their first litter of the year. So it seems strange, therefore, that it is in March, when the breeding season is already underway, that hares seemingly go mad: boxing, dancing, running and fighting. This has given rise to the age-old reference to 'mad March hares'. In fact, boxing occurs throughout the breeding season, but people tend to see this behaviour more often in March. This is because in the succeeding months, dusk – the time when hares are most active – is later, when fewer people are about. Crops and vegetation are also taller, hiding the hares from view. Though it is often thought that they are males

fighting over females, boxing hares are usually females fighting off males. Hares are mostly solitary, but a female fights off a series of males until she is ready to mate. This occurs several times through the breeding season because, as soon as the female has given birth, she will be ready to mate again.

- D** But how can females manage to do this while simultaneously feeding themselves and rearing their young? The reason is that hares have evolved such self-sufficient young. Unlike baby rabbits, leverets are born furry and mobile. They weigh about 100 g at birth and are immediately left to their own devices by their mothers. A few days later, the members of the litter creep away to create their own individual resting places, known as 'forms'. Incredibly, their mother visits them only once every 24 hours and, even then, she only suckles them for a maximum of five minutes each. This lack of family contact may seem harsh to us, but it is a strategy that draws less attention from predators. At the tender age of two weeks, leverets start to feed themselves, while still drinking their mother's milk. They grow swiftly and are fully weaned at four weeks, reaching adult weight at about six months.
- E** Research has shown that hares' milk is extremely rich and fatty, so a little goes a long way. In order to produce such nutritious milk, females need a high-quality, high-calorie diet. Hares are selective feeders at the best of times: unlike many herbivores, they can't sit around waiting to digest low-quality food – they need high-energy herbs and other leaves in order to sprint. This causes them problems when faced with the smallest alterations in food availability and abundance. So, as well as reductions in the diversity of farmland habitat, the decline in the range of food plants is injurious to hares.
- F** The rapid turnaround in the breeding cycle suggests that hares should, in principle, be able to increase their populations quickly to exploit new habitats. They certainly used to: studies show that hares evolved on the open plains and spread rapidly westward from the Black Sea after the last ice age (though they were probably introduced to Britain as a species to be hunted for the pot by the Romans). But today's hares are thwarted by the lack of rich farmland habitat. When the delicate herbs and other plants they rely on are ploughed up or poisoned by herbicides, these wonderful, agile runners disappear too, taking with them some of the wildness from our lives.

Questions 34–36

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

Write the correct letter in boxes 34–36 on your answer sheet.

- 34** According to the writer, what is the ideal habitat for hares?
- A** open grassland which they can run across
 - B** densely wooded areas to breed in
 - C** areas which include a range of vegetation
 - D** land that has been farmed intensively for years
- 35** When leverets are living alone they are not visited often by their mother because
- A** this helps to protect them from being eaten by other animals.
 - B** the 'forms' are so far apart.
 - C** they are very energetic from a surprisingly early age.
 - D** they know how to find their own food from birth.
- 36** What does the writer suggest about the adult hares' diet?
- A** They need some plants with a high fat content.
 - B** They need time to digest the plants that they eat.
 - C** It is difficult for them to adapt to changes in vegetation.
 - D** It is vital for them to have a supply of one particular herb.

Questions 37–40

Complete the summary below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 37–40 on your answer sheet.

Brown hares

The brown hare is well known for its ability to run fast, at speeds of up to 70 kph, largely due to the length of its legs as well as the unusual size of its heart. An increased amount of blood also gives it the necessary **37** to continue running fast for some time. A running hare resembles the **38** more closely than its relative, the rabbit.

The hare has some other characteristics that help it to avoid capture. The first is its excellent all-round **39** This means that predators cannot easily creep up behind it. Another feature is its ability to position its massive **40** separately, to sense the slightest indication of danger.

READING TEST ANSWER KEY

Section 1, Questions 1–14

- 1 E
- 2 B
- 3 F
- 4 B
- 5 A
- 6 C
- 7 A
- 8 TRUE
- 9 FALSE
- 10 NOT GIVEN
- 11 TRUE
- 12 FALSE
- 13 FALSE
- 14 TRUE

Section 3, Questions 28–40

- 28 v
- 29 ix
- 30 iii
- 31 vii
- 32 ii
- 33 viii
- 34 C
- 35 A
- 36 C
- 37 stamina/energy
- 38 dog
- 39 vision
- 40 ears

Section 2, Questions 15–27

- 15 confidence
- 16 website
- 17 duties
- 18 charity
- 19 ambitions
- 20 gaps
- 21 salary
- 22 competitors
- 23 delivery
- 24 premises
- 25 law
- 26 costs
- 27 funding

If you score ...

0–20	21–31	32–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

What to do on the day

Very few people like taking exams, but you can make the day of the exam easier if you make sure you know what to expect and what you will have to do before you go to the IELTS test centre.

Rules and regulations

For any exam you take, there are some rules and regulations about what you **must** do and what you **mustn't** do during the exam. Read through the rules and regulations below and if there is anything you don't understand, ask your teacher or the administrator at the test centre.

You must ...

- provide proof of your identity (passport or National Identity Card) at registration. Contact the test centre to confirm which type of identity document is accepted. Test takers taking the test outside their own country must use a passport.
- inform the test centre of any changes to your identity document before the test date, bring the same identity document on the test day as the one recorded in your application, arrive at the test centre before the scheduled test start time. If you do not do any of the above you will not be allowed to take the test and you will not be eligible for a refund or transfer.
- consent for your identity to be verified both at test registration and on test day.
- only have on your desk your identification, a pen/pencil, a clear water bottle and an eraser.
- switch off your mobile phone, pager and any other electronic devices and put them with your personal belongings outside the test room.
- tell the test invigilator immediately if the conditions on the day of the test in any way impede your performance.

You must not ...

- impersonate another person or have another person impersonate you.
- attempt to cheat, copy the work of another candidate or disrupt the test.
- use, or attempt to use, a dictionary, pager, spell-checker, electronic recorder or mobile phone for the duration of the test. Any candidate doing so will be disqualified.

- talk to or disturb other candidates once the examination has started.
- use, or attempt to use, a dictionary.
- reproduce any part of the test in any format/medium. Any candidate doing so will have their test results disqualified and be liable to prosecution.
- remove any materials used during the examination. This includes, but is not limited to, examination papers, Speaking task cards, answer sheets and working paper.

Make sure you attend on time

- Know the date, time and place of your examination and arrive before the scheduled start time.
- If you arrive late for any of the components, report to the supervisor or invigilator. You may not be allowed to take the examination.

Provide what you need

- Take into the examination room only a pen, pencil, an eraser, a water bottle and your ID.
- You must not use correction fluid or highlighters.
- Leave anything which you do not need, or which is not allowed, outside the examination room.
- You may not lend anything to, or borrow anything from, another candidate during the examination.
- Do not bring valuables as the test centre cannot be responsible for these.

Examination instructions

- Listen to the supervisor and do what you are asked to do.
- Tell the supervisor or invigilator at once:
 - if you think you have the wrong question paper.
 - if the question paper is incomplete or illegible.
- Read carefully and follow the instructions printed on the question paper and on the answer sheet.
- Fill in the details required on the front of your question paper and on your answer sheet before the start of the examination.

Advice and assistance during the examination

- If you are not sure about what to do, raise your hand to attract attention. An invigilator will come to help you.
- You must not ask for, and will not be given, any explanation of the questions.
- If you do not feel well on the day of the examination or think that your work may be affected for any other reason, tell the supervisor or invigilator.

Leaving the examination room

- You may not leave the examination room without the permission of the supervisor or invigilator.
- You cannot leave your seat until all papers have been collected and you have been told you can leave.
- When you leave the examination room you must leave behind any paper used for rough work, clearly crossed through, and any other materials provided for the examination.
- Do not make any noise near the examination room.

Results

- Results are issued by test centres, usually 13 days after the paper-based test.
- Results may be delayed or withheld where any of the rules and regulations have been breached.
- In exceptional circumstances, results may be delayed and you may be required to retake one or more modules where the pattern of module results is highly unusual.