

# Reading

---

## The Test

The Reading Module takes 60 minutes. There are 40 questions based on three reading texts or sets of reading texts that have a total of about 2,400 words.

There are three sections in the General Training Reading Test.

- Section 1 has texts concerned with survival in everyday life—these are short texts, perhaps two or three texts, that contain mainly short, factual sentences.
- Section 2 has a text, or two texts, concerned with survival in a training situation—these have longer sentences with more complex language than in Section 1.
- Section 3 is a longer text that is usually an article on a general subject and has a more complex structure and more complex language.

## Assessment

IELTS General Training Reading tests real-life reading skills, a complete list of these skills is below. In short, you will need to locate, identify and extract different types of information from a large amount of text in a short time and to do this you will need to skim and scan the texts and then read for detail.

These skills and strategies reflect real-life reading so in order to test the skills needed to cope in an environment where English is the language of communication, there is a large amount of text in the Reading Tests that you simply don't have enough time to read thoroughly before answering the questions. You will have to demonstrate that you have the relevant reading skills and strategies to survive in a general English environment.

### The reading skills tested

- 1. identify the topic, target audience and the writer's purpose**
- 2. identify and follow the arguments**
- 3. distinguish the main ideas from supporting information**
- 4. recognise the key information**
- 5. locate and extract specific information**
- 6. identify the relationship between pieces of information**
- 7. distinguish facts from opinions**
- 8. make inferences**

---

# General Training Module

## The reading strategies you'll need to use

- **skimming**—This means reading very quickly to get the gist of the text: Looking at the headings, subheadings, the beginning of each paragraph, any pictures and illustrations, noticing the layout of the text and noticing the words that are repeated throughout the text.
- **scanning**—This means looking only for specific things in a text: Perhaps types of words, words with capital letters, numbers or specific words or phrases.
- **reading for detail**—This means reading every word and thinking carefully about the meaning all the time: In real life we very rarely read for detail throughout a whole text, so in the test a candidate will need to read small parts of a text, perhaps just one sentence, for detail after skimming or scanning.

## This Section

All of these skills and strategies are explained, developed and practised in the two units in this section. Unit 1 is concerned with understanding how the content forms the framework of a text and Unit 2 is concerned with understanding the function and relationship of the content within a text.

---

## **Unit 1** Understanding the organisation of a text

In Unit 1 we are going to look at four of the skills that IELTS General Training Reading tests in the context of the test. These four skills are concerned with understanding how the content forms the framework of the text.

### **Skill 1** *Identifying the topic, target audience and the writer's purpose*

This is the first thing you should do when you start to read any text. In IELTS General Training Reading the texts are designed to reflect the kind of texts you will need to read in your everyday life in an English-speaking environment. Being able to identify the topic, the target audience and the writer's purpose means being able to predict the content, vocabulary and level of detail in the texts. Once you are equipped with all this, you can more quickly find the other elements that make up the organisation of a text.

#### **To identify the topic, target audience and writer's purpose, you'll be:**

*skimming* the text for clues—look at the headings, the subheadings, the author's or organisation's name and any information about the author, diagrams, captions, the length and layout of the text, prominent words in the text and notice any words or names that are repeated in the text.

*scanning* once you start understanding the ideas in a text, or 'getting the picture'—look for the presence of numbers, names or other words with capital letters, quotations and any words or phrases you think you might be expecting in the text.

### **Text 1**

General Training Reading Text 1 is in two parts: (a) five advertisements for hotels and (b) a list of emergency numbers. These two texts are the type of texts in IELTS General Training Reading Section 1, which might contain a third similar text.

Look at Text 1 and gather as much information as you can about the topic, target audience and the writer's purpose of each text.

(a)

A

**The Ship Hotel**  
**Douglas Bay's 15<sup>th</sup> Century Hotel**

All rooms en-suite  
All rooms with sea view  
Restaurant  
Bar  
Buffet every Sunday  
Traditional home-cooked food  
Real local ales

Harbour Street, Douglas  
01779 413562

B

**BAY VIEW HOUSE**  
**Bed and Breakfast**

- Located on the sea front
- 10 rooms all en-suite
- All rooms with TV
- Comfortable modern house

The Esplanade, Dawes Bay  
01893 367267

C

**GARRETT FOREST HOTEL**  
**COUNTRYSIDE RESORT**

86 Bedrooms  
Self-catering available  
3 Bars  
4 Restaurants  
Indoor swimming pool  
Tennis courts  
Games room

Situated in a beautiful forest  
15 Minutes drive to the coast

Garrett Forest, Nr Felton  
Phone: 01788 412412

D

**The Dawes Valley Inn**

*Elegant and comfortable rooms in a historic inn overlooking the Dawes Valley*

- Traditional hospitality
- Renovated en-suite rooms
- Breakfast and lunch available
- Beautiful views

Tel : 01891 502688

E

**The Clifton Hotel**  
**Hotel and Conference Centre**

- 75 Rooms with bathroom and air conditioning
- 4 Function Rooms
- Fine dining restaurant open to the public
- Fitness Centre
- 18-Hole Golf Course

Tel : 01744 337799

(b)

<b>Emergency Numbers</b>	
<p>If you need to contact the <b>POLICE, FIRE BRIGADE OR AMBULANCE SERVICE</b> in an emergency, dial: <b>999 or 112</b></p>	<p><b>HOUSEHOLD EMERGENCIES</b> If you have a problem with your electricity, gas or water supply which needs immediate attention, call one of these 24-hour helplines.</p>
<p><b>LOCAL POLICE STATIONS</b> Dial 999 or 112 only in an emergency where there is danger to life or a crime in progress. Local police stations can provide helpful advice about crime prevention and household security. <b>Burlington (01678) 690690</b> <b>Camworth (01436) 737989</b> <b>Farnham (01404) 378378</b> <b>Taversham (01488) 210210</b></p>	<p><b>ELECTRICITY</b> If your power supply is interrupted, call: <b>0800 783886</b></p> <p><b>GAS</b> If you smell gas anywhere, either in the house or in the street, call: <b>0800 111999</b></p>
<p><b>LOCAL FIRE BRIGADES</b> Dial 999 or 112 only in an emergency. Local fire officers can provide helpful advice about fire safety. For details of your local fire officer, call: <b>0800 418418</b></p>	<p><b>WATER</b> If you have a problem with your water supply, call: <b>0800 711811</b> If you think you have a leak, call: <b>0800 820999</b></p>

Topic

(a) \_\_\_\_\_

(b) \_\_\_\_\_

Target audience

(a) \_\_\_\_\_

(b) \_\_\_\_\_

Purpose

(a) \_\_\_\_\_

(b) \_\_\_\_\_

**Answers** ◀◀◀ **Cover this part up if you want to try on your own first.**

Topic

- (a) Five hotels in a particular area.
- (b) Emergency telephone numbers.

Target Audience

- (a) Readers of a local newspaper or local telephone directory who are potential customers. The advertisements are almost certainly from a local publication because there is very little information about the locations.
- (b) Readers of a local telephone directory or other local information leaflet.

Purpose

- (a) To advertise the hotels and their facilities and services to potential customers.
- (b) To inform local residents or visitors about the numbers to call in different emergencies.

### **Reflect**

Notice how quickly you were able to gain a lot of information about the text. In some sections of IELTS General Reading you will be given some of this information in the question so it will be even quicker. Anyway, with practice you will do this as soon as you see a text and you'll do it so quickly, you'll hardly notice you are doing it!

### **Skill 2** *Identifying and following the arguments*

All texts of any length have some sort of overall point the author is making to the reader, a message, which can also be called the argument or the thesis if the text is a narrative or descriptive text. This is therefore also true of the texts in IELTS General Training Reading so you will need to be able to identify the author's message, or the argument, and identify the main ideas in that argument.

Please note for later reference—longer texts in English, such as the essay in General Training Reading Section 3, have an introduction (usually one paragraph), a body (several paragraphs) and a conclusion (usually one paragraph in a short text). The message is usually, but not always, in either the first paragraph (forming part of the introduction) or last paragraph (forming part of the conclusion). The body consists of paragraphs that, in a short text, each contain one main idea and the supporting information for that main idea. In longer texts there may be more than one paragraph for a main idea. The main idea is stated in a 'topic sentence' that is usually, but not always, the first sentence in the paragraph.

---

**To identify and follow the arguments, you'll be:**

*skimming* for further clues—you have already skimmed for the topic, target audience and writer's purpose and you now need to skim through the text, reading the first paragraph quickly, looking at the first sentences of each section or paragraph (depending on the length of the text) because that is usually where you'll find the main ideas of the argument or message.

*scanning* for content words that are connected with the argument and grammatical connectors that may be connecting information. The main ideas are not always at the beginning of the paragraphs.

*reading for detail* to check the sentences are, indeed, part of the argument and also to try and guess the meaning of any unknown words in the main ideas.

## **Text 2**

General Training Reading Text 2 is in two parts: notices from (a) Brampton Technical College and (b) Hamberton University. These two parts are the type of texts in Section 2 of IELTS General Training and would form the whole of Section 2.

Look at Text 2 (a) and (b) and quickly identify the topic, target audience and purpose of each.

The answers are immediately after the text so cover the answers if you want to try on your own first.

(a)

## **Brampton Technical College** **Free Healthcare Available to students**

### **In College—**

If you are feeling unwell or would like some advice on a medical matter while you are in College, the Nurses Room (Room 310 in Manston Block, 3<sup>rd</sup> Floor) is open from 8.00am to 7.00pm Mondays to Fridays.

**If you are a visitor to the area or are not yet registered with a local doctor, there are many places you can get free medical care and advice locally outside the College:**

### **Pharmacist—**

Pharmacists (also called Chemists) can offer advice on medicines and how to take them. They can also offer advice on common complaints, such as coughs, colds, aches and pains, and other health issues, such as healthy eating and giving up smoking.

### **NHS Direct—**

NHS Direct is a 24-hour advice and health information phone service, you can speak to nurses and professional advisors, who can provide confidential information on what to do if you feel ill, particular health conditions, local health services, and self-help or support organizations.

You can call NHS Direct on **0845 4647** or visit [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk).

### **NHS Walk-in Centre—**

NHS Walk-in Centres provide fast and convenient treatment and advice for minor illnesses and injuries such as cuts, bruises, sprains and skin complaints. NHS Walk-in Centres are open early morning until late evening, seven days a week and you don't need an appointment.

Call NHS Direct on **0845 4647** to see if there is a Walk-in Centre near you.

### **A&E or 999—**

If you, or somebody else, is seriously ill and needs emergency care, you should go, or take them, to accident & emergency (A&E) or phone **999** for an emergency ambulance.



(b)

## **Hamberton University Student Services**

### **Accommodation**

The university has Halls of Residence, several accommodation blocks situated within the campus, which students may apply to rent. Applications should be made to the Halls of Residence Office. Although any student may apply to rent accommodation in the Halls of Residence, these blocks are designed to accommodate approximately the number of first year students at the university.

Students seeking accommodation outside the university may apply to the University Accommodation Office, which can advise students on apartments and houses in the private sector. General advice can also be given at this office on accommodation issues and problems.

### **Financial Support**

Requests for information regarding financial support such as scholarships, grants and loans for students should be made to the Student Administration Office (UK students) or the Overseas Student Office (overseas students). These two offices keep application forms and can help with applications.

For an overview of funding for students in the UK look at the Department for Education and Skills web site: [www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport).

### **Hamberton University Students' Union**

All students who are registered at the University (including students on Distance Learning courses) are able to join the Hamberton University Students' Union (HUSU) free of charge. HUSU offers student services such as personal financial planning and study groups. HUSU is also an important centre for student societies, sports clubs, live music, the student newspaper, shops and bars. For information or to join contact HUSU at the Students' Union Building.

## General Training Module

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

- (a) Topic — Free healthcare services and facilities available locally.  
 Target — Students at the technical college who are new to the area, either visitors or newcomers not yet registered with a doctor.  
 Purpose — To tell people what to do and where to go for different kinds of healthcare.
- (b) Topic — Information on accommodation, financial support and the students' union.  
 Target — All students at the university.  
 Purpose — To tell students where to go for information on these topics.

Now look at Text 2 again and identify the writer's message in each notice. Imagine the notice is being handed to your class. What might the teacher say?

Writer's message

- (a) .....
- (b) .....

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

- (a) There is a lot of free health and medical care available for you but it is important to know where to go for what kind of care.  
 (b) The university offers many facilities and services and this is how to access them.

Now imagine you are giving a summary of the information on the notices to a friend on the phone. To do this you need to identify the main ideas that lead to the writer's message. Highlight the main ideas in each notice.

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

The main ideas in the notices are highlighted in grey.

(a)

## **Brampton Technical College** **Free Healthcare Available to students**

### **In College—**

If you are feeling unwell or would like some advice on a medical matter while you are in College, the Nurses Room (Room 310 in Manston Block, 3<sup>rd</sup> Floor) is open from 8.00am to 7.00pm Mondays to Fridays.

If you are a visitor to the area or are not yet registered with a local doctor, there are many places you can get free medical care and advice locally outside the College:

### **Pharmacist—**

Pharmacists (also called Chemists) can offer advice on medicines and how to take them. They can also offer advice on common complaints, such as coughs, colds, aches and pains, and other health issues, such as healthy eating and giving up smoking.

### **NHS Direct—**

NHS Direct is a 24-hour advice and health information phone service, you can speak to nurses and professional advisors, who can provide confidential information on what to do if you feel ill, particular health conditions, local health services, and self-help or support organisations.

You can call NHS Direct on 0845 4647 or visit [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk).

### **NHS Walk-in Centre—**

NHS Walk-in Centres provide fast and convenient treatment and advice for minor illnesses and injuries such as cuts, bruises, sprains and skin complaints. NHS Walk-in Centres are open early morning until late evening, seven days a week and you don't need an appointment.

Call NHS Direct on 0845 4647 to see if there is a Walk-in Centre near you.

### **A&E or 999—**

If you, or somebody else, is seriously ill and needs emergency care, you should go, or take them, to accident & emergency (A&E) or phone 999 for an emergency ambulance.

(b)

## Hamberton University Student Services

### Accommodation

The university has Halls of Residence, several accommodation blocks situated within the campus, which students may apply to rent. Applications should be made to the Halls of Residence Office. Although any student may apply to rent accommodation in the Halls of Residence, these blocks are designed to accommodate approximately the number of first year students at the university.

Students seeking accommodation outside the university may apply to the University Accommodation Office, which can advise students on apartments and houses in the private sector. General advice can also be given at this office on accommodation issues and problems.

### Financial Support

Requests for information regarding financial support such as scholarships, grants and loans for students should be made to the Student Administration Office (UK students) or the Overseas Student Office (overseas students). These two offices keep application forms and can help with applications.

For an overview of funding for students in the UK look at the Department for Education and Skills web site: [www.dfes.gov.uk/studentssupport](http://www.dfes.gov.uk/studentssupport).

### Hamberton University Students' Union

All students who are registered at the University (including students on Distance Learning courses) are able to join the Hamberton University Students' Union (HUSU) free of charge. HUSU offers student services such as personal financial planning and study groups. HUSU is also an important social centre for student societies, sports clubs, live music, the student newspaper, shops and bars. For information or to join contact HUSU at the Students' Union Building.

---

### **Reflect**

Notice how the writer's message and the main ideas form a short summary of the text. If somebody asked you "What's it about?", you could answer with the topic. If somebody asked you "What does it say?", a good answer would be the writer's message. If you wanted to give more information, a summary, you would tell the person approximately the information highlighted in grey in the notices above. In other words, you'd give them the main information. Summarising is a very useful and important skill and usually involves presenting information in your own words—this is called paraphrasing. You will be expected to be able to paraphrase in IELTS General Training Reading, perhaps a phrase or a sentence, and questions may use paraphrased parts of a text, perhaps a paraphrased summary.

### **Skill 3** *Distinguishing the main ideas from supporting information*

In order to be clear, a writer includes not only the main ideas or, in a purely factual text, the main information but also supporting information that explains the main ideas or information. The function of the supporting information is to help the reader understand the main information by giving detail or examples. Mixing up the main information and the supporting information will mean that you are unclear what the main information is and it will also suggest you do not understand the text. It is therefore very important to be able to develop this skill.

**To distinguish the main ideas from supporting information, you'll be:**

*skimming* around the main ideas to see if the sentences are connected to the main idea.

*scanning* for connectors and vocabulary to establish whether the sentences are part of the main idea or are supporting information.

*reading for detail* to check that information is either the main idea or supports it rather than contradicts it.

Look again at Text 2 (a) and (b), the supporting information has been underlined. Look carefully at the difference between the main and supporting information. Read all the bits of main information together then read all the bits of supporting information together.

What is the difference?

-----  
-----

---

## General Training Module

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

Put together, the pieces of main information give a good summary of the whole text, a good picture of the most important information in the notices (in the cases of the above texts). However, if you just read the supporting information, you end up with a lot of information but not the kind of information that gives a good picture of the whole notice.

For example, the main information in the Hamberton University notice on Financial Support is that UK students should go to the Student Administration Office and overseas students should go to the Overseas Student Office. It doesn't so much matter what kind of financial support you want or that the offices keep application forms, what you need to know first is which office to go to. Everything else is detail, it is supporting information.

### **Reflect**

Notice how the supporting information is connected to the main information. For example, in the Hamberton University notice the supporting information about applications for financial support starts 'These two offices...'—the words *these two* connect the sentence to the previous sentence. So when you are scanning for words that indicate a connection to the main information, you are looking for words like *such as, also, this, that, these, those, for example, which*.

### **Skill 4** *Recognising the key information*

In addition to the main ideas, there will also be key information that gives the text more shape and makes it more interesting. A longer summary of a text will generally be created from the writer's message, the main ideas and at least some of the key information. Summarising is a very important academic skill so you may be asked to complete a summary in the IELTS Academic Reading.

#### **To recognise the key information, you'll be:**

*scanning* for words and terms that are repeated or you predict may be important, such as names, dates, nouns or terms connected with the topic.

*reading for detail* to find other key information in the text, having identified what the main ideas are and what information supports them.

By now you will have read most of, if not all, Text 2. Both these notices are concise and factual so there is very little in them beyond the main and supporting information but take a look and see what is left, after identifying the main ideas and supporting information, and find any other key information that makes an important contribution

---

to the text.

In the Brampton Technical College notice some key information is that you can get medical advice as well as treatment in the Nurses Room; Pharmacists are also called Chemists in the UK. These pieces of information are key information and not main information because they are not about and the writer's message, where to get medical care for particular problems.

Now look at the Hamberton University notice and find some key information.

**Answers** ◀••• Cover this part up if you want to try on your own first.

In the Hamberton University notice some key information is that there is only approximately enough accommodation in the Halls of Residence for first year students but in fact any students can apply. Again, this information is not part of the writer's message, where to get different student services.

### **Reflect**

Some texts in IELTS General Training Reading are short texts full of facts so may not have much or any key information but you can only be sure if you understand which is main and which is other information. You must therefore be sure to identify the writer's message as soon as you look at the text. Once you have identified the topic, target audience, writer's message and the main ideas, you will be able to locate other information and answer the questions in General Training Reading very quickly.

### **Focus on IELTS**

In Unit 1 four important reading skills have been covered. The texts used are from Section 1 and 2 General Training Reading and so in this section the first four reading skills are going to be practised using:

- A Section 3 text
- IELTS tasks

We have also spent time looking through and analysing the texts in order to understand the reading skills and the organisation of the texts. In the IELTS test you will have an average of 20 minutes to understand the organisation of all the texts in each section and answer all the questions in that section.

In the test you will be tested on more than the four skills studied so far in Unit 1, but here is a Section 3 text with some IELTS tasks on these four reading skills.

### Text 3

1. Try to answer the questions on the following text in 20 minutes.
2. Then check your answers and spend some time looking carefully at the organisation of the text and the answers to the questions.
3. Be very careful to use correct spelling in answers 7 to 13.

## Skiers—maybe it's time to try snowboarding!

A relative newcomer to winter sports, snowboarding has now become as accepted as skiing in many resorts so, all you devoted skiers out there, perhaps it's time to give it a try! Just about everyone has at least caught a glimpse of somebody snowboarding but many skiers may not have had the inclination to find out much about it until, that is, they try it for themselves. That's what happened to me, a skier loyal to my sport who still loves skiing but who now knows the joys of both snow sports. You'll just never know that snowboarding really is as exciting as skiing until you try it—and I certainly recommend you do!

Snowboarding evolved from skateboarding and surfing in the 1960s when people started exploring the idea of surfing on the snow. After that, the sport quickly developed into a popular sport with distinct styles, competitions and a range of equipment. Although a lot of people compare snowboarding to skiing, the techniques are closer to skateboarding and surfing than to skiing. Riders strap their feet to an epoxy-fibreglass board, which looks rather like a large skateboard, and ride down a ski slope or specially constructed pipe. In skiing, you shift your weight from one ski to the other, while in snowboarding you shift your weight from heels to toes, so from one edge of the board to the other, and also from one end of the board to the other. To stop, you push down on your heels or toes to dig one edge of the board into the snow.

Snowboarding style is very important in the world of snowboarding and there are three snowboarding riding styles. The style you select will largely determine how you snowboard, what equipment you use and where you ride. Once you get beyond the beginner stage, you'll be choosing your style.



---

Generally considered the most suitable style for beginners, FreeRiding is the most popular snowboarding style. FreeRiding is about mastering an all-round style on any snow, both on and off piste. Although it does not involve as many aerial tricks as FreeStyle, it does involve jumps and aerial manoeuvres. FreeRiding boards are longer and narrower than other snowboards and the rider rides slightly towards the back of the board. Riders wear soft boots which are attached to the board with strap or flow-in bindings.

FreeStyle is considered by many to be the most spectacular snowboarding style. It is done mainly in snowparks and halfpipes and involves tricks done in the air using twists, turns and grabs as well as tricks done on the ground. FreeStyle boards are shorter, lighter and wider and the rider wears soft boots with strap or flow-in bindings.

FreeCarve or Alpine Snowboarding focuses on speed and riders strive to achieve the ultimate carving turn, demanding great strength on the part of the rider. Skiers who take up snowboarding often prefer this style because of its similarities to skiing. FreeCarve or Alpine boards are longer, narrower and usually stiffer than other snowboards and riders wear hard boots with plate bindings.

Each snowboarding style is different in technique and focus and requires different equipment so riders need to choose a snowboarding style at some point. Beginners, though, who are not sure which style to choose, usually start with FreeRiding until they are gripped by one of the other styles—and, whichever style they choose, gripped they usually are!

### *Questions 1 – 3*

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

- 1      What is the article about?
- A      winter sports
  - B      skiing
  - C      FreeStyle
  - D      snowboarding

2 What is the target audience?

- A skiers
- B snowboarders
- C newcomers to winter sports
- D anybody interested in winter sports

3 What's the writer's message?

- A Snowboarding styles are important so you must choose one.
- B Snowboarding is as exciting as skiing so skiers should try it.
- C Skiers should choose FreeCarve as it is closest to skiing.
- D Skiing and snowboarding have similar techniques.

### Questions 4 – 6

Look at the following paraphrased descriptions of snowboarding styles A-E and match the correct description to the name of the style below.

- A It is done mainly on specially-constructed snowboarding parks rather than on ski slopes.
- B It is all about going fast, doing twists and tricks.
- C It is the style that most newcomers to snowboarding choose and involves some jumping.
- D It is the style that is most like skiing, it is all about going fast and riders need to be strong.
- E It is the most popular style and involves tricks on the ground rather than aerial manoeuvres.

4 FreeRiding

5 FreeStyle

6 FreeCarve

*Questions 7 – 13*

Complete the following summary of the article with **NO MORE THAN TWO WORDS** in each space.

Many skiers are reluctant to get interested in snowboarding but when they do try it, they see that it is as exciting **7** \_\_\_\_\_ and they usually become enthusiastic about it.

Snowboarding is like **8** \_\_\_\_\_ surfing on snow. It started in the **9** \_\_\_\_\_ and is now done in most resorts.

There are three styles: FreeRiding, which is the most **10** \_\_\_\_\_ style and is usually the style most people start with; FreeStyle, which is done mainly in **11** \_\_\_\_\_ and halfpipes and is all about tricks done on the ground and in the air; **12** \_\_\_\_\_ or Alpine Snowboarding, which is the fastest style, involving spectacular turns and is the preferred style of **13** \_\_\_\_\_ who take up snowboarding.

**Answers** ◀••• Cover this part up if you want to try on your own first.

- 1 D (A quick scan shows *snowboarding* repeated far more)
- 2 A (revealed by the title and first sentence)
- 3 B (A and C are supporting information not main ideas; D is incorrect)

To answer these three questions you needed to scan to the section on the style and then read in detail to match the words and paraphrasing.

4 C                      5 A                      6 D

To Answer these seven questions you needed to scan to the main ideas in the text, which are in the same order as in the summary, then read in detail to match words and paraphrase, taking care to use no more than two words and to spell the words correctly.

- 7 as skiing
- 8 skateboarding or

- 9 1960s
- 10 popular
- 11 snowparks/snowboarding parks
- 12 FreeCarve
- 13 skiers

## Focus on Learning

Learning is all about what you do outside the classroom so here are some ideas for developing the reading skills in Unit 1 in your everyday life.

### 1. Read as many texts as you can

IELTS General Training Reading texts are designed to look just like the sort of things you will need to read in everyday life. In Japan there are many opportunities to read advertisements, notices, leaflets and short articles in English without having to pay very much. They are available in magazines, both international ones you have to buy and free local ones meant for the international community in Japan. There are also national daily newspapers in English, leaflets produced in English by organisations, museums and other places of interest and telephone directories published in English. The kinds of articles to look for in magazines and newspapers are ones that are of general interest that are not too current. Magazines, both paper and on-line versions, are generally a good source of practice articles because they are not mainly about 'today's news' and they cover a wide range of topics. In newspapers, look at the editorial and feature articles rather than the daily news. If you do not have access to free magazines in English, share the cost of other magazines and newspapers with friends. On-line versions of newspapers and magazines have an archive so you can search for an article on a particular subject or a subject that interests you.

### 2. Practise your reading skills by answering this set of questions about any text you read:

- What is the topic, target audience and purpose of the text?
- What are the main ideas?
- What is the writer's message?
- What is the other key information?

---

### **3. Write a summary**

Highlight the main ideas, thesis and key information and see if, put together, they form a good picture of the full text. If they do, write a summary of the article by paraphrasing the main ideas, writer's message and key information.

## Unit 2 Locating and using information

In Unit 2 we are going to look at the other four skills that IELTS General Training Reading tests in the context of the test. These skills are concerned with understanding the function and relationship of the content within the text.

The first thing to do with the next text is to apply the questions in the last 'Focus on Learning':

- What is the topic, target audience and purpose of the text?
- What are the main ideas?
- What is the writer's message?
- What is the other key information?

### Text 4

Text 4 is in three parts, just as a complete Section 1 might be in IELTS General Training Reading. Write down the topic, the target audience and purpose of the three parts (a), (b) and (c). Take a pencil or highlighter pen and mark the main ideas, the writer's message (or write it in if it is not there) and any other key information. Do this as quickly as you can—if you want to take the challenge, try to do it in three minutes!

(a)

**Phonecard  
For UK and International Calls**

**Great International Rates!**

Here are some examples of our very competitive international rates:

<b>Country</b>	<b>Pence Per Minute</b>
Australia	3.5
Canada	4.16
China	3
France	3.5
India	12.5
Ireland	3.5
Jamaica	7.5
New Zealand	4.16
Poland	3.5
United States	3.5
Zimbabwe	6.5

**Free Calls every Saturday!**

To selected countries between 12 noon and 12 midnight GMT

Every month we give you free calls to a different destination on Saturdays between 12 noon and 12 midnight GMT (local British time) to landlines in the countries listed below in the months specified. To USA and China the offer also includes calls to mobile phones.

<b>Month</b>	<b>Free Call Destination</b>
January	Australia
February	South Africa
March	Ireland
April	Canada
May	USA
June	USA & New Zealand
July	France
August	Jamaica

## General Training Module

September	Zimbabwe
October	China
November	Poland
December	USA

For further details or to purchase a Phonecard go to any post office or most newsagents.

(b)

### STOURTON SKI CENTRE

Our all year round dry ski slopes offer a wide range of fun activities and are open to everyone—all ages and all levels, from beginners to experts—for skiing, snowboarding and sledging.

#### Ski School

For adults and juniors over 11 years—One hour class including all equipment  
£ 10.00

2 sessions: Sundays 2.00-3.00pm or Wednesdays 7.00-8.00pm.

For children aged 5 to 16 years—One hour class including all equipment  
£ 7.50

2 sessions: Saturdays 1.00-2.00pm or 2.00-3.00pm.

For adult beginners only—3 Sessions of 2 hours (6 hour course) £ 65.00  
All equipment included. Tuesday or Thursday evenings 7.00-9.00pm.

Follow on from your lessons once you have reached a level where you feel confident on your own and come to **Open Practice**. Practise on your own at a time to suit you for £ 2.00 per hour (reservations essential):

During the ski season, October-April

Weekdays 10.00am-10.00pm; Weekends 10.00am-6.00pm.

The rest of the year

Weekdays 10.00am-4.00pm

Weekends 10.00am-2.00pm



---

Also available at Stourton Ski Centre: **Private tuition in skiing, snowboarding and sledging; Social ski sessions; Race Club; Ski Club for the disabled; Kids' Parties.**

Call for more details on (01330) 449900 or come by during session time.  
Stourton Ski Centre, Raddon Park Avenue, Stourton.

(c)

### LIBRARIES IN KENT

There are 106 libraries, 12 mobile libraries and 3 archive centres in Kent run by Kent County Council.

The libraries:

- Lend books.
- Lend many other things too: videos, CDs, spoken word cassettes and language courses on cassette.
- Offer a reservation service for books currently lent out.
- Offer an ordering service for books at other public libraries in the UK.
- Provide free access to the internet and word processing facilities.
- Have a reference section containing magazines, journals and leaflets giving you information on current news, local and national government and local events and community matters.

And many other services.

All Kent Libraries' services are free of charge. For more information on services, library locations and joining, visit the website at [www.kent.gov.uk](http://www.kent.gov.uk) or visit any Kent library.

**Answers** ◀ ● ● ● Cover this part up if you want to try on your own first.

- (a) Topic — a UK phonecard  
Target — anyone who makes a lot of international calls to the countries on the list, perhaps visitors from those countries  
Purpose — to advertise the card

- Message — buy the card, it's a great offer  
Main ideas— it works in the UK  
— cheap international rates  
— free calls to certain countries on Saturday afternoons
- (b) Topic — a local ski centre with dry ski slopes  
Target — anyone interested in skiing  
Purpose — to advertise its ski school  
Message — we offer ski tuition for all ages and levels  
Main ideas— open all year round  
— afternoon and evening sessions for people over 11 years  
— afternoon sessions for children  
— courses for beginners  
— open practice sessions  
— other activities
- (c) Topic — local library services  
Target — temporary and permanent residents of Kent  
Purpose — to give brief information on Kent Libraries  
Message — there's a library near you offering many free services  
Main ideas— 10 libraries, 12 mobile libraries, 3 archive centres  
— there are many services in addition to lending books  
— all services are free

## **Skill 5** *Locating and extracting specific information*

In a real life situation this is something you will do in response to your own desire to find some information you think or know is in the text. In the IELTS test it will be in response to a question about some information in the text and you will need to find that information very quickly. Once you understand the organisation of the text, you will be able to find information very quickly. In other words, once you know what each section or paragraph is about, you'll be able to make good guesses as to where a piece of information is.

### **To locate and extract specific information, you'll be:**

*scanning* the text for the answer—either the words in the question or other words or phrases you think will be in the answer.

*reading for detail* around the words you find to check that you have the right information.

---

You now have the organisation of the text. Now scan the text to answer these questions: (time yourself)

- 1 How much is a call to New Zealand?
- 2 In which months are the free calls to the USA?
- 3 Can you make a free call to a mobile phone in Canada?
  
- 4 How many hours does the beginners course last?
- 5 Can you learn to snowboard?
- 6 How many ski school sessions can an experienced 13-year-old skier choose from?
  
- 7 If you don't want lessons, how much is it to use the slope?
- 8 Who runs the libraries in Kent?
- 9 Can you order books from abroad?
- 10 What can you do if you want to borrow a book that someone has already borrowed?

**Answers** ◀••• **Cover this part up if you want to try on your own first.**

- 1 4.16 pence per minute
- 2 May, June and December
- 3 No
- 4 6
- 5 Yes
- 6 4 (Sundays 2.00-3.00pm, Wednesdays 7.00-8.00pm, Saturdays 1.00-2.00pm and 2.00-3.00pm)
- 7 £ 2 per hour
- 8 Kent County Council
- 9 No, only the UK
- 10 Reserve it

### **Reflect**

Understanding the organisation of a text and knowing what you are looking for should help you scan very quickly:

- You can immediately see Questions 1 to 3 are about part (a), Questions 4 to 7 are about (b) and 8 to 10 are about (c).
- Certain words in the questions tell you where to look for the answers. For example, the words *how much* leads you to the numbers in (a) and the word

*months* leads you to the January to December list.

Practise this by taking any text, then applying Skills 1 to 4 in order to understand the organisation of the text. Then predict what information might be in the text and look for it very quickly.

## **Skill 6** *Identifying the relationship between pieces of information*

Pieces of information in a text have various relationships with other pieces of information. We have already looked at main ideas, which are all related to each other as they have the same function in the text. Also, pieces of supporting information are each related to a main idea. Some other relationships are:

- parts of a process—for example the stages in a process such as getting a drink out of a vending machine.
- words or terms with the same meaning—for example synonyms like *environmentally friendly* and *green*.
- a common element in one or more sections or different texts—for example, in the snowboarding text in Unit 1 you were asked to find descriptions of the three styles, these three descriptions are a common element in three sections of the text.
- a category in one or more sections of the text—for example, you were asked to find the months in which there are free calls to the USA—the months are all words in one category and the countries to which there are free calls are all in one category in a text.
- cause and effect—for example look at the snowboarding text and consider these three pieces of information: (a) each snowboarding style has different techniques and equipment (b) FreeRiding is the most popular and easiest style (c) most beginners start with FreeRiding. It is very important to be able to distinguish between cause (a) and (b) and effect (c).

### **To identify these relationships, you'll be:**

*scanning* when it is words, names, numbers or other information in various places in the text.

*reading for detail* when the pieces of information are sentences or phrases that need to be carefully checked, especially when you read connectors in a sentence or phrase like *so*, *nevertheless*, *despite this*, *because*, *as a result* or other words that refer to earlier information such as *this*, *such*, *here*, *then*, *after that*.

## **Text 5**

Now look at General Training Reading Text 5 (a) and (b) and identify the

---

organisation of the text in the usual way using Skills 1 to 4.

(a)

## Milton Training Centre

### PRESS RELEASE

Milton Training Centre Open Day

On 22<sup>nd</sup> July from 10.00am to 5.30pm

At Milton Training Centre, Aston Road, Cheston.

A course at Milton Training Centre might be the best next step you could take toward a brighter future. Whether you have been thinking about taking a training course for a while or are just feeling you need a fresh start, Milton Training Centre may well be the place to go on 22<sup>nd</sup> June to find out about the course for you.

Whether you study for interest or want to take the next step on the career ladder, this well-respected local training centre has a wide range of courses covering many different academic subjects, professional qualifications and skills. Courses are offered full or part time and both daytime and evening courses are available. As well as attended courses there are distance-learning options offered on most courses, where students can take courses on line and either attend the Centre occasionally or not at all.

At the Open Day staff from all the subject areas will be available to answer all your questions and help you choose a suitable course. Past and present students at the Training Centre will also be there to answer your questions from a student's point of view and to show you around the attractive campus.

Both cafeterias on campus will be open for lunch so you can sample the food that is usually available for lunch and dinner when courses are running (the Training Centre is on summer holiday from 2<sup>nd</sup> to 23<sup>rd</sup> July). Parking is available free of charge.

(b)

## NOTICE TO STUDENTS

When you are going shopping, or preparing to go shopping, please be aware of your rights as a consumer (customer). As in other countries, there are laws and organisations that protect your rights when you buy something in the UK.

## YOUR RIGHTS

If you have bought something that has something wrong with it (something you notice after you have bought it), take it back to the shop as soon as you can with the receipt or other proof that you bought it at that shop, and ask for your money back. If you delay returning the goods to the shop, you may lose your right to get your money back. Items sold in a sale are also covered by this law, unless the fault was pointed out at the time you bought it—the fault may have been the reason the item was in the sale, after all!

## CONSUMER PROTECTION ORGANISATIONS

If you are having trouble getting your money back for faulty goods or you have any other problems with shops or businesses, come to the College's International Students Office and staff here will help and advise you. If you would rather deal with, or research, the problem yourself, there are many consumer organisations but a good one to start with is the Office of Fair Trading (OFT) [www.oft.gov.uk](http://www.oft.gov.uk) or telephone 08457 224499.

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

(a) is a press release (information sent to perhaps a newspaper by a company or organisation to publicise something) from a training centre about its open day. Its purpose is to attract people who are thinking of doing some sort of course (the target audience) to the open day. The message is: Come to the open day, there is sure to be a course for you. The main ideas are: the time and place; there are many different courses; staff and students will be there to answer questions; you can have lunch there; you can park there free.

(b) is a notice to students about consumer rights. It is for people new to the country and the purpose is to inform people of what their rights are. The message is: Your rights are protected as long as you do certain things. The main ideas are: what to do if you buy something that is faulty; sale goods are covered; college staff can help you; you can get more information on the web.

---

Now answer these questions about related information:

*Match these words with a synonym below.*

a fault   customer   take back   trouble   item

- 1    problem
- 2    goods
- 3    something wrong with it
- 4    consumer
- 5    return

*What relationship?*

- 6    What is the relationship between *part-time, full-time, daytime, evening, distance-learning*?
- 7    What is the relationship between *academic subjects, professional qualifications, professional skills*?
- 8    What is the relationship between *staff at the College's International Students Office* and *the OFT web site*?

*Cause and effect*

- 9    A    the cafeterias will only be open for lunch  
      B    the open day is during the summer holiday
  
- A    you delay taking goods back to the shop  
      B    you may not get your money back
  
- A    a fault was pointed out on a sale item  
      B    you cannot get your money back for this item

**Answers** ◀••• Cover this part up if you want to try on your own first.

- 1    trouble
- 2    item
- 3    a fault
- 4    customer
- 5    take back

## General Training Module

- 6 they are all types of courses at the college
- 7 they are all types of subjects you can study at the college
- 8 they are the two places you can get information on consumer rights
- 9 Look at this chart for the answers:

cause		effect
B	as a result	A
A	so	B
A	and this means	B

### Reflect

Consider how important it is to correctly understand the relationship between pieces of information in the text. A misunderstanding at this point could easily lead to a misunderstanding of the main ideas or some other key information and could lead to many wrong answers.

### **Skill 7** *Distinguishing facts from opinions*

Most texts contain both facts and opinions, sometimes facts form the main ideas of a text and sometimes it is opinions supported by facts. The thesis of an argument is often purely the author's opinion, which is then supported by facts. Because facts and opinions usually have different functions but side by side in texts, it is very important to be able to distinguish one from the other.

#### **To distinguish facts from opinions, you'll be:**

*scanning* for clues that some information is an opinion, such as words like *think, believe, suggest, could, should, might*. Subjective words like *great, intelligent, likely, interesting* are indicators that the information might be an opinion. Also quotation marks can indicate someone's opinion, though people also quote facts so be careful.

*reading for detail* to check a sentence and phrases around the sentence to make sure you know whether something is fact or opinion.

Some texts, like Text 5 (b), are just a collection of facts but most texts have at least some information that is somebody's opinion, either the writer's or the opinion of someone being quoted.

Look at Text 5 (a) and think about where you might find opinion amongst the facts.

The introduction and conclusion of a text often contain opinions. The first sentence is an opinion: *A course at Milton Training Centre might be the best next step you*



---

*could take toward a brighter future.* This is not a fact but an opinion of the writer. Most of the rest of the text is fact, though there is one adjective that is very subjective and is therefore opinion. Can you find it?

**Answers** ◀••• Cover this part up if you want to try on your own first.

Paragraph 3

'... and to show you around the attractive campus'

The word is not objective, so it is an opinion and not a fact. If you saw the campus, you might agree that it is attractive but that would only mean you agree with the opinion, it would not make it a fact.

Look back at Text 3 in Unit 1. There are several opinions in this article. Which of these are opinions?

- 1 '... it's time to try snowboarding'
- 2 '... snowboarding really is as exciting as skiing'
- 3 '... the style you select will largely determine how you snowboard'
- 4 'FreeStyle boards are shorter, lighter and wider'
- 5 '... riders need to choose a snowboarding style at some point'

**Answers** ◀••• Cover this part up if you want to try on your own first.

1 and 2: opinions

3, 4 and 5: facts

### **Reflect**

Sometimes an opinion in the text is part of the writer's message and so would be part of a summary of the text. However, in a largely factual text like a notice opinions are unlikely to be important enough to be main or key information so would not be included in a summary. Consider the opinions in Text 3 and the opinions in Text 5 (a). Can you see that the opinions in the snowboarding text would be part of a summary of the text, whereas the opinions in the Milton Training College press release would not? Being able to distinguish fact from opinion is vital for the next skill, Skill 8, Making Inferences.

### **Skill 8** *Making inferences*

Once you have understood a text, you can 'read between the lines' make guesses about what the author or someone quoted believes or wants. You can also draw your own conclusions about what is likely to be true or likely to happen based on

## General Training Module

what you read in the text. This is called *inferring* or *making inferences*.

**To make inferences, you'll be:**

*reading for detail*, without any doubt! If you are asked to make inferences in IELTS General Training Reading, you are being asked to demonstrate that you really understand the paragraph or even the text.

Look at General Training Reading Text 3 again and answer these two multiple-choice questions.

- 1 The writer believes telling readers that he is a skier as well as a snowboarder
- A makes the article more interesting.
  - B makes the article more persuasive.
  - C shows he is a good winter sportsman.
  - D persuades more people to start reading the article.
- 2 The writer believes the main thing that will get skiers to take up snowboarding is
- A the image snowboarding has.
  - B this article.
  - C the variety of styles.
  - D trying it.

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

1 B

Evidence: Paragraph 1 *'That's what happened to me, a skier loyal to my sport who still loves skiing but who now knows the joys of both snow sports.'* This is a persuasive essay that puts forward the argument that skiers should try snowboarding because *'snowboarding really is as exciting as skiing'*—and the fact that he is a skier will add a lot of weight to the argument. There is no other reason to put that information in this article. D is nonsense because a reader cannot know this information before starting to read the article.

2 D

Evidence: Paragraph 1 *'You'll just never know... until you try it'* and Paragraph 7 *'—and, whichever style they choose, gripped they usually are!'* The writer used his own experience as well as the experience of many other skiers to

---

persuade skiers to try it. The common idea in these two points is that if you try snowboarding, you'll love it.

### **Focus on IELTS**

Now all eight reading skills have been covered, here are two texts to practise with. The questions are all IELTS tasks so pay careful attention to the questions. Read the questions and instructions carefully. Remember to look at the text to establish the organisation of it before you answer any questions. Pay attention to spelling, if you copy a word incorrectly, your answer will be counted as wrong!

### **Text 6**

The first 'Focus on IELTS' text is a short text that would be one of three in Section 1 of IELTS General Training Reading. You should spend only about five minutes on this so, if you want to time yourself, five minutes is the target time.

#### **Health Clubs and Fitness Centres**

##### **A.**

##### **Active Life Fitness Centre**

Fully equipped gym, fitness studio and classes (yoga, jazz dance, aerobics), swimming pool (swimming and aqua aerobics classes), sauna, Jacuzzi. £ 95 joining fee, £ 23 monthly membership fee gives you unlimited use of the facilities—except classes, which are extra. Special lower fees for students.

143, Danson Road, Burlington.

Tel : 01678 454545

##### **B.**

##### **Bodyworks Gym**

Fully equipped gym, fully staffed with trainers to instruct you on the use of the equipment, personal trainers, sports massage available. No joining fee, £ 28 per month membership for unlimited access to the gym—personal trainers and masseurs extra. Short term rates available.

26, Merrick Lane, Burlington.

Tel : 01678 321321

##### **C.**

##### **Burlington Fitness Centre and Day Spa**

Swimming pool, gym, sauna, yoga classes, spa with massage, facial therapies, mud wraps, diet counselling. Day rates for whole day packages or

## General Training Module

single visit rates for facilities and therapies. Monthly membership fees £ 15 for unlimited weekday use or £ 25 for weekend use of swimming pool, gym and sauna.

Valley Road, Hopton, Nr Burlington.

Tel : 01699 556677

D.

### Churchill Square Health Club

Squash courts, tennis courts, golf practice range (tuition available for each of these games), gym, fitness studio (yoga, pilates and aerobics classes available). Membership only, please call for rates.

Churchill Square, Burlington.

Tel : 01678 981781

### Questions 1 – 4

Look at the four entries in a local telephone directory.

Write the letters of the appropriate entries next to each question.

**NB** you may use any letter more than once.

- 1 In which club can you have golf tuition?
- 2 Which **TWO** clubs have a swimming pool?
- 3 You are on holiday in the area for a week. Which **TWO** clubs could you use?
- 4 You are studying full time at a local college. Which club will give you cheaper rates?

**Answers** ◀••• Cover this part up if you want to try on your own first.

- 1 D
- 2 A and C
- 3 B and C (short term and single visit rates)
- 4 A (special lower fees for students)

## Text 7

The second 'Focus on IELTS' text is a longer text that would be Section 3 of IELTS General Training Reading. You should spend no more than 20 minutes on each section so if you want to time yourself, the target time for this text is 20 minutes.

### Questions 1 – 4

The passage has five paragraphs, A-E.

Choose the correct heading for paragraphs A-E from the list of headings below.

<i>Example</i> Students support WWF	<i>Answer</i> <b>A</b>
--	---------------------------

List of Headings	
<b>i</b>	Headquarters
<b>ii</b>	Effective approach
<b>iii</b>	The Director-General
<b>iv</b>	Growth
<b>v</b>	Formation
<b>vi</b>	Changing focus

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E

### Questions 5 – 8

Complete the flow chart below.

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

Sir Julian Huxley went to 5 \_\_\_\_\_



saw wildlife facing many 6 \_\_\_\_\_

## General Training Module

↓  
formed an international 7 \_\_\_\_\_  
↓  
WWF 8 \_\_\_\_\_ at its  
headquarters in Morges

### Questions 9 – 11

Complete each sentence with the correct ending *A-E* from the list below.

- 9 The article appeared in the university newspaper
- 10 The headquarters of WWF moved
- 11 WWF is successful
- A because it is a global leader in nature conservation.  
B because it grew too large.  
C because it shared premises with another organisation.  
D because the students are active in their support for WWF.  
E because of its active and broad approach to conservation.

### Questions 12 – 14

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

Next to each question, write

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

- 12 Dr Martin's favourite objective is stopping deforestation.
- 13 Sir Julian Huxley is Director-General of UNESCO.

- 
- 14** The original WWF headquarters were in the same building as the headquarters of the IUCN.

### **WWF: The organisation behind the campaigning**

**A**

Students at this university are active in their support for the World Wildlife Fund, or WWF, so this month we decided to tell you about the background of this global leader in nature conservation.

**B**

WWF was founded in 1961 after Sir Julian Huxley, an eminent British Biologist who had been the first Director-General of UNESCO, went on a research trip to Africa and discovered that wildlife populations there were being devastated by poaching and a whole range of other threats. On his return he set about forming an international fundraising group dedicated to the conservation of nature, and on 11 September WWF was formed at its headquarters in Morges on the shore of Lake Geneva in Switzerland, sharing premises with the headquarters of the World Conservation Union (IUCN).

**C**

Originally formed by a group of scientists and business leaders, with the support of members of various European royal families and with media publicity, WWF began to grow over a period of 45 years to the influential global conservation organisation we know today. In 1979 WWF outgrew its headquarters and moved to new premises in Gland, further along the lake between Geneva and Lausanne.

**D**

The focus of the organisation has evolved from local campaigns to save single species, typical of WWF work in the 1960s, to broader aims encompassing national and global issues. “Our objectives have never been clearer—slow climate change, reduce toxins in the environment, protect our oceans and fresh waters, stop deforestation and save species,” says Dr Claude Martin, Director-General of WWF International. “Our great achievement over the past 40 years is spreading the message—through us people know that nature counts.”

## General Training Module

E

The success of WWF lies in its range of work, from lobbying at the highest political levels to working with farmers. Through this active and broad approach WWF has become a credible and influential leader in nature conservation, providing an effective framework for the individual efforts of people all over the world.

### Answers ◀ ◻ ◻ ◻ ◻ Cover this part up if you want to try on your own first.

- 1 v  
Paragraph B is about how WWF started, its *formation*.
- 2 iv  
Paragraph C tells how it *grew* over 45 years and outgrew its headquarters.
- 3 vi  
Paragraph D says the focus has evolved, or *changed*.
- 4 ii  
Paragraph E says its *approach* provides an *effective* framework for individual effort.
- 5 Africa
- 6 threats
- 7 fundraising group
- 8 was formed  
To answer these four questions you needed to scan the text for the words in the flow chart and match the phrases in the text to the phrases in the flow chart.
- 9 D  
paragraph A '*Students at this university...*'
- 10 B  
paragraph C '*In 1979 WWF outgrew its...*'
- 11 E  
paragraph E '*The success of WWF lies in its...*'
- 12 NOT GIVEN  
Dr Martin's favourite objective is not mentioned.
- 13 FALSE



- 
- 14     he had been the first Director-General  
TRUE  
paragraph B the two organisations shared premises

### **Reflect**

You have now met all the question types in IELTS General Training Reading, studied all the reading skills that are tested and practised all the strategies for developing those reading skills. Notice how identifying the topic, purpose and organisation of a passage helps you find and understand the information within the text. Notice also the skills you find most difficult, and practise those.

You have also seen all the types of questions used in the test. If there are any questions you got wrong, look at whether it was because you misunderstood the question or because you misunderstood the text.

### **Focus on Learning**

Your real learning takes place when you build in learning to your everyday life. Here are some ideas for developing your reading skills independently.

#### **1. Read texts and approach each text with the 'question set'**

The question set in Unit 1 helps you to establish the organisation of the text:

- What is the topic, target audience and purpose of the text?
- What are the main ideas?
- What is the writer's message?
- What is the other key information?

In order to practise finding specific information in the text quickly, add this question:

- What do you expect to find out or see in the text?

Ask yourself this last question after you have skimmed for the topic and purpose.

#### **2. Find a study partner**

If there's someone who also wants to improve their reading skills (and perhaps other English skills too!) and who you can easily meet spend time with, study with a partner or a group of study partners.

You can

- exchange texts
- share tips

---

## General Training Module

### Chapter 4 Reading

- set each other questions about passages
- check each other's summaries and answers
- encourage each other

# Writing

---

## **The Test**

IELTS General Training Writing tests basic writing skills that you will realistically need in a broad social context or an educational environment that is not at degree level. There are two tasks, Task 1 is a letter of at least 150 words and Task 2 is a discursive essay of at least 250 words.

General Training Writing Task 1 is different from Academic Writing Task 1 and is explained below. General Training Writing Task 2 is very similar to Academic Writing Task 2 so does not need to be explained further. The topics and the instructions for both Modules are very similar, the only difference being that the answer for General Training Writing does not need to be as academic and formal as for the Academic Module.

## Unit 1 Task 1

The writing skills needed to write Task 1 are explained here in general and in relation to the assessed criteria listed on page 196 in Chapter 3 (in the book) under 'Assessment'. The skills are all real skills that apply to real life writing and so are explained using references to the texts in IELTS General Training Reading, earlier in this book, and with specific reference to the four criteria you will be assessed on in IELTS General Training Writing.

### **Skill 1** Understanding the task

The first thing to do is read the task carefully. Valuable time can be lost by starting to plan the letter before understanding the task and then finding you are planning the wrong letter, or even worse, not realising at all and getting a low score because you wrote about the wrong things. This is the writing equivalent of the reading skill of identifying the target audience and the topic. When you are reading, you need to be aware of who the writer's audience is and what the text is about so you can understand why particular information is included and why particular language is used. Similarly, when you write you need to know first of all what you are writing about and who you are writing for so you know what information to include and what kind of language to use.

### Example 1

Look at this example of Task 1. Read the instructions carefully and then look at the numbers and notes they refer to below.

From here everything is as it appears on the IELTS question sheet:

.....

You should spend about 20 minutes on this task.

- (1) *You have recently completed a language course at a language school in Australia. Since you got home you have realised that you left something in the classroom you used during the course.*
- (2) *Write a letter to the Administration Manager of the language school. In your letter*
  - *say when you were at the school*
  - *describe the item you left in the classroom*

---

● *say what you would like them to do with it when they find it*

(3) Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

.....

**Understanding the task means**

(1) Reading the situation carefully to make sure you understand whether the situation you are going to write about is in the past or the future, the role you have (in the task) in relation to the person you are writing the letter to and your reason for writing. In this example the situation is in the past (you left something in a classroom), you were a student at the school but you are not now, and you are writing because you want to get your property back.

(2) Writing to the correct audience, the manager of a language school, and including the information in the bullet points. In this task you will be writing in quite a formal but friendly style as you are writing to someone you do not know but you are making a request for help in finding and returning your property that you left there. The information in this task requires you to explain who you are and why you are writing, describe the item you left there and explain what you would like the school to do so you can get the item back. In this task you have to decide on when you were at the school, what the item is and how you are going to get it back. You need to think quickly so think of easy things to say. For example, think of an object that is easy to describe and also think of an easy way to get the object back (posting it or giving it to a friend who's still at the school). Make very quick notes and then write the letter from the notes so you do not leave anything out.

(3) Write a minimum of 150 words. This is not a number to aim for it is a minimum and if you do not write at least 150 words, you will be penalised for it in *Task Achievement*. Do not waste time writing your address as you are told not to in the instructions.

**Skill 2** *Choosing the main ideas*

This is the writing equivalent of the reading skill of identifying the main ideas for the

## General Training Module

argument (Reading Skill 2). It is the main ideas that form the framework of the text so when you are reading you need to identify them early on so you can see how the text is organised and find information easily. Similarly when you are writing you need to decide what information is going to form the main ideas in your report so you can build the rest of the report around them. Once you have understood the task, you should use the instructions in the bullet points to make notes on your main ideas. This is part of the relevant information that you will be assessed on and you need to decide exactly what to write. The other part is the details that go with the main idea (in this letter a description of the item lost, for example).

Look at General Training Task 1 Example 1 again. The main ideas for this letter are:

1. **was a student—finished a course last week**
2. **left sweater in classroom**
3. **sweater**
4. **give it to Alan**

In a longer essay, there might be a whole section for each of these main ideas but this is a short letter so we need to put all these main ideas into three short paragraphs, the beginning, middle and end of the letter, and add some detail that supports these ideas and makes the letter polite and gives it the right semi-formal tone.

In addition to the main ideas (now in bold type), here are some details (in normal type) that support the main ideas.

1. **was a student—finished a course last week**—enjoyed very much
2. **left sweater in classroom**—Room 12, was in the room last Friday
3. **sweater** = dark blue woollen with a V-neck size Medium.
4. **give it to Alan**, friend still at the school.

### **Skill 3** *Organising and connecting the the main ideas and the other information*

This is the writing equivalent of the reading skill of identifying the relationship between pieces of information. When you are reading, in order to follow the arguments in the text you need to know whether a piece of information supports a main idea, is a separate main idea, is a reason for something or an effect of something. You use the organisation of the text, grammatical structures and linking

---

words to understand these relationships. Similarly, when writing, you organise the information into paragraphs and then connect each idea using linking words and structures to make the message in the report easy to follow. This is *coherence and cohesion*, one of the criteria you are assessed on. If your report is muddled, incomplete, contains too many irrelevancies and inappropriate language or for any reason is difficult to follow, you will get a low score for both Task Achievement and Coherence and Cohesion.

Back to General Training Task 1 Example 1 again.

All that is left to do now is organise the notes into a letter. The convention for writing a letter, just as with any piece of writing, is to organise the information into the introduction (saying who you are, why you are writing), body (the details) and conclusion/ending (what is next/thanks/apologies). Here is how those notes could be put into those three sections of the letter:

Introduction

**was a student—finished a course last week**—enjoyed very much

Body

**left sweater in classroom**—Room 12, was in the room last Friday

**sweater** = dark blue woollen with a V-neck size Medium.

**give it to Alan**, friend still at the school.

Ending/Conclusion

apologise for inconvenience; thanks for help; what to do if sweater not found

Here is the information reformed into a letter. The bullet pointed requirements of the task are in bold type. Notice how the required information has been developed using detail and polite phrases to give the letter a range of language and the correct semi-formal style. This response has 162 words.

Dear Sir or Madam,

**I have just finished a three-week course** at your school, a course I enjoyed very much and found very helpful. I am writing because I am afraid **I left my sweater in the classroom** my class was using.

The sweater is a **dark blue, woollen sweater with a V-neck and it is size**

# General Training Module

**'medium'**. I was in **Room 12 last Friday afternoon** with Class 5, which is when I must have left it there. Would you please be kind enough to **give it to my friend Alan**, who is still in Class 5. He lives in the same town as me and will be coming home in about two weeks so he can bring it with him.

I do apologise for the inconvenience this causes and appreciate your help with finding my sweater and returning it to me via Alan. If, for some reason, you are unable to find the sweater, please let Alan know as we will be in touch next week.

Yours faithfully,

## Example 2

You are going to write a Task 1 letter with a lot of guidance to practise the skills detailed and demonstrated in General Training Task 1 Example 1.

Look at the task and read the instructions.

.....

You should spend about 20 minutes on this task.

*You would like to know about a computer skills training course offered by a local college as a part-time evening course.*

*Write a letter to the college asking for information on the course. In your letter*

- *introduce yourself*
- *say what information you would like*
- *tell them how you would like the information sent to you*

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,



.....

This is an exercise to help you identify the information you could include in the letter. Here are some notes of main ideas that could be written to prepare to write the letter with some incomplete details to go with the main ideas. Complete the notes once you feel you have understood the task.

**Understanding the task and choosing the main ideas**

Introduction

**introduce myself** just moved to the area—started new job—heard about evening  
(a) \_\_\_\_\_ course

Body

**information** how (b) \_\_\_\_\_ does it last—which  
(c) \_\_\_\_\_ of the week—what  
(d) \_\_\_\_\_ start and finish—is it for beginners—  
how much does it (e) \_\_\_\_\_

(f) \_\_\_\_\_  
**reply to me** send me information by (g) \_\_\_\_\_ I enclose a  
stamped addressed envelope for your reply

Check your answers before moving on to the final stage, organising and connecting all the ideas, for which there is another guided exercise.

**Answers** ◀••• Cover this part up if you want to try on your own first.

- |   |                 |   |           |
|---|-----------------|---|-----------|
| a | computer        | e | cost      |
| b | long/many weeks | f | Ending    |
| c | day/days        | g | post/mail |
| d | time            |   |           |

**Skill 4** *Organising and connecting the information*

The final stage is practised here using a model (suggested) answer but some words that link or refer to information are missing. The missing words are at the bottom of the letter. Put the correct word into the gaps. There are 158 words in this letter.

Dear Sir or Madam,

I am writing to enquire about your part-time computer course,

# General Training Module

(h) \_\_\_\_\_ I saw advertised in the local paper. I have just moved to the area and started a new job so I am interested in (i) \_\_\_\_\_ course because it is in the evenings. I would very much appreciate some further information on the course.

(j) \_\_\_\_\_, would you let me know how long the course is, whether it is all year round or there are the usual holidays. I would (k) \_\_\_\_\_ like to know which days of the week it operates and what times the classes start and finish. I do not know anything about computers (l) \_\_\_\_\_ could you also tell me if this course is suitable for beginners, please.

I should be most grateful if you could send me the (m) \_\_\_\_\_ information (n) \_\_\_\_\_ the fees for the course in the stamped addressed envelope that is enclosed.

I thank you in advance for your help.

Yours faithfully,

above	which	as well as
this	also	
so	firstly	

**Answers** ◀◀◀ Cover this part up if you want to try on your own first.

h	which	l	so
i	this	m	above
j	firstly	n	as well as
k	also		

## Focus on IELTS

### Example 3

Now here is another example of General Training Writing Task 1 for you to do without any guidance.

You should spend about 20 minutes on this task.

---

*You recently stayed in a hotel and complained to the duty manager about your room. He said he would deal with the problem but did not do so.*

*Write a letter to the hotel manager informing him of the original problem and complaining about the failure of the duty manager to resolve it. In your letter*

- *say when you stayed at the hotel and which room you had*
- *say what was wrong with the room*
- *tell him what the duty manager said he would do but did not*

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir,

-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----

---

# General Training Module

-----  
-----  
-----  
-----  
-----

### Suggested answer for General Training Writing Task 1 Example 3.

Here is a suggested answer with the main ideas in **bold type**. These are suggestions for the main ideas that respond to the bullet points in the question. This letter has 181 words.

Dear Sir,

I am writing to bring a serious lack of service to your attention. I was recently a guest at your hotel where I stayed for five nights from **12<sup>th</sup> to 17<sup>th</sup> last month in room 537**.

There are two problems I had at your hotel, the first concerning the room and the second concerning the failure of the duty manager, Mr Jones, to resolve the problem. **Room 537 is a single room yet I had booked a double room for single use.** When I called the front desk and spoke to the duty manager, he assured me he would arrange for me to be moved to a double room.

**Each day I called Mr Jones to ask about this move and each time I was told Mr Jones was making the arrangements.** However, this situation continued until I left and **I was never given a double room** or even contacted with an explanation.

This is not the way I expect to be treated at a four star hotel such as yours and I would like to hear your comments.

Yours faithfully,

---

### **Focus on Learning**

You can easily practise writing short letters quickly on your own or with a study partner.

1. Look around for situations that would or could prompt you to write a letter. They do not have to be in an English language context, they just have to be a situation you could write about in English. Approach the letter in the same way as in this section:

- Understand the task
- Choose the main ideas
- Organise the main ideas and other information

Once you have chosen a topic, chosen three bullet points and decided to practise writing a letter, time yourself from the moment you sit down with a pencil and paper. Write the letter and then spend time looking at the question to see if you picked out some good main ideas or whether there is anything you missed out.

2. Work with a study partner or a group so you can study together and make even more progress. You and your partner or partners can:

- write and swap IELTS-type tasks and write your own letters—this way you have more tasks to practise with and a more realistic way to practise because you didn't write the task.
- get together to look at your letters and compare them—this way you will have far more input than your own ideas and far more practice.
- not only help but also encourage each other!