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The Reading Test Of IELTS

General Training & Academic Modules

Compiled
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Introduction

1 **Reading as a skill**

Reading is a skill dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.

2 **Reading texts are stationary**

Reading texts are stationary which means it is up to the reader to decide how fast he or she wants to read a text. This is clearly a huge advantage.

3 **Reading and vocabulary**

You need to be convinced that texts in English can be understood even though there are vocabulary items and structures you have never seen before.

4 **Extracting specific information**

Skills such as extracting specific information can be satisfactory performed even though you do not understand the whole text. The same is true when you want to get the general idea of the text.

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5 Reading texts are static

Since the reading texts are static you are often tempted to read slowly, worrying about the meaning of each particular word. And yet if you do this way you will never achieve the ability to read texts in English in anything but slow and ponderous way. Certainly you will continue to have difficulty in quickly scanning or skimming.

6 The Reading Test of IELTS

Academic	General Training
40 questions	40 questions
60 minutes	60 minutes
2000-2750 words	2000-2750 words
Topics of general interest	Topics of general interest
Extracted from:	Extracted from:
Magazines, journals & newspapers	Notices, advertisements, official documents, books & magazines
3 reading passages	3 reading passages:
At least one text contains detailed logical information	1. Social survival
One text may contain nonverbal materials such as:	2. Training survival
Diagrams, graphs or illustration	3. General reading

7 Difficulty level

The texts and tasks become more difficult as the candidate works through the paper.

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8 **Survey the text**

Look at the title, section headings and special print as well as illustrations, graphs and tables if there are any. This is something you should do with every text no matter what the questions are. This is a major reading skill.

The first thing you do, no matter what kind of text you have and before starting reading or answering questions is to read the title and use it to get and guess some idea of what the coming text is going to talk about.

DO NOT SPEND MORE THAN ONE MINUTE ON THIS.

Exercise 8.1

Look at the titles below and suggest what the related articles would be about.

Champions of Colour Blind Justice	Hidden History: the Beetle's Secret Cycle of Life
Bird Hazard	A Walk in the Woods
The Efficient Reader	How Safe is a Cup of Tea?
Art Lovers Enjoy New Decorative Light	

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Skimming

Once you read the title and made predictions about the main ideas of the text, you skim the text: you read it quickly to get a general idea of what the text is about. In other words, you want to get the "gist". Key words and phrases in getting the gist are of due importance. Therefore, you should try to predict the key words. However, you do not have time to read every word of the text slowly and carefully, so ignore the unknown words. This means that you must develop ways to read quickly and efficiently.

When you look at a reading passage, the first thing you do is to skim the passage to find out what it is about in very general terms. If you understand the general idea, this will help you later when you look for detailed information. You need to spend 3 to 5 minutes on skimming the text, based on whether you are taking the General Training or Academic Module.

Exercise 9.1

Find a text and decide which the ten or so key words or phrases are which give a general idea of the topic or theme of the text. Then, imagine these words and phrases have been highlighted in the text. Would it be necessary to read the rest of the text to get the general meaning?

Exercise 9.2

Which of the following strategies do you think are useful when skimming a reading text?

	Good idea	Bad idea
Reading the title		
Reading every word		
Reading the first sentence of each paragraph		
Underlining names (people, places, etc.)		
Concentrating on different vocabulary		
Looking at illustrations		

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Exercise 9.3

Skim the following article quickly and write a short sentence describing what it is about.

During the past century, as the United States of America has wrestled with the problem of inequality between blacks and whites, two names remain paramount in the struggle – Martin Luther King and Malcolm X.

Although there were some surface similarities – both started their own movements, organized rallies and gave many speeches both in America and abroad – their approaches and beliefs were radically different. King believed in peace, encouraging only a "passive resistance" with the eventual aim of black and white people integrating and living together peacefully. While king tried to unite the races through peace, Malcolm X, on the other hand, adopted a more direct, aggressive approach. Unlike King, he did not support the idea of integration but separatism, encouraging his listeners to recognize the suffering whites had caused blacks and to live apart in their own communities.

These men were different not only in their approaches to the problem, but also in the religious convictions that motivated them. Martin Luther King's philosophy of peace and positive reasoning was influenced by Christianity. He was active in the Church and was the leader of the Christian Leadership Conference. Malcolm X started many Muslim groups which practiced a violent form of defence against any white oppression, real or imagined.

Despite their very different perspectives, there is one more similarity between these two men – both were assassinated. Malcolm X was shot in 1965 at rally in Harlem, victim of former supporters who had taken his doctrine of violence to heart. On 4 April 1968 King was shot as he was organising a demonstration in Memphis, but little is known of his assassin.

In the current racial climate of America, it could be said that both men succeeded, at least to a degree. There are still racial tensions, but not to the same degree. Whether Malcolm X would have approved or King would be satisfied today is another question.

Exercise 9.4

Skim the following text and write a proper title for it.

As adults, how do we encourage our children to explore the rich resources of the Internet without exposing them to steady stream of marketing messages, such as junk e-mail or sexually explicit material? This is a question that many people, especially parents, are struggling to answer. Although a solution has not yet been found, one possibility is to filter or block this objectionable material from children without interfering with the rights of adults to view and visit any website they like. When the US Supreme Court rejected the Communications Decency Act in June of 1997,

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industry and government officials alike looked to computer technology com to create screening and filtering products to fill the gap left by this court decisi

Started in 1998, the Erasmus study set forth a plan for a family-friendly Internet that would include as a key element filtering, blocking and rating tools for parents, educators and other concerned adults. Much of the debate about appropriate content has focused on the spread of sexually explicit materials online, but there are other, equally insidious aspects. Now banned from an increasing number of traditional advertising markets, cigarette and alcohol companies have turned to cyberspace to reach their future market.

Virtually every major alcoholic beverage manufacturing company has an Internet website which developers claim targets adults of legal drinking age. Many alcohol companies "card" visitors by requiring them to provide their date of birth before entering the site. Most sites also include a disclaimer on the opening screen indicating that visitors must be of legal drinking age. Many children, however, easily bypass these simple precautions by providing falsified birth date information to access these sites. Once inside, it is clear that these companies are creating an environment full of activities that can and do appeal to children and teens. On some sites, visitors are encouraged to play games, download screensavers, and enter draws to win a free T-shirt.

Social, legal and political pressures have denied tobacco companies web-based marketing, but there is no shortage of sites devoted to the consumption and glorification of smoking cigarettes and cigars. Pictures of women smoking cigarettes appear on sites which feature cool ways to smoke and offer lessons in smoking "tricks".

Although no one seems to know exactly the relationship between online marketing and alcohol and tobacco consumption, studies have shown advertising to be extremely effective in increasing youngsters' awareness of, and emotional responses to, products, their recognition of certain brands, and their desire to use these advertised products. This trend becomes even more alarming when the relationships are created between children and spokespersons for alcohol and tobacco products. Alcohol and tobacco advertising and marketing practices are also a cause for concern, with many focusing on the industries' successful efforts to target youth.

There is no easy solution to the problem, except to monitor online alcohol and tobacco promotions and develop any additional safeguards needed to protect youth that are already at risk. We are quickly moving into a digital age that will profoundly affect how children and youth grow and learn. What they value and ultimately, who they become. Helping our children and teens navigate in this digital culture presents both a challenge and an opportunity.

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Exercise 9.5

Skim the following text and answer the question below:

"What does the writer try to tell you?"

People all over the world drink tea. It is a mild beverage which people enjoy in the morning when they start their day, and for years it has had a reputation for being both safe and almost always beneficial, a drink which will give its consumer a lift without dangerous side-effects. It was a drink favoured by temperance organizations who saw far more to fear in alcoholic beverages.

Now scientists are suggesting that tea may not be as safe as we had previously believed. Tea contains caffeine, and caffeine has been linked to sleeplessness, and to the unpleasant jumpy feeling some people get when stressed. More seriously, there is a link with miscarriages, and pregnant women are advised to reduce their intake of tea until after their baby is born.

Caffeine is found in tea, but it is a larger component of other drinks. Six hundred mg of caffeine is found in six cups of percolated coffee, eight cups of instant coffee and twelve cups of medium strength tea. Chocolate drinks contain about 30 mg of caffeine per glass, so it takes 20 glasses to reach 600 mg.

The comparison demands that we know how strong "medium strength" tea actually is, but medium strength to one person is weak to another. It would, of course, be possible to devise an objective test which prescribed the exact amount of tea in the pot, the time taken for it to brew and the differing effects of adding (or not adding) milk or lemon. Most tea drinkers would rightly regard this as a foolish waste of time, and would continue to judge the strength of the tea they drink by its colour.

Many people who drink a lot of tea solve the problem by drinking a beverage from which the caffeine has been removed, decaffeinated tea, but others claim that it simply doesn't taste right. The sensible course is probably one of moderation: continue to enjoy your cup of tea, but don't enjoy too many!

10

Scanning

Scanning means looking through a text quickly to locate information you hope to find there. That is how we read certain types of material (directories, menus, time-tables, small advertisements, etc.) in our native language. Bear in mind that when you are scanning you would normally expect to know what you are looking for beforehand. Most of the text does not need to be read and location skills are used.

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Exercise 10.1

Local Bus Guide

CITIZEN' ADVICE BUREAUX

Catford *120 Rushey Green* **36, 36B,47,54,75,124,124S ,138, 160, 160S,172,180, 181, 185, 202, 208, 284**
Eltham *Eltham Library, High Street* **21, 124, 124S, 126, 160, 160S, 286, 386, 396**
New Cross *2 Lewisham Way* **21, 36, 36B, 53, 53X, 171, 172, 177, 184, 225**
Sydenham *299 Kirkdale* **122, 176, 202, 312**

LIBRARIES

Blackheath *Old Dover Road* **386 or short walk from 53, 53X,54, 89, 108, 178, 286**
Blackheath Village *3-4 Blackheath Grove* **54, 89, 108, 202**
Catford *Laurence House, Catford Road* **36, 36B, 47, 54, 75, 124, 124S, 138, 160, 160S, 172, 180, 181, 185, 202, 208, 284**
Crofton Park *Brockley Road* **122, 171, 172, P4**
Downham *Moorside Road* **36, 36B, 124, 124S, 172, 284 or short walk from 138**
Forest Hill *Dartmouth Road* **122, 176, 312**
Greenwich *203-207 Woolwich Road* **108, 177, 180, 286, 386**
Grove Park *Somertrees Avenue* **Short Walk from 286**
Kidbrooke *Brook Lane* **178 or short walk from 286**
Lewisham and Central Reference *366 Lewisham High* ***Street*** **36, 36B, 47, 54, 75, 160S, 180, 185, 208**
Manor House *Old Road* **21, 122, 178, 261**
New Cross *116/118 New Cross Road* **21, 36, 36B, 53, 171, 172, 177, 184**
St Catherine's *Kitto Road, Nunhead* **P12**
Stanstead Road *300 Stanstead Road, Catford* **172, 185**
Sydenham *Sydenham Road* **194, 202**
Torridon Road *Hither Green* **124, 124S, 180, 181, 284**
Wavelengths *Giffin Street* **47, 53, 75, 177, 188, 199**
West Greenwich *Greenwich High Road* **177, 180**

POLICE STATIONS

Brockley *4 Howson Road* **122, 171, 172, L1, N86**
Catford *333 Bromley Road* **36, 36B, 54, 172, 181, 208, N47, N70, N85**
Deptford *116 Amersham Vale* **short walk from 47, 75, 188, 199, 225, N47, N70**
Greenwich *31 Royal Hill* **177, 180, 199, N77**
Lee Road *418 Lee High Road* **21, 122, 178, 202, 261, N62, N72, N82**
Lewisham *2 Ladywell Road* **36, 36B, 47, 54, 75, 122, 160S, 180, 181, 185, 208, 284, L1, P4, N47, N70, N85**
Penge *175 High Street* **75, 176, 194, 227, 312, N3, N86**
Shooters Hill *Shooters Hill* **89, 122, 178, N72 , N82**
Sydenham *179 Dartmouth Road* **122, 176, 312, N86**
Westcombe Park *11 Combedale Road* **108, 177, 180, 286, N77**

MAIN POST OFFICES

Bellingham *12 Randlesdown Road* **36, 36B, 54, 138, 172, 181, 208**

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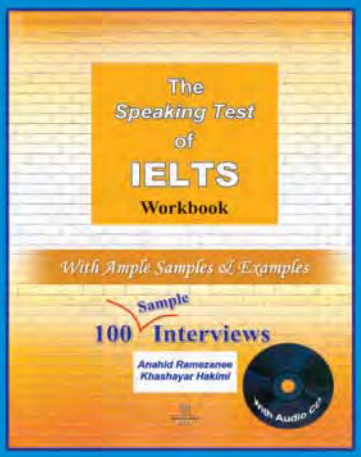
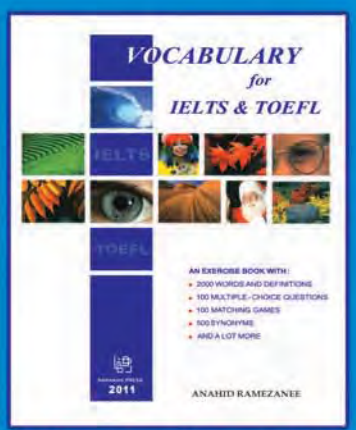


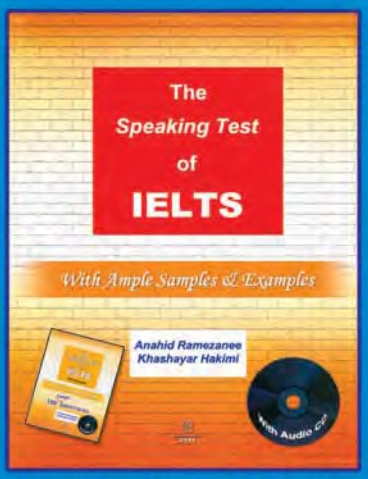
کتاب حاضر مجموعه‌ای از ۱۰۰ آزمون واقعی است که از میان آزمون‌های برگزار شده در سال‌های اخیر انتخاب شده‌اند. **DVD** همراه کتاب ترکیبی از مصاحبه‌های مختلف با لهجه‌های انگلیسی، آمریکائی و استرالیائی می‌باشد که توسط افراد **Native** انجام شده است. استفاده از این کتاب به همراه کتاب اصلی ضامن موفقیت شما در آزمون **Speaking** می‌باشد.



این کتاب مجموعه کاملی از واژگانی است که به دقت از میان آزمون‌های واقعی **IELTS** و **TOEFL** در سال‌های اخیر استخراج شده و در سه بخش:

1. Vocabulary for Reading
2. Vocabulary for Listening
3. Vocabulary for Writing
- **Graphs**
- **Transitional Words**
- **Letters**

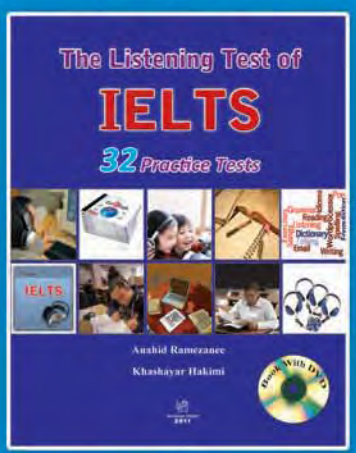
و البته در غالب تمرینات کاربردی ارائه شده‌اند.



این کتاب با ارائه مجموعه کاملی از تمرینات و موضوعات مفید و متنوع در سه بخش:

1. Introduction & Interview
2. Individual long turn
3. Two-way discussion

سال‌هاست که در بسیاری از مراکز و آموزشگاه‌های کشور برای تدریس آزمون **Speaking** مورد استفاده قرار می‌گیرد و بارها تجدید چاپ شده است. استفاده از این کتاب به همراه **Workbook** آن که شامل ۱۰۰ نمونه مصاحبه می‌باشد توصیه می‌شود.



به جرات می‌توان گفت که کتاب حاضر با گردآوری نکات مهم، استراتژی‌های مرتبط و راهکارهای عملی در بخش اول، **32 Practice Tests** در بخش دوم و حدود ۲۰ ساعت ماده آموزشی با کیفیت بالا، کامل‌ترین مجموعه آموزشی در بازار می‌باشد.

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