

Complete Self-study course in
IELTS Academic Reading

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PREFACE

This book is designed in a manner that students can understand step by step tutorials to correctly answer each type of questions in IELTS Academic Reading exam. Each type of question is explained in detail, followed by step-by-step strategy to answer them and the tips and tricks to succeed.

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DEDICATION

Dedicated to my parents, Mr.Jasvir and Ms.Neelam, who,
instead of all odds, made me what I am today

Lesson 1: Introduction to IELTS

Academic Reading module

The IELTS Academic Reading module is a part of the IELTS test that checks how well you understand and make sense of written texts in academic subjects. It has three passages that get harder as you go. The passages come from books, magazines, and other academic sources. In this module, you need to read and understand the passages, find important information, and answer questions about them.

You have 60 minutes to complete the module, which has 40 questions. The questions can be multiple-choice, matching, sentence completion, or other types. Each question is worth one mark, and your total score will be converted to a band score from 0 to 9.

To do well, you should use reading strategies, manage your time wisely, and have a good vocabulary. Practice reading quickly and understanding what you read. Try to think critically and analyze the information in the passages.

To prepare, practice with sample passages and questions,

get familiar with the types of questions you'll see, and work on reading faster and more accurately.

The Academic Reading module tests your ability to understand and analyze academic texts, which is important for studying at universities or doing research. It shows how well you can read and understand English in an academic setting.

The main purpose of the reading section is to assess exam takers in the following areas:

- a) Reading for the gist or skimming (identify the key themes or general ideas)
- b) Reading for details or scanning (identify specific information).
- c) Reading for details and understanding the details in a text (intensive reading).
- d) Recognizing inferences and understanding implied meaning (intensive reading).
- e) Recognizing a writer's opinions, and purpose of the writing (intensive reading).

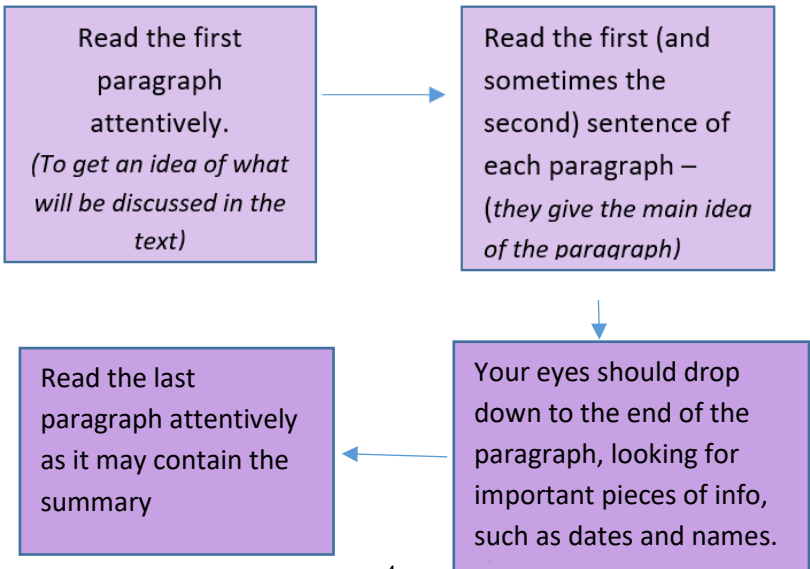
Lesson 2: Foundational skills and strategies for IELTS Reading

2.1 Skimming and Scanning

Skimming means *quickly reading the text to get only its main idea*. To skim effectively, you need to read only a part of the material.

You have already encountered skimming: when reading a long chapter of a book, or doing a research on a long article. In such case, you would probably read the first sentences of each paragraph, dropping down to the end of the paragraph.

How to skim?



Scanning means *searching for specific phrases in the text to answer some questions.*

Underline!

The questions on IELTS Reading test often include **dates, names, numbers, new terms** or other **key words**. So it's a very good idea to underline those key words while reading, so you could find the answers in the text more easily.

How to scan?

1. Underline the important information while reading the text (dates, numbers, names etc.)
2. When you read the question, identify the key word and scan the text for it. This way you'll find the answer more quickly.

Worksheet 1: Skimming for Main Ideas

Instructions: Read the following passage and answer the questions that follow.

Passage:

In 2020, the world experienced a pandemic that affected millions of people across the globe. The virus, known as COVID-19, spread quickly and led to widespread shutdowns and quarantines. Many businesses and schools had to close their doors, and people were encouraged to practice social distancing and wear masks to prevent the spread of the virus.

Although vaccines have been developed to combat the virus, it continues to be a major health concern in many countries.

Questions:

1. What is the main topic of the passage?
2. What is the name of the virus that caused the pandemic?
3. What were some of the measures that people were encouraged to take to prevent the spread of the virus?
4. Have vaccines been developed to combat the virus?
5. Is the virus still a major health concern in many countries?

Worksheet 2: Skimming for Tone

Instructions: Read the following passage and answer the questions that follow.

Passage:

John Smith was a controversial figure in the world of politics. Some people admired him for his bold leadership style and his willingness to take risks, while others criticized him for his lack of empathy and his tendency to ignore the opinions of others. Despite his flaws, Smith was able to achieve many of his goals and leave a lasting impact on the world.

Questions:

1. What is the tone of the passage?
2. How was John Smith viewed by some people?
3. What were some of the criticisms of John Smith?
4. Was John Smith successful in achieving his goals?
5. What was John Smith's impact on the world?

Worksheet 3: Scanning for Keywords

Instructions: Scan the following passage and answer the questions that follow.

Passage:

The human brain is a complex organ that is responsible for controlling all of our thoughts, emotions, and actions. It is divided into several regions, each of which is responsible for a different function. The frontal lobe, for example, is involved in decision making, while the occipital lobe is responsible for processing visual information. Understanding the different functions of the brain is essential for treating neurological disorders and injuries.

Questions:

1. What is the passage about?
2. What is the function of the frontal lobe?
3. What is the function of the occipital lobe?
4. Why is understanding the different functions of the brain important?

Worksheet 4: Scanning for Numbers

Instructions: Scan the following passage and answer the questions that follow.

Passage:

The population of the United States has been steadily increasing over the past century. In 1920, the population was approximately 106 million, while in 2020, the population was over 331 million. The growth in population has led to many changes in society, including increased demand for resources and changes in demographics.

Questions:

1. What is the passage about?
2. What was the population of the United States in 1920?
3. What was the population of the United States in 2020?
4. Has the population of the United States been increasing or decreasing over the past century?

Worksheet 5: Scanning for Dates

Instructions: Scan the following passage and answer the questions that follow.

Passage:

The American Revolution was a significant event in the history of the United States. It began in 1775 and lasted until 1783, when the British recognized the independence of the United States. The revolution was sparked by a desire for

greater representation in government and a rejection of British taxation policies. The signing of the Declaration of Independence in 1776 marked a turning point in the conflict.

Questions:

1. What is the passage about?
2. When did the American Revolution begin?
3. When did the American Revolution end?
4. What was the cause of the American Revolution?
5. What event marked a turning point in the conflict?

Answers

Worksheet 1:

1. The main topic of the passage is the COVID-19 pandemic.
2. The virus that caused the pandemic is called COVID-19.
3. People were encouraged to practice social distancing and wear masks to prevent the spread of the virus.
4. Yes, vaccines have been developed to combat the virus.
5. Yes, the virus continues to be a major health concern in many countries.

Worksheet 2:

1. The tone of the passage is neutral.
2. John Smith was admired by some people for his bold leadership style and his willingness to take risks.
3. Some of the criticisms of John Smith were his lack of empathy and his tendency to ignore the opinions of others.
4. Yes, John Smith was successful in achieving many of his goals.
5. John Smith left a lasting impact on the world.

Worksheet 3:

1. The passage is about the different functions of the human brain and why understanding them is important.
2. The frontal lobe is involved in decision making.
3. The occipital lobe is responsible for processing visual information.
4. Understanding the different functions of the brain is essential for treating neurological disorders and injuries.

Worksheet 4:

1. The passage is about the population of the United States and how it has been steadily increasing over the past century.
2. The population of the United States was approximately 106 million in 1920.
3. The population of the United States was over 331 million in 2020.
4. The population of the United States has been increasing over the past century.
5. Worksheet 5:
6. The passage is about the American Revolution and its causes and events.
7. The American Revolution began in 1775.
8. The American Revolution ended in 1783, when the British recognized the independence of the United States.
9. The American Revolution was sparked by a desire for greater representation in government and a rejection of British taxation policies.

10. The signing of the Declaration of Independence in 1776 marked a turning point in the conflict.

2.2 Finding Keywords

Keywords are:

1. Important to the meaning of the text
2. 'key' to correct answer in Exam
3. Main words in the text that imply the meaning of the text, thus making it easier for you to compare the meanings of the two texts.
4. Complete sentences/ full phrases do not work well as keywords since they are too long to deduce the answer by matching them with the text in the passage

Let's use the following Short Answer Question as an example:

Question: What is the capital city of France?

In this question, the keywords are "capital city" and "France." These words are crucial for understanding the specific information being asked for.

When you scan the passage, you will be looking for the relevant information that directly answers the question. In this case, you need to find the capital city of France.

For instance, if you come across the following sentence in the passage:

"Paris is the capital and largest city of France."

In this sentence, the keyword "capital" directly matches the keyword in the question, indicating that the answer can be found here. The sentence confirms that the capital city of France is Paris.

By identifying and focusing on the keywords in the question, you can efficiently locate the relevant information in the passage and provide an accurate answer.

2.3 Understanding complex academic texts

Understanding complex academic passages is crucial for success in the Reading module of the IELTS Academic exam. Here are some approaches to help you effectively analyze these passages:

- a. **Skim the passage:** Begin by quickly skimming the passage to get an overall understanding of its topic, structure, and main ideas. Pay attention to headings, subheadings, and the first and last sentences of each paragraph. Skimming allows you to familiarize yourself with the content before diving into the details.
- b. **Identify the purpose and main idea:** After skimming, identify the purpose or objective of the passage and the main idea or argument presented by the author. This will help you establish a framework for understanding the subsequent details and supporting information.
- c. **Focus on topic sentences:** Topic sentences often appear at the beginning of paragraphs and provide a summary or introduction to the main point of that paragraph. By identifying and understanding these topic sentences, you can grasp the central ideas of each paragraph and their relationship to the passage as a whole.
- d. **Highlight keywords and phrases:** Pay attention to keywords, phrases, or terms that are essential for

understanding the passage. Underline or highlight them to easily refer back to them when answering questions or summarizing the passage.

- e. Take note of the organization and structure: Academic passages often follow a logical structure, such as cause and effect, problem and solution, or chronological order. Understanding the organization and structure of the passage can help you follow the flow of ideas and identify relationships between different parts of the text.
- f. Use context clues: If you encounter unfamiliar words or phrases, rely on context clues to deduce their meaning. Look for surrounding words, phrases, or examples that provide clues about the intended definition or use of the term.
- g. Be aware of different question types: Familiarize yourself with the various question types in the Reading module, such as multiple-choice, matching headings, or sentence completion. Understanding the question types will guide your reading and enable you to locate the relevant information more effectively.
- h. Scan for specific details: When answering specific detail questions, use scanning techniques to quickly locate the relevant information within the passage. Skim through the text and focus on keywords or phrases that directly correspond to the question.
- i. Practice time management: Develop effective time management skills by allocating a specific amount of time for each passage and set of

questions. Remember that some passages may be more challenging and time-consuming, so plan accordingly to ensure you have sufficient time for all sections.

- j. Practice with authentic academic texts: Read academic articles, journals, or books to expose yourself to the style and complexity of academic writing. This will help you become more comfortable and familiar with the language and ideas presented in the passages.

Example of complex academic passage

Title: The Rich Historical Legacy of Forts in India

Introduction: India, with its rich and diverse history, is home to numerous magnificent forts that have stood as testaments to the country's past. These architectural marvels have witnessed the rise and fall of empires, the clash of cultures, and the shaping of India's socio-political landscape. In this passage, we will explore the fascinating history of forts in India and their significance in shaping the country's heritage.

India's Forts: Guardians of History Forts in India hold deep historical and cultural significance. Built as strategic strongholds, these fortified structures served as defensive bastions, centers of governance, and symbols of power. They were erected by various ruling dynasties, including the Mughals, Rajputs, Marathas, and British, reflecting the diverse historical periods and architectural styles prevalent across the country.

Architectural Marvels: Indian forts showcase remarkable architectural craftsmanship. They feature intricate designs, massive ramparts, majestic gateways, and imposing walls that embody the grandeur and might of the kingdoms that built them. Many forts boast palaces, temples, gardens, and reservoirs within their complex, providing a glimpse into the royal lifestyles and cultural pursuits of the times.

Strategic Strongholds: Forts were strategically positioned to safeguard territories, control trade routes, and repel invasions. Perched atop hills, nestled in valleys, or situated along rivers, these forts offered commanding views and natural defenses. Their strategic locations allowed rulers to assert their authority and protect their kingdoms from external threats.

Historical Significance: Forts in India witnessed significant historical events and played pivotal roles in shaping the country's destiny. They were witness to battles, sieges, and conquests, leaving behind tales of valor and heroism. Forts like Red Fort in Delhi, Chittorgarh Fort in Rajasthan, and Golconda Fort in Hyderabad serve as living testaments to India's storied past.

Preserving Heritage: Today, many forts have been preserved as heritage sites, attracting visitors from around the world. These forts offer glimpses into India's glorious history, allowing visitors to explore the architecture, artifacts, and stories that have shaped the nation. They serve as windows to the past, connecting us to the struggles, achievements, and cultural richness of our ancestors.

Summary: Forts in India have played an integral role in the country's history, symbolizing power, defense, and cultural heritage. These architectural marvels stand as testimony to the kingdoms and dynasties that once ruled the land. Strategically positioned and meticulously designed, Indian forts reflect the diverse architectural styles prevalent in different historical periods. They have witnessed significant events, preserving tales of valor and providing insights

into India's past. Preserved as heritage sites, these forts allow us to connect with our roots, appreciate our heritage, and marvel at the architectural genius of our ancestors. Exploring these forts is like stepping back in time, immersing ourselves in the grandeur and legacy of India's historical past.

Uncommon vocabulary used in the passage:

Bastions: Refers to strongholds or fortifications that provide defense or protection.

Grandeur: Represents a sense of magnificence, splendor, or impressive beauty.

Pivotal: Describes something that is crucial, central, or essential to a particular situation or event.

Valor: Signifies courage, bravery, or acts of heroism in the face of danger.

Preserved: Indicates the act of protecting, maintaining, or safeguarding something, in this case, heritage sites or historical structures.

Storied: Describes something that has a rich history, often associated with notable events or stories.

Artifacts: Refers to objects or items of historical, cultural, or archaeological significance.

Glorious: Represents something that is characterized by great beauty, splendor, or magnificence.

Dynasties: Signifies a succession of rulers or leaders from the same family or lineage who hold power or authority over a certain period.

Immersing: Describes the act of deeply engaging or involving oneself in something

Reading such articles and content will help you get a greater grasp on the language usage and enhance reading skill

2.4 Successful time management for Reading

Time management is crucial for the IELTS Reading test. Here are some simple techniques to help you manage your time effectively:

1. **Skim the passage:** Start by quickly skimming through the passage to get a general understanding of the topic, main ideas, and organization. Look for headings, subheadings, and keywords that will help you locate information later.
2. **Read questions first:** Before diving into the passage, read the questions carefully. Understand what each question is asking for and underline or highlight important keywords or phrases.
3. **Scan for answers:** Once you have a clear idea of the questions, scan the passage to locate specific information related to each question. Look for keywords or synonyms that match those in the questions.
4. **Use headings and subheadings:** Headings and subheadings can guide you to the relevant sections of the passage. Use them to quickly locate information and save time.
5. **Predict answers:** Try to predict the answers to the questions based on your understanding of the passage before reading the options. This will help you focus on finding the correct answer instead of being distracted by the choices provided.

6. Manage your time wisely: The IELTS Reading test is timed, so allocate your time wisely. Each passage usually has multiple questions, so divide your time equally among the passages. Stick to the recommended time for each passage to ensure you complete the test on time.
7. Skip difficult questions: If you encounter a particularly challenging question, don't spend too much time on it. Move on to the next question and come back to it later if you have time. It's important to answer as many questions as possible within the given time limit.
8. Guess if necessary: If you're running out of time and still have unanswered questions, make an educated guess. You won't lose any marks for incorrect answers, so it's better to guess than leave a question blank.

2.5 Identify writer's tone in IELTS Academic Passage

In the IELTS reading passage, the tone refers to the writer's attitude or perspective towards the subject matter. It is important to recognize and understand the various tones used in the reading passages as they can provide insights into the author's intentions and help you answer questions more accurately. Here are some common writing tones you may encounter in IELTS reading passages:

Objective/Formal: This tone is characterized by a neutral and unbiased approach. The writer presents information without expressing personal opinions or emotions. The tone is professional and relies on facts, evidence, and logical arguments to support the content.

Informative: An informative tone is focused on providing facts, explanations, or descriptions. The writer aims to educate the reader and often uses a straightforward and clear style of writing. The tone is usually neutral and may include definitions, examples, or data to support the main ideas.

Persuasive: A persuasive tone is employed when the writer intends to convince the reader of a particular viewpoint or argument. It often includes emotional appeals, strong language, and persuasive techniques. The writer may present a biased perspective and use evidence

selectively to support their argument.

Critical: A critical tone is characterized by a negative or skeptical attitude towards the subject matter. The writer may question, challenge, or criticize certain ideas, concepts, or theories. This tone requires you to carefully analyze the writer's arguments and identify potential weaknesses or flaws in their reasoning.

Descriptive: A descriptive tone aims to create vivid imagery or provide detailed explanations about a person, place, event, or object. The writer may use sensory language, figurative expressions, and descriptive adjectives to engage the reader's senses and create a mental picture.

Analytical: An analytical tone involves a thorough examination and interpretation of information or data. The writer critically evaluates different aspects, identifies patterns or trends, and draws conclusions based on evidence. This tone requires you to understand the writer's reasoning and analytical approach.

Sample Text 1 - Tone: Formal; Purpose: Informative

Title: The History of Coffee

Coffee, a drink that is enjoyed by millions around the world, has a rich history dating back to the 15th century. According to historical records, coffee was first

discovered in Ethiopia by a shepherd who noticed that his goats became energetic after eating a certain type of berry. From there, the popularity of coffee spread throughout the Arabian Peninsula and eventually reached Europe in the 16th century.

Today, coffee is one of the most traded commodities in the world, with a multi-billion dollar industry that includes coffee shops, roasters, and manufacturers. The coffee-making process has also evolved over the years, with different brewing methods and types of beans that offer unique flavors and aromas.

This article provides an overview of the history of coffee and its significance in global culture. It explores the origins of coffee, its impact on the economy, and its influence on social customs and traditions. By understanding the history of coffee, we can gain a greater appreciation for this beloved beverage and the role it plays in our daily lives.

Sample Text 2 - Tone: Sarcastic; Purpose: Persuasive

Title: Why Exercise is Overrated

You know what's great? Sitting on the couch, binge-watching Netflix, and eating a whole bag of chips. Who needs exercise when you have all the comforts of home right in front of you? I mean, who wants to get all sweaty

and gross when you can be cozy and comfy on your couch?

Let's face it, exercise is overrated. All that talk about endorphins and a healthy heart is just propaganda from the fitness industry. Who cares about living longer and feeling better when you can just enjoy the moment and not worry about the future?

Sure, you might have to deal with a few extra pounds, but that's what stretchy pants are for. And if anyone tries to tell you that you should exercise for your health, just remind them that life is short and you should enjoy it while you can. So go ahead, skip the gym, and indulge in your guilty pleasures. You deserve it!

The tone of the text is sarcastic and dismissive towards the idea of exercise. The author uses exaggerated language and irony to express a negative attitude towards physical activity and promote a sedentary lifestyle.

Worksheet for identifying writer's tone in IELTS exam

Instructions: Read each passage and determine the tone of the writer. Choose the answer that best describes the tone.

Passage 1:

"Studies have shown that regular exercise can improve overall health and reduce the risk of chronic diseases. By making exercise a priority in your daily routine, you can improve your quality of life and increase your lifespan."

- A. Encouraging B. Cynical C. Sarcastic D. Dismissive

Passage 2:

"The government's decision to increase taxes on cigarettes and alcohol is a step in the right direction. By making these unhealthy habits more expensive, we can encourage people to make better choices and improve public health."

- A. Critical B. Optimistic C. Negative D. Pessimistic

Answers:

1: A

2: B

Lesson-3: Common question types in IELTS Academic Reading and how to tackle them

In the IELTS Academic Reading module, you can expect to encounter various types of questions that assess your reading comprehension and ability to extract information from the passages. Here are the common types of questions you may come across:

Multiple-Choice Questions:

You are provided with a question and a set of options. You need to select the correct option that best answers the question based on the information in the passage.

Matching Headings:

You are given a list of headings or summaries. You need to match each heading or summary to the corresponding paragraph or section in the passage.

Matching Information:

You are provided with a list of statements or pieces of information. You need to match each statement or piece of information to the relevant section, paragraph, or feature in the passage.

Summary Completion:

You are given a summary of the passage with several

gaps. You need to complete the summary by filling in the missing information using words from the passage.

Matching Sentence Endings:

You are given sentence endings or beginnings. You need to match each sentence ending or beginning to the appropriate sentence in the passage.

True/False/Not Given:

You are given a statement, and you need to determine if the statement is true, false, or if the information is not given in the passage.

Yes/No/Not Given:

Similar to True/False/Not Given, but the questions are formulated as yes/no questions.

Diagram/Flowchart/Table Completion:

You are presented with a diagram, flowchart, or table that is incomplete. You need to complete the missing information by reading and understanding the passage.

Short answer questions

In these questions, you have to answer the questions in the word limit mentioned.

3.1 Answering Multiple choice questions

Multiple-choice questions (MCQs) in the IELTS Reading exam require you to select the correct answer from a set of options provided. These questions assess your ability to comprehend the main ideas, supporting details, and specific information presented in the passage.

Here is a Step-by-step strategy to correctly answer these types of questions.

Step 1: Skim the questions and options

Step 2: Skim the relevant section of the passage: Skim through the passage to locate the relevant section that discusses the primary cause of climate change. Look for keywords or phrases related to the question.

Step 3: Read the relevant section carefully: Read the relevant section of the passage carefully, paying attention to details that address the question.

Step 4: Eliminate options based on information from the passage: Go through the options one by one and eliminate any options that are clearly contradicted by the information in the passage.

Step 5: Compare the remaining options

Step 6: Select the best answer: Based on your understanding of the passage and the information provided, select the option that best aligns with the information in the passage

Step 7: Verify your answer: Before finalizing your answer, quickly review the passage and make sure your chosen option is strongly supported by the information provided. This helps ensure you haven't missed any

important details or overlooked any contradictory information.

Step 8: Transfer your answer: Transfer your chosen answer to the answer sheet accurately. Double-check that you have selected the corresponding letter or option correctly.

Tips to succeed

- Read the multiple-choice questions carefully and underline the key words. These keywords are in most cases names, dates, and numbers, but there could be other types of keywords.
- Read the text quickly and underline the keywords. While reading for the first time, only focus on the topic sentence of each paragraph and skim the rest of it to save some time.
- When you find the answer in the text, ask them to read that particular sentence very carefully and choose the correct answer.
- Be mindful of the fact that only because a few of the words from the text are found in one choice, it does not mean that that choice is the correct one.
- If at the end of the exam, you have some extra time to check this section, the best way is to make sure all other choices are fully wrong!

Passage 1: Zoo conservation programs

One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality. Headlined "Without zoos you might as well tell these animals to get stuffed", it was bordered with illustrations of several endangered species and went on to extol the myth that without zoos like London Zoo these animals "will almost certainly disappear forever". With the zoo world's rather mediocre record on conservation, one might be forgiven for being slightly skeptical about such an advertisement. Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject. Eight years later, a series of world conferences took place, entitled "The Breeding of Endangered Species", and from this point onwards conservation became the zoo community's buzzword. This commitment has now been clearly defined in The World Zoo Conservation Strategy (WZGS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry. The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in coordinated conservation programs. This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments. Of course it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis. The second flaw in the reasoning of the WZCS document is

the naive faith it places in its 1,000 core zoos. One would assume that the caliber of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association. This might be a *good starting point, working on* the premise that members must meet certain standards, but again the facts don't support the theory. The greatly respected American Association of Zoological

Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has occasionally had members that have been roundly censured in the national press. These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country. This establishment, which for years was protected by the Isle's local council (which viewed it as a tourist amenity), was finally closed down following a damning report by a veterinary inspector appointed under the terms of the Zoo Licensing Act 1981. As it was always a collection of dubious repute, one is obliged to reflect upon the standards that the Zoo Federation sets when granting membership. The situation is even worse in developing countries where little money is available for redevelopment and it is hard to see a way of incorporating collections into the overall scheme of the WZCS.

Even assuming that the WZCS's 1,000 core zoos are all of a high standard complete with scientific staff and research facilities, trained and dedicated keepers, accommodation that permits normal or natural behavior, and a policy of co-operating fully with one another what might be the potential for conservation? Colin Tudge, author of *Last Animals at the Zoo* (Oxford University Press, 1992), argues that "if the world's zoos worked together in co-operative breeding programs, then even without further expansion they could save around 2,000 species of endangered land vertebrates'. This

seems an extremely optimistic proposition from a man who must be aware of the failings and weaknesses of the zoo industry the man who, when a member of the council of London Zoo, had to persuade the zoo to devote more of its activities to conservation. Moreover, where are the facts to support such optimism? Today approximately 16 species might be said to have been “saved” by captive breeding programs, although a number of these can hardly be looked upon as resounding successes. Beyond that, about a further 20 species are being seriously considered for zoo conservation programs. Given that the international conference at London Zoo was held 30 years ago, this is pretty slow progress, and a long way off Tudge’s target of 2,000.

Q. Choose the appropriate letters A-D

1. What were the objectives of the WZCS document?

- A. to improve the caliber of zoos world-wide
- B. to identify zoos suitable for conservation practice
- C. to provide funds for zoos in underdeveloped countries
- D. to list the endangered species of the world

2. Why does the writer refer to Robin Hill Adventure Park?

- A. to support the Isle of Wight local council
- B. to criticize the 1981 Zoo Licensing Act
- C. to illustrate a weakness in the WZCS document
- D. to exemplify the standards in AAZPA zoos

3. What word best describes the writer's response to Colin Tudges' prediction on captive breeding programs?

- A. disbelieving
- B. impartial
- C. prejudiced
- D. accepting

Source: Cambridge IELTS 1 Test 1

Video tutorial for better understanding:

<https://www.youtube.com/watch?v=PpeGoDppc48>

Answers:

1. B
2. C
3. A

3.2 Answering matching heading questions

In these types of questions, you are given a list of titles that you have to match with the paragraphs in the passage. It is considered the most confusing type of question by most of the students.

Here's a step-by-step tutorial on how to answer "Matching Headings" type of questions in the IELTS Reading section:

1. Read the instructions: Begin by carefully reading the instructions for the "Matching Headings" questions. Understand the task requirements, such as the number of headings you need to match and any specific guidelines provided.

2. Skim the passage: Quickly skim through the passage to get a sense of its topic, structure, and main ideas. Pay attention to headings, subheadings, topic sentences, and any bold or italicized text that stands out.

3. Read the question: Read the question stem and understand what it is asking. Identify the keywords or main ideas in the question that will help you find the corresponding section in the passage.

4. Identify relevant sections: Scan the passage for sections that correspond to the keywords or main ideas from the question. Look for paragraphs or portions of the text that

address the same or similar concepts.

5. Eliminate unrelated headings: Read through the list of headings provided for the matching task. Eliminate any headings that are clearly unrelated to the passage or don't match the content you identified in step 4.

5. Analyze remaining headings: With the remaining headings, carefully analyze their wording and compare them to the sections you identified in the passage. Look for keywords, synonyms, or related phrases that align with the content of each heading.

6. Consider the overall theme: Consider the overall theme or main idea of each section you identified in the passage. Think about the purpose or focus of the passage and how each section contributes to that theme.

7. Match the headings: Match each heading to the section of the passage that best represents its content. Ensure that the heading accurately summarizes or reflects the main idea of the corresponding section.

8. Double-check: Before finalizing your answer, quickly review your choices. Make sure each heading aligns with the section you selected and that it accurately represents the main idea of that section.

9. Transfer your answer: Write the corresponding letter or number for each heading on the answer sheet. Double-check that you transfer your answers to the correct

question numbers.

10.Repeat for remaining questions: Follow the same process for each "Matching Headings" question in the IELTS Reading section, adjusting your reading and analysis techniques as necessary.

Remember to practice regularly with different types of passages and sample questions to improve your skills. This will help you become more adept at quickly identifying the main ideas and matching them with the appropriate headings.

Tips to succeed

- a) There are always more choices than paragraphs.
- b) Words that appear in paragraphs and in the headings are not the same; synonyms are used!
- c) If a noun or a date appears in a paragraph and in a heading, it does not mean that they are the exact match! Having the same name initials does not make two people the perfect match!!!
- d) The elimination strategy is very tempting, but at the same time it can cause some confusion. As you go along this path, you no longer consider the choice which has been crossed out. For example, let's assume that the exam taker chooses 'I' for paragraph 1, and in fact, it is the right match for paragraph 3, when he/she comes to paragraph 3, 'I' will not be considered, and another match, which is certainly a wrong one, will be chosen. Consequently, one wrong answer will lead to the next wrong answer and it will have this negative domino effect. So, the best strategy would be to consider all options and write the paragraph number next to each heading and not to be worried of having more than one number next to one heading as they are going through them for the first time.

Passage 2: The Family

Read the following sections carefully and assign a title to each section for the list of headings:

Section a

The family has often been regarded as the cornerstone of society. In premodern and modern societies alike it has been seen as the most basic unit of social organization and one which carries out vital tasks, such as socializing children.

Section b

Until the 1960s few sociologists questioned the importance or the benefits of family life. Most sociologists assumed that family life was evolving as modernity progressed, and that the changes involved made the family better suited to meeting the needs of society and of family members. A particular type of family, the nuclear family [based around a two-generation household of parents and their children], was seen as well adapted to the demands of modern societies.

Section c

From the 1960s, an increasing number of critical thinkers began to question the assumption that the family was necessarily a beneficial institution. Feminists, Marxists and critical psychologists began to highlight what they saw as some of the negative effects and the 'dark side' of family life. In the following decades the family was not just under attack from academic writers.

Social changes also seemed to be undermining traditional families. Rising divorce rates, cohabitation before marriage,

increasing numbers of single-parent families and single-person households. and other trends all suggested that individuals were basing their lives less and less around conventional families.

Section d

Some have seen these changes as a symptom of greater individualism within modern societies. They have welcomed what appears to be of for individuals. People no longer have to base their lives around what may be Outmoded and. for many, unsuitable conventional family structures. Others, however, have complained about the changes and worried about their effétt dri SdCiety. Such Changes Seen as both a symptom and a cause of instability and insecurity in people's lives and in society as a whole.

This view has been held by traditionalists who want a return to the ideal of the nuclear family. For them, many of society's problems of family instability.

Section e

Alongside these developments in society and sociology. family life has become a topic Of political debate. Politicians have become somewhat more willing to comment on families Sometimes they have devised policies to try to deal with perceived problems surrounding the family. In short, the family has come to be seen as more problematic than it was in the past. The controversies that have come to surround families and households are the subject of this chapter.

Q. Match the list of headings with the sections.

- (i) New families: beneficial or harmful?
- (ii) The government reaction
- (iii) The typical western family
- (iv) Political families
- (v) The disappearance of the traditional model
- (vi) Families: then and now
- (vii) The first criticisms of family
- (viii) The 'happy family' model
- (ix) The function of families

Section a: _____

Section b: _____

Section c: _____

Section d: _____

Section e: _____

Answers:

Section A: (i) (Science' relates to 'studies', 'research'. 'analysis and data'. Note that this paragraph mentions modern technology (v). but that is not the main idea here.]

Section B: (ii) (The main idea of the paragraph is in the last sentence. 'Honest communication' relates to 'talking about problems and working through them'. This is 'important' as not being honest about problems and 'keeping the peace can have negative consequences: harmful effects on a relationship'. Note that this paragraph mentions avoiding arguments (vi), but this is described as harmful, not a benefit.)

Section C: (iii) (Certain thoughts can be 'powerful: because they have the ability to eventually end relationships: 'once the idea of divorce is in somebody's mind, they are more likely to act on it'. Note that this paragraph mentions marrying again (iv), 'remarriage' but does not talk about the likelihood of this happening.)

Section D: (viii) (Early' refers to 'at the beginning of their marriage', 'dissatisfaction' refers to 'disappointed' and 'consequences' refers to 'divorce'.)

Section E: (vii) (The previous paragraph suggested that early disappointment is a predictor for divorce, whereas this paragraph suggests that. in truth, the 'real: predictor is 'the result of a combination of small incidents that add up over time'. Conversely, a 'lasting' or 'happy marriage lies in 'the effort made on a daily basis by both partners'.)

3.3 Answering Matching Information questions

“Matching Information” type of questions in the IELTS Reading section require you to match specific information or details from the passage to a set of options or statements. These questions assess your ability to locate and understand detailed information within the given text.

Here is a Step-by-step tutorial to help you effectively answer Matching Information questions in the IELTS Academic Reading exam:

Step 1: Skim the passage: Before looking at the options, quickly skim through the passage to get a general understanding of its topic, structure, and main ideas. Pay attention to headings, subheadings, and the first and last sentences of each paragraph. This will help you get a sense of the main points covered in the passage.

Step 2: Read the question and options: Read the question and the list of statements or pieces of information provided. Familiarize yourself with the options before analyzing the passage more closely. The statements or pieces of information will be related to specific details mentioned in the passage.

Step 3: Understand the purpose of matching information: Matching Information questions require you to identify the specific details or pieces of information mentioned in

the passage. Your task is to match the information from the options to the corresponding section, paragraph, or feature in the passage.

Step 4: Read the first statement carefully: Start with the first statement in the list. Read it carefully and understand its content. Pay attention to keywords and phrases used in the statement.

Step 5: Search for the corresponding information in the passage: Scan or read the passage carefully to locate the section, paragraph, or feature that contains the relevant information related to the statement. Look for keywords or phrases that match or are similar to those in the statement.

Step 6: Match the information from the options to the passage: Compare the content of the statement with the information found in the passage. Identify the section, paragraph, or feature that provides the corresponding information. Note the keywords or phrases that link the statement to the passage.

Step 7: Repeat the process for subsequent statements: Move on to the next statement and repeat the process. Read the statement carefully, search for the corresponding information in the passage, and match the statement to the appropriate section, paragraph, or feature.

Step 8: Eliminate incorrect options: Eliminate any

options that do not accurately represent the information found in the passage. Cross out statements that are not supported or contradicted by the content in the passage.

Step 9: Analyze remaining options: As you progress through the statements, you will have a smaller pool of remaining options. Analyze these options closely and consider their alignment with the specific details or information mentioned in the passage. Pay attention to keywords, synonyms, and related phrases in both the options and the passage.

Step 10: Make your final choices: Continue matching statements to the corresponding sections, paragraphs, or features of the passage until you have assigned the correct information to each one. Ensure that the information in the options accurately represents the details found in the passage.

Step 11: Verify your answers: Once you have matched all the statements to the appropriate information in the passage, quickly review your choices to ensure they accurately reflect the details mentioned. Make any necessary adjustments or corrections if needed.

Passage 3: Will you love your neighbours?

A: When you are interested in buying a house, it's easy to check the location and specifications of the house, but how can you assess an area's community spirit - not just if the neighbours are friendly, but whether people will get involved in helping to deliver public services. setting up social enterprises and tackling local issues? Here are some tips for finding out what an area's community spirit is like.

B If an estate agent shows you around, ask for the vendor's phone number. 'Meeting the seller is an opportunity to find out what an area is like.' says Chris Gittins, manager of Streets Alive (streetsalive.org.uk), which works with residents, councils and voluntary groups to build communities by hosting events and activities in streets. It is also worth trying to meet the neighbours to find out more about an area. If you don't find anyone at home, or don't get a clear response, talk to people in the pub or the corner shop.

C Living Streets (livingstreets.org.uk), which promotes safe, active and enjoyable streets, says steer clear of heavy traffic. Its research shows that people living on busy streets shield themselves from noise, don't go outside and restrict their children's independence - all of which reduces interaction with neighbours. And although an open space may seem like an asset, it can also become a source of conflict, says Dominic Church, senior adviser at the Commission for Architecture and the Built Environment. 'If they are not kept clear and nobody is clearly responsible for the maintenance, they can become breeding grounds for graffiti, antisocial behaviour and kids

mucking about,' he says.

D Local police can tell you whether there is a Neighbourhood (or home) Watch scheme in your area (mynhw.co.uk). Living in an area with a scheme doesn't just reduce your insurance premiums and ensure that the police tackle local issues such as theft: research shows that even when neighbours have nothing in common they share a desire to create a safe area and create a community spirit. If there isn't a scheme, find out why.

E Councils have lists of local voluntary organizations that can help to reveal the interests and activities of local communities. Some councils also run award schemes, which may include prizes for active and inspirational groups. Search the web, use social media and post queries on forums to find out residents' views. This may give you more varied and up-to-date information than the council. Look at newschoolsnetwork.org to see if there are any plans to set up a new free school in the area. This is a sign of socially engaged parents and community motivation.

F Floods, high crime levels and other issues can give a neighborhood a bad image, but they can boost community spirit. In my case, the floods of 2007 brought people together to tackle climate change, which led to a low-carbon group that this year won two national competitions worth more than \$800,000. The Crime Mapper website (maps.police.uk) provides information on crime and antisocial behaviour by area and police force. You can search by five types of crime and get details of your local neighbourhood policing team, its contacts, and the next 'Have Your Say' meeting.

G If you are confident about the house, you could go ahead

with the purchase and hold a street party to boost community spirit. 'People who have just moved into a house are critical to setting up street parties.' Gittins says. 'After two or three years it becomes harder - they meet neighbours, get set in their routines. and feel less motivated.'

Q. The following passage has seven paragraphs, labelled A—G. Which paragraphs mention the following information ? You do not need to mention all the paragraphs.

1. the relationship between local environment and behavior
2. the benefits of asking
3. becoming an organiser
4. partnerships against crime
5. problems which are not really problems
6. aspects of neighborhood research

See the following picture for explanation and answers

Passage: Will you love your neighbors?

These words denote research

A: When you are interested in buying a house, it's easy to check the location and specifications of the house, but how can you assess an area's community spirit - not just if the neighbors are friendly, but whether people will get involved in helping to deliver public services, setting up social enterprises and tackling local issues? Here are some tips for finding out what an area's community spirit is like.

B If an estate agent shows you around, ask for the resident's phone number. Meeting the seller is an opportunity to find out what an area is like. Says Chris Gittins, manager of Streets Alive (streetsalive.org.uk), which works with residents, councils and voluntary groups to build communities by hosting events and activities in streets. It is also worth asking to meet the neighbor to find out more about an area. If you don't find anyone at home, or don't get a clear response, ask to pop in to the pub or the corner shop.

C Living Streets (livingstreets.org.uk), which promotes safe, active and enjoyable streets, says steer clear of heavy traffic. Its research shows that people living on busy streets shield themselves from noise, don't go outside and restrict their children's independence - all of which reduces interaction with neighbors. And although an open space may seem like an asset, it can also become a source of conflict, says Dominic Church, senior adviser at the Commission for Architecture and the Built Environment. 'If they are not kept clear and nobody is clearly responsible for the maintenance, they can become breeding grounds for graffiti, antisocial behavior and kids mucking about,' he says.

D Local police can tell you whether there is a Neighborhood (or home) Watch scheme in your area (myhub.co.uk). Living in an area with a scheme doesn't just reduce your insurance premiums and ensure that the police tackle local issues such as theft, even when the night is dark, but it also means nothing in common they share a desire to create a safe area and create a community spirit. If there isn't a scheme, find out why.

E Councils have lists of local voluntary organizations that can help to reveal the interests and activities of local communities. Some councils also run award schemes, which may include prizes for active and inspirational groups. Search the web, use social media and post queries on forums to find out residents' views. This may give you more varied and up-to-date information than the council. Look at newschoolnetwork.org to see if there are any plans to set up a new free school in the area. This is a sign of socially engaged parents and community motivation.

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G If you are confident about the house, you could go ahead with the purchase and hold a street party to boost community spirit. 'People who have just moved into a house are critical to setting up street parties,' Gittins says. 'After two or three years it becomes harder - they meet neighbors, get set in their routines, and feel less motivated.'

means you should ask people, it has benefits

The following passage has seven paragraphs, labelled A—G. Which paragraphs mention the following information? You do not need to mention all the paragraphs.

1. the relationship between local environment and behavior
2. the benefits of asking
3. becoming an organizer
4. partnerships against crime
5. problems which are not really problems
6. aspects of neighborhood research

only para that talks about crime/thefts

hold = organise
So, become an organizer

3.4 Answering Summary Completion questions

"Summary Completion" questions in the IELTS Reading section require you to complete a summary or a series of statements summarizing the main points or ideas from the passage. These questions assess your ability to understand the overall structure, main ideas, and supporting details of the given text.

Here is a step-by-step tutorial on how to answer summary completion questions in the IELTS Academic Reading section:

Step 1: Read the summary: Begin by carefully reading the summary provided. The summary is a condensed version of the passage, highlighting the main points and key ideas. Understand the context and overall meaning of the summary.

Step 2: Skim the passage: Skim through the passage quickly to get an overview of the content and structure. Pay attention to headings, subheadings, topic sentences, and any bold or italicized text. Skimming will help you familiarize yourself with the passage and locate relevant information more easily.

Step 3: Identify keywords: Identify keywords or key phrases in the summary that represent the missing information. Underline or highlight these keywords to keep them in mind while reading the passage.

Step 4: Read the relevant section: Focus on the section of the passage that contains the missing information indicated in the summary. Read that section carefully, ensuring you understand the context and details. Look for information that closely matches the keywords you identified in Step 3.

Step 5: Analyze the options: Examine the options provided as possible answers for the missing information. Pay attention to the language used, especially synonyms or paraphrases of the keywords. Eliminate any options that do not match the context or information you found in the passage.

Step 6: Use the process of elimination: If you are unsure about an option, use the process of elimination to eliminate obviously incorrect choices. Narrow down the options by considering their compatibility with the information in the passage and their coherence with the overall meaning.

Step 7: Consider the logical flow: Ensure that the chosen option fits logically into the passage and maintains the coherence of the text. The answer should make sense and contribute to the overall meaning of the passage.

Step 8: Double-check your answer: Before finalizing your answer, go back to the summary and read it again. Make sure the completed sentence or paragraph in the summary accurately represents the main idea or information provided in the passage. Confirm that your

chosen answer fits well within the context.

Step 9: Transfer your answer: Once you have chosen your answer, transfer it accurately to the answer sheet. Be careful with spelling, grammar, and word count, as these details are important for scoring.

Step 10: Move on and manage your time: If you find a question particularly challenging, don't spend too much time on it. Mark it for review and move on to the next question. Time management is crucial, so ensure you allocate enough time to answer all the questions within the given time limit.

Tips to succeed

- a) Read through the summary carefully to make sure it is clear.
- b) Identify if the summary is of the whole passage or just part of the passage.
- c) Read each sentence and identify the kind of word (part of speech) that would go in the gap.
- d) Figure out the related topic of the missing word. Is it a genre of music, a kind of movie, the name of a sport...?
- e) Use this information to write/choose the correct answer.
- f) The answer must be grammatically correct.
- g) The spelling should also be correct.

Passage 4: What destroyed the civilization of Easter Island?

Easter Island, or Rapa Nui as it is known locally, is home to several hundred ancient human statues - the *moai*. After this remote Pacific island was settled by the Polynesians, it remained isolated for centuries. All the energy and resources that went into the moai - some of which are ten metres tall and weigh over 7,000 kilos - came from the island itself. Yet when Dutch explorers landed in 1722, they met a Stone Age culture. The moai were carved with stone tools, then transported for many kilometres, without the use of animals or wheels, to massive stone platforms. The identity of the moai builders was in doubt until well into the twentieth century. Thor Heyerdahl, the Norwegian ethnographer and adventurer, thought the statues had been created by pre-Inca peoples from Peru. Bestselling Swiss author Erich von Däniken believed they were built by stranded extraterrestrials. Modern science - linguistic, archaeological and genetic evidence - has definitively proved the moai builders were Polynesians, but not how they moved their creations.

Local folklore maintains that the statues walked, while researchers have tended to assume the ancestors dragged the statues somehow, using ropes and logs.

When the Europeans arrived, Rapa Nui was grassland, with only a few scrawny trees. In the 1970s and 1980s, though, researchers found pollen preserved in lake sediments, which proved the island had been covered in lush palm forests for

thousands of years. Only after the Polynesians arrived did those forests disappear. US scientist Jared Diamond believes that the Rapanui people - descendants of Polynesian settlers - wrecked their own environment. They had unfortunately settled on an extremely fragile island - dry, cool, and too remote to be properly fertilised by windblown volcanic ash. When the islanders cleared the forests for firewood and farming, the forests didn't grow back. As trees became scarce and they could no longer construct wooden canoes for fishing, they ate birds. Soil erosion decreased their crop yields. Before Europeans arrived, the Rapanui had descended into civil war and cannibalism, he maintains. The collapse of their isolated civilisation, Diamond writes, is a 'worst-case scenario for what may lie ahead of us in our own future'.

The moai, he thinks, accelerated the self-destruction. Diamond interprets them as power displays by rival chieftains who, trapped on a remote little island, lacked other ways of asserting their dominance. They competed by building ever bigger figures. Diamond thinks they laid the moai on wooden sledges, hauled over log rails, but that required both a lot of wood and a lot of people. To feed the people,

even more land had to be cleared. When the wood was gone and civil war began, the islanders began toppling the moai. By the nineteenth century none were standing.

Archaeologists Terry Hunt of the University of Hawaii and Carl Lipo of California State University agree that Easter Island lost its lush forests and that it was an 'ecological catastrophe' - but they believe the islanders

themselves weren't to blame. And the moai certainly weren't. Archaeological excavations indicate that the Rapanui went to heroic *efforts* to protect the resources of their wind-lashed, infertile fields. They built thousands of circular stone windbreaks and gardened inside them, and used broken volcanic rocks to keep the soil moist. In short, Hunt and Lipo argue, the prehistoric Rapanui were pioneers of sustainable farming.

Hunt and Lipo contend that moai-building was an activity that helped keep the peace between islanders. They also believe that moving the moai required few people and no wood, because they were walked upright. On that issue, Hunt and Lipo say, archaeological evidence backs up Rapanui folklore. Recent experiments indicate that as few as 18 people could, with three strong ropes and a bit of practice, easily manoeuvre a 1,000 kg moai replica a few hundred metres. The figures' fat bellies tilted them forward, and a 0-shaped base allowed handlers to roll and rock them side to side.

Moreover, Hunt and Lipo are convinced that the settlers were not wholly responsible for the loss of the island's trees. Archaeological finds of nuts from the extinct Easter Island palm show tiny grooves, made by the teeth of Polynesian rats. The rats arrived along with the settlers, and in just a few years, Hunt and Lipo calculate, they would have overrun the island. They would have prevented the reseedling of the slow-growing palm trees and thereby doomed Rapa Nui's forest, even without the settlers' campaign of deforestation. No doubt the rats ate

birds' eggs too. Hunt and Lipo also see no evidence that Rapanui civilisation collapsed when the palm forest did. They think its population grew rapidly and then remained more or less stable until the arrival of the Europeans, who introduced deadly diseases to which islanders had no immunity. Then in the nineteenth century slave traders decimated the population, which shrivelled to 111 people by 1877.

Hunt and Lipo's vision, therefore, is one of an island populated by peaceful and ingenious moai builders and careful stewards of the land, rather than by reckless destroyers ruining their own environment and society. 'Rather than a case of abject failure, Rapu Nui is an unlikely story of success', they claim. Whichever is the case, there are surely some valuable lessons which the world at large can learn from the story of Rapa Nui.

Q. Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer. Write your answers in boxes 1-4 on your answer sheet.

Jared Diamond's View

Diamond believes that the Polynesian settlers on Rapa Nui destroyed its forests, cutting down its trees for fuel and clearing land for 1..... . Twentieth-century discoveries

of pollen prove that Rapu Nui had once been covered in palm forests, which had turned into grassland by the time

the Europeans arrived on the island. When the islanders were no longer able to build the **2** they needed to go fishing, they began using the island's **3** as a food source, according to Diamond. Diamond also claims that the moai were built to show the power of the island's chieftains, and that the methods of transporting the statues needed not only a great number of people, but also a great deal of **4**

Source: Cambridge IELTS 11 (Academic) Test 2

Answers:

1.Farming

2.Canoes

3.Birds

4.Wood

Video tutorial for above question:

https://youtu.be/Y1miCft_e_Q

3.5 Answering True/False/Not Given questions

"True False Not Given" (TFNG) questions in the IELTS Reading section require you to determine whether statements provided in the question are true, false, or if the information is not given in the passage. These questions assess your ability to identify specific information and understand the details presented in the passage.

Here is a step by step tutorial to answer these types of questions correctly.

Step 1: Read the question and instructions: Read the True/False/Not Given question carefully, along with any specific instructions or guidelines provided. Understand the format and what is expected of you in terms of identifying whether the information is true, false, or not given in the passage.

Step 2: Skim the passage: Quickly skim through the passage to get a general understanding of the topic, structure, and main ideas. Pay attention to headings, subheadings, and the first and last sentences of each paragraph. This will help you familiarize yourself with the content before focusing on specific details.

Step 3: Read the relevant section carefully: Locate the section of the passage that is related to the True/False/Not Given question. Read that section

carefully, paying close attention to the information presented and any relevant details or supporting evidence.

Step 4: Analyze the question and the statement: Break down the question and the statement provided. Understand what specific information is being addressed and what you need to evaluate in relation to the passage.

Step 5: Compare the statement with the passage: Compare the statement with the information presented in the passage. Look for direct or indirect references to the information contained in the statement. Evaluate whether the passage supports, contradicts, or does not provide enough information to confirm the statement.

Step 6: Determine if the statement is true, false, or not given: Based on the comparison between the statement and the passage, determine if the statement is:

- True: The passage provides clear and explicit support for the statement.
- False: The passage provides clear and explicit contradiction or evidence against the statement.
- Not Given: The passage does not provide enough information to confirm or contradict the statement.

Step 7: Be cautious with extreme language: Pay attention to extreme language in the statement or passage, such as "always," "never," or "completely." Evaluate if the statement can be supported or contradicted based on the

information provided, even if the language is not absolute.

Step 8: Verify your answer: Before finalizing your answer, quickly review the passage and your evaluation to ensure your chosen response aligns with the information presented. Double-check that you have accurately determined if the statement is true, false, or not given based on the passage.

Step 9: Transfer your answer: Transfer your chosen response (True, False, or Not Given) to the answer sheet accurately. Double-check that you have selected the corresponding letter or option correctly.

Step 10: Review your answer: After answering the True/False/Not Given question, quickly review your chosen response to ensure it aligns with your evaluation of the statement in relation to the information provided in the passage. Make any necessary adjustments or corrections if needed.

*Passage 5: THE FALKIRK WHEEL: A
unique engineering achievement*

The Falkirk Wheel in Scotland is the world's first and only rotating boat lift. Opened in 2002, it is central to the ambitious £84.5m Millennium Link project to restore navigability across Scotland by reconnecting the historic waterways of the Forth & Clyde and Union Canals.

The major challenge of the project lay in the fact that the Forth & Clyde Canal is situated 35 metres below the level of the Union Canal. Historically, the two canals had been joined near the town of Falkirk by a sequence of 11 locks - enclosed sections of canal in which the water level could be raised or lowered - that stepped down across a distance of 1.5 km. This had been dismantled in 1933, thereby breaking the link. When the project was launched in 1994, the British Waterways authority were keen to create a dramatic twenty-first-century landmark which would not only be a fitting commemoration of the Millennium, but also a lasting symbol of the economic regeneration of the region.

Numerous ideas were submitted for the project, including concepts ranging from rolling eggs to tilting tanks, from giant see-saws to overhead monorails. The eventual winner was a plan for the huge rotating steel boat lift which was to become The Falkirk Wheel. The unique shape of the structure is claimed to have been inspired by various sources, both manmade and natural, most notably a Celtic double-headed axe, but also the vast

turning propeller of a ship, the ribcage of a whale or the spine of a fish. The various parts of The Falkirk Wheel were all constructed and assembled, like one giant toy building set, at Butterley Engineering's Steelworks in Derbyshire, some 400 km from Falkirk. A team there carefully assembled the 1,200 tonnes of steel, painstakingly fitting the pieces together to an accuracy of just 10 mm to ensure a perfect final fit. In the summer of 2001, the structure was then dismantled and transported on 35 lorries to Falkirk, before all being bolted back together again on the ground, and finally lifted into position in five large sections by crane. The Wheel would need to withstand immense and constantly changing stresses as it rotated, so to make the structure more robust, the steel sections were bolted rather than welded together. Over 45,000 bolt holes were matched with their bolts, and each bolt was hand-tightened. The Wheel consists of two sets of opposing axe-shaped arms, attached about 25 metres apart to a fixed central spine.

Two diametrically opposed water-filled 'gondolas', each with a capacity of 360,000 litres, are fitted between the ends of the arms. These gondolas always weigh the same, whether or not they are carrying boats. This is because, according to Archimedes' principle of displacement, floating objects displace their own weight in water. So when a boat enters a gondola, the amount of water leaving the gondola weighs exactly the same as the boat. This keeps the Wheel balanced and so, despite its enormous mass, it rotates through 180° in five and a half minutes while using very little power. It takes just

1.5 kilowatt-hours (5.4 MJ) of energy to rotate the Wheel - roughly the same as boiling eight small domestic kettles of water.

Boats needing to be lifted up enter the canal basin at the level of the Forth & Clyde Canal and then enter the lower gondola of the Wheel. Two hydraulic steel gates are raised, so as to seal the gondola off from the water in the canal basin. The water between the gates is then pumped out. A hydraulic clamp, which prevents the arms of the Wheel moving while the gondola is docked, is removed, allowing the Wheel to turn. In the central machine room an array of ten hydraulic motors then begins to rotate the central axle. The axle connects to the outer arms of the Wheel, which begin to rotate at a speed of $\frac{1}{8}$ of a revolution per minute. As the wheel rotates, the gondolas are kept in the upright position by a simple gearing system. Two eight-metre-wide cogs orbit a fixed inner cog of the same width, connected by two smaller cogs travelling in the opposite direction to the outer cogs so ensuring that the gondolas always remain level. When the gondola reaches the top, the boat passes straight onto the aqueduct situated 24 metres above the canal basin. The remaining 11 metres of lift needed to reach the Union Canal is achieved by means of a pair of locks. The Wheel could not be constructed to elevate boats over the full 35-metre difference between the two canals, owing to the presence of the historically important Antonine Wall, which was built by the Romans in the second century AD. Boats travel under this wall via a tunnel, then through the locks, and finally on to the Union Canal.

Q. Do the following statements agree with the information given in Reading Passage 2?

In boxes 1-6 on your answer sheet, write

True

False

Not Given

- 1** The Falkirk Wheel has linked the Forth & Clyde Canal with the Union Canal for the first time in their history.
- 2** There was some opposition to the design of the Falkirk Wheel at first.
- 3** The Falkirk Wheel was initially put together at the location where its components were manufactured.
- 4** The Falkirk Wheel is the only boat lift in the world which has steel sections bolted together by hand.
- 5** The weight of the gondolas varies according to the size of boat being carried.
- 6** The construction of the Falkirk Wheel site took into account the presence of a nearby ancient monument.

Source: Cambridge IELTS 10 (Academic) Test 1

Answers:

1. False
2. Not Given
3. True
4. Not given
5. False
6. True

EXPLANATION:

THE FALKIRK WHEEL: A unique engineering achievement

The Falkirk Wheel in Scotland is the world's first and only rotating boat lift. Opened in 2002, it is central to the ambitious £84.5m Millennium Link project to restore navigability across Scotland by reconnecting the historic waterways of the Forth & Clyde and Union Canals.

The major challenge of the project lay in the fact that the Forth & Clyde Canal is situated 35 metres below the level of the Union Canal. Historically, the two canals had been joined near the town of Falkirk by a sequence of 11 locks - enclosed sections of canal in which the water level could be raised or lowered - that stepped down across a distance of 1.5 km. This had been dismantled in 1933, thereby breaking the link. When the project was launched in 1994, the British Waterways authority were keen to create a dramatic twenty-first century landmark which would not only be a fitting commemoration of the Millennium, but also a lasting symbol of the economic regeneration of the region.

Numerous ideas were submitted for the project, including concepts ranging from rolling eggs to tilting tanks, from giant see saws to overhead monorails. The eventual winner was a plan for the huge rotating steel boat lift which was to become The Falkirk Wheel. The unique shape of the structure is claimed to have been inspired by various sources, both manmade and natural, most notably a Celtic double-headed axe, but also the vast turning propeller of a ship, the ribcage of a whale or the spine of a fish.

1. The Falkirk Wheel has linked the Forth & Clyde Canal with the Union Canal for the first time in their history.
connected
→ whereas the text says that it has reconnected them (FALSE)
2. There was some opposition to the design of the Falkirk Wheel at first.
NOT GIVEN
This para introduces the wheel, but doesn't say anything about opposition.

The various parts of The Falkirk Wheel were all constructed and assembled, like one giant toy building set, at Butterfly Engineering's Steelworks in Derbyshire, some 400 km from Falkirk. A team there carefully assembled the 1,200 tonnes of steel, painstakingly fitting the pieces together to an accuracy of just 10 mm to ensure a perfect final fit. In the summer of 2001, the structure was then dismantled and transported on 35 lorries to Falkirk, before all being bolted back together again on the ground, and finally lifted into position in five large sections by crane. The Wheel would need to withstand immense and constantly changing stresses as it rotated, so to make the structure more robust, the steel sections were bolted rather than welded together. Over 45,000 bolt holes were matched with their bolts, and each bolt was hand-tightened.

The Wheel consists of two sets of opposing axe-shaped arms, attached about 25 metres apart to a fixed central spine. Two diametrically opposed water-filled 'gondolas', each with a capacity of 360,000 litres, are fitted between the ends of the arms. These gondolas always weigh the same, whether or not they are carrying boats. This is because, according to Archimedes' principle of displacement, floating objects displace their own weight in water. So when a boat enters a gondola, the amount of water leaving the gondola weighs exactly the same as the boat. This keeps the Wheel balanced and so, despite its enormous mass, it rotates through 180° in five and a half minutes while using

3. The Falkirk Wheel was initially put together at the location where its components were manufactured.

TRUE

Constructed assembled
in Derbyshire

talks about the assembly of the sections but
doesn't mention anything if it is the ONLY one.

4. The Falkirk Wheel is the only boat lift in the world which has steel sections bolted together by hand.

NOT GIVEN

The Wheel consists of two sets of opposing axe-shaped arms, attached about 25 metres apart to a fixed central spine. Two diametrically opposed water-filled 'gondolas', each with a capacity of 360,000 litres, are fitted between the ends of the arms. These gondolas always weigh the same, whether or not they are carrying boats. This is because, according to Archimedes' principle of displacement, floating objects displace their own weight in water. So when a boat enters a gondola, the amount of water leaving the gondola weighs exactly the same as the boat. This keeps the Wheel balanced and so, despite its enormous mass, it rotates through 180° in five and a half minutes while using very little power. It takes just 1.5 kilowatt-hours (5.4 MJ) of energy to rotate the Wheel - roughly the same as boiling eight small domestic kettles of water.

Boats needing to be lifted up enter the canal basin at the level of the Forth & Clyde Canal and then enter the lower gondola of the Wheel. Two hydraulic steel gates are raised, so as to seal the gondola off from the water in the canal basin. The water between the gates is then pumped out. A hydraulic clamp, which prevents the arms of the Wheel moving while the gondola is docked, is removed, allowing the Wheel to turn. In the central machine room an array of ten hydraulic motors then begins to rotate the central axle.

The axle connects to the outer arms of the Wheel, which begin to rotate at a speed of 1/8 of a revolution per minute. As the wheel rotates, the gondolas are kept in the upright position by a simple gearing system. Two eight-metre-wide cogs orbit a fixed inner cog of the same width, connected by two smaller cogs traveling in the opposite direction to the outer cogs so ensuring that the gondolas always remain level. When the gondola reaches the top, the boat passes straight onto the aqueduct situated 24 metres above the canal basin.

5. The weight of the gondolas varies according to the size of boat being carried.

FALSE

whereas the text says it remains the same.

6. The construction of the Falkirk Wheel site took into account the presence of a nearby ancient monument.

yes, they did, hence they could not elevate boats over 35 m difference

3.6 Answering Diagram or map questions

"Diagram or Map Completion" questions in the IELTS Reading section require you to complete a diagram or a map using information from the passage. These questions assess your ability to understand and interpret visual representations of information.

Here's a step-by-step tutorial to help you answer diagram or map type questions in the IELTS Academic Reading test:

1. Understand the question: Read the question carefully and make sure you understand what it is asking for. Pay attention to keywords and any specific instructions provided.
2. Analyze the diagram or map: Take a moment to study the diagram or map before reading the passage. Look for labels, symbols, and any significant features that stand out. Identify the main elements or areas depicted in the diagram or map.
3. Skim the passage: Skim through the passage quickly to get a general understanding of the topic and the information it provides about the diagram or map. Look for headings, subheadings, or paragraphs that correspond to the diagram or map.
4. Read the question again: After skimming the passage,

read the question again to refresh your memory and ensure you fully comprehend what is being asked.

5.Scan for specific information: Now, carefully scan the passage for information that directly relates to the question. Look for keywords, phrases, or details that match the elements or areas mentioned in the question. Pay attention to any descriptions, explanations, or comparisons that may help you answer the question accurately.

6.Use your understanding of the diagram or map: Combine the information you found in the passage with your knowledge of the diagram or map. Use the labels, symbols, and key features to guide you in finding the relevant information. Look for connections or relationships between the elements or areas depicted.

7.Read for details: If necessary, read the relevant sections of the passage in detail to find specific information required to answer the question. Take your time to understand the context and make sure you choose the most appropriate answer.

8.Eliminate incorrect options: If the question provides multiple answer choices, carefully evaluate each option. Cross out any options that are clearly incorrect based on the information you gathered from the passage and your understanding of the diagram or map. This will narrow down your choices and increase your chances of selecting the correct answer.

9. Make a choice: Select the answer choice that best matches the information provided in the passage and corresponds to the diagram or map. If you're unsure, make an educated guess, but ensure you have eliminated any obviously incorrect options.

10. Check your answer: Before moving on to the next question, quickly review your answer to ensure it makes logical sense and is supported by the information in the passage. Double-check that you've followed the instructions and provided the requested information.

Passage 6: A remarkable Beetle

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

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

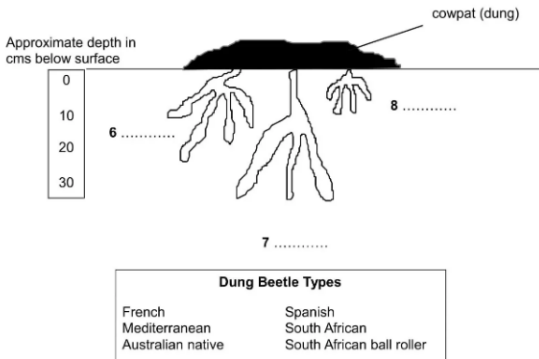
Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth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

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria,

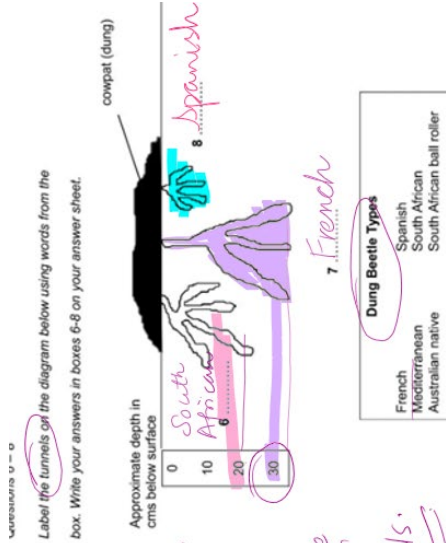
the large French species (2.5 cms long), is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring,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

Q. Questions 6-8

Label the tunnels on the diagram below using words from the box. Write your answers in boxes 6-8 on your answer sheet.



Answers and explanation on the next page:



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

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

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

main idea
↓
Talking about the type of tunnels.

3.7 Matching Sentence Endings

"Matching Sentence Endings" questions in the IELTS Reading section require you to match sentence endings with sentence beginnings or fragments. These questions assess your ability to understand the logical flow and coherence of information within a passage.

Here is a step-by-step tutorial on how to answer Matching Sentence Endings questions in the IELTS Academic Reading section:

Step 1: Read the instructions: Begin by carefully reading the instructions for the Matching Sentence Endings questions. Understand what you are required to do, such as matching sentence endings to a list of statements or completing a summary.

Step 2: Skim the passage: Skim through the passage quickly to get an overview of the content and structure. Pay attention to headings, subheadings, topic sentences, and any bold or italicized text. Skimming will help you familiarize yourself with the passage and identify key ideas.

Step 3: Understand the context: Read the first part of each sentence-ending question, which usually provides some context or information about what the sentence should be addressing. This will help you narrow down your search for suitable endings in the passage.

Step 4: Scan the passage: Scan the passage more

thoroughly to find sentences or phrases that could be potential sentence endings. Look for sentences that closely match the context or information mentioned in the question. Pay attention to keywords or key phrases that can guide you in identifying relevant sentences.

Step 5: Analyze the options: Examine the options provided as sentence endings. Carefully read each option and consider its meaning in relation to the context or information provided in the passage. Eliminate any options that do not match the context or are not supported by the information in the passage.

Step 6: Use the process of elimination: If you are unsure about an option, use the process of elimination to eliminate obviously incorrect choices. Narrow down the options by considering their compatibility with the information in the passage and their logical flow.

Step 7: Check for synonyms and paraphrases: Pay attention to synonyms or paraphrases of the keywords or key phrases in the question. Look for similar meanings or related ideas in the options and the passage. Sometimes, the exact words may not be used, but the underlying meaning will be present.

Step 8: Match the sentence endings: Match each sentence ending with the most suitable sentence or phrase from the passage. Ensure that the meaning of the sentence ending aligns with the information in the passage and completes the context provided in the question.

Step 9: Double-check your answers: Before finalizing your answers, go through each matching pair of sentence endings and passages. Confirm that they make logical sense together and accurately represent the main ideas or information provided in the passage.

Step 10: Transfer your answers: Once you have matched all the sentence endings, transfer your answers accurately to the answer sheet. Be careful with spelling, grammar, and word count, as these details are important for scoring

Passage 7

Complete each sentence with the correct endings A-F from the box below. Note that there may be more than one correct ending for each beginning, but that you cannot use all of the endings.

- 1 Geothermal Engineering . . .**
- 2 The geothermal industry . . .**

- A is focusing on Cornwall because of its tin and copper resources.**
- B builds power stations underground.**
- C plans to drill a number of wells.**
- D can rely on previous research.**
- E has always been a global business.**
- F has not proven what it can do yet.**

In the coming months, a 170 foot-high drilling rig will transform wasteland near Redruth into a new landmark. The drill belongs to a group that is planning to develop Britain's first commercial- scale geothermal plant on the site. Geothermal Engineering has chosen this part of Cornwall - once renowned for its tin and copper - because of its geology. It sits on a bed of granite whose temperature can reach 200°C. Water will be pumped deep underground and will return to the surface as steam, which will power turbines to generate electricity.

'Cornwall is a real hotspot. It is like someone has put a power station below ground and you are simply tapping into it," said Ryan Law, founder and managing director of Geothermal Engineering.

Law, a former consultant to the geothermal industry, plans to have three wells at the plant, which together he estimates will produce 10MW of electricity, enough to power 20,000 homes, and 55MW of thermal energy, capable of heating ten hospitals 24 hours a day. The challenge is that the rock is

4.5 kilometres below the earth's surface, meaning that months of precise drilling will be required before any energy is produced. The company has a head start. In 1976, the government-funded Hot Dry Rock Research Project began deep drilling to study the area's geology. Law plans to use the detailed maps the team produced over fifteen years to direct his efforts.

Geothermal energy is not new. The world's first conventional geothermal power station, in southern Tuscany, has been producing electricity for almost 100 years. In Iceland, a quarter of the country's electricity comes from geothermal power. Investment in geothermal projects in Australia is expected to reach \$2 billion (£1.3 billion) by 2014. The industry is also well established in America and Germany. In Britain, schemes are under way in Southampton and Newcastle.

Conventional geothermal power relies on naturally occurring steam pockets near the earth's surface so it tends to be confined to volcanically active regions or areas close to fault lines. Law claims the process his company uses removes this limitation, making the industry viable almost anywhere in the world.

However, despite billions of pounds in public and private investment and a raft of big projects, the industry has so far failed to demonstrate it can fulfil its promise. Critics argue it is costly, reliant on high-risk, time-consuming drilling and struggles to produce large amounts of energy capable of making a real contribution to the world's needs. Law refuses to let such doubts dampen his ambitions. 'What other renewable energy gives you 24-hour supply? The potential is enormous and we are planning another 25 plants.'

Glossary:

geothermal: relating to the internal heat of the earth

Answers with explanation:

1. C {Law ... plans to have three wells at the plant} or

D {The company has a head start. In 1976, the government-funded Hot Dry Rock Research Project began deep drilling to study the area's geology. Law plans to use the detailed maps the team produced over fifteen years to direct his efforts.}

2.F {the industry has so far failed to demonstrate it can fulfil its promise}

Incorrect answers:

A: 'once renowned' means that it is not famous for that any more.

B: 'It is like someone has put a power station below ground and you are simply tapping into it' means that it is not really like that.

E: It has not always been global, as conventionally, 'it tends to be confined to volcanically active regions or areas close to fault lines'. Also, 'Law claims the process his company uses removes this limitation, making the industry viable almost anywhere in the world.' He claims that it will be possible in the future.

Note: Pay attention to punctuation:

'Geothermal Engineering' is written with initial capital

letters. This is because it is the name of a company. However, 'geothermal industry' does not have capital letters and refers to the industry in general, not to a particular company.

'Law' is always spelled with capital letters. This is because it is a name. The name 'Law' should not be confused with the word 'law'. It is the name of the director of the company, so Law's views represent the company's views.

Pay attention to grammatical information:

'Law, a former consultant to the geothermal industry, plans to have three wells at the plant': the commas tell you that 'Law' is 'a former consultant to the geothermal industry'. It is not the industry that is planning the wells; it is Law, the founder of Geothermal Engineering.

3.8 Answering Short answer questions

Short-answer questions on IELTS Reading are very similar to sentence completion questions. Again, you should answer questions with words taken directly from the text. And you're given a word limit (for example: write no more than two words).

The only difference is that in sentence completion you obviously have to complete sentences. And in short-answer questions you may have either to complete sentences or answer questions.

Here's a step-by-step strategy to answer Short Answer Questions in the IELTS Reading section:

1. Read the instructions: Begin by reading the instructions for the Short Answer Questions. Understand the requirements, such as the word limit and any specific guidelines provided.
2. Skim the passage: Quickly skim through the passage to get an overview of the topic, structure, and main ideas. Pay attention to headings, subheadings, topic sentences, and any emphasized or important information.
3. Read the question: Carefully read the Short Answer Question. Understand what specific information you need to find in the passage. Identify the keywords or key phrases that will help you locate the relevant information.

4. Scan the passage: Scan the passage for the specific information mentioned in the question. Look for keywords, phrases, or related concepts that align with the content of the question. Pay attention to the surrounding sentences or paragraphs to understand the context of the information.
5. Analyze the question: Analyze the question and determine the type of information required for the answer. It could be a specific number, a date, a name, or any other relevant detail. Keep in mind the word limit specified in the instructions.
6. Identify the answer: Locate the specific information in the passage that directly answers the question. Look for keywords or phrases that match the question and extract the necessary information.
7. Verify the answer: Once you have identified the potential answer, re-read the relevant section of the passage to ensure the accuracy and completeness of the information. Make sure it fully addresses the question and matches the context.
8. Compose the answer: Write your answer concisely and accurately. Use the appropriate format and follow any specific guidelines mentioned in the instructions, such as writing in capital letters or using abbreviations if permitted.
9. Double-check: Before finalizing your answer, review the question and your chosen answer. Make sure your response is within the word limit,

and that it accurately and fully addresses the question.

10. Transfer your answer: Write or type your answer on the answer sheet, ensuring that it is clearly and legibly written. Include the question number or label if required.
11. Repeat for remaining questions: Follow the same process for each Short Answer Question in the IELTS Reading section, adjusting your reading and analysis techniques as necessary.

Practicing with a variety of passages and sample questions will help you develop the skills needed to quickly locate and accurately answer Short Answer Questions in the IELTS Reading section. This will enhance your overall performance and accuracy.

Tips to succeed

- a) Always read the instructions carefully and thoroughly. It is of high importance not to exceed the maximum number of words.
- b) In “Short answer questions” you are expected not to change the words or use your own words, but as much as possible use the words in the text.
- c) Read all of the questions quickly and underline the keywords. This helps to have an idea of the information you are supposed to find in the text (Predicting).
- d) Now that you have underlined the keywords in the questions, move on to the text and use the key words from the question to skim the text through and find the information.
- e) At this stage, focus on the sentence which contains the answer.
- f) Be mindful that the answer must be grammatically correct.
- g) Synonyms are often used in the text and the questions as it may cause some confusion, especially when you cannot see the exact same word in the text and in the question.

ABOUT THE AUTHOR

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