



Collins

English for Exams

Pre-intermediate A2+

Get Ready for IELTS
READING

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POWERED BY COBUILD

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Introduction

Who is this book for?

Get Ready for IELTS Reading has been written for learners with a band score of 3 or 4 who want to achieve a higher score. Using this book will help you improve your pre-intermediate reading skills for the IELTS Academic Reading test.

You can use *Get Ready for IELTS Reading*:

- as a self-study course. We recommend that you work systematically through the 12 units in order to benefit from its progressive structure.
- as a supplementary reading skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom activity.

Get Ready for IELTS Reading

- This book consists of **12 units**. Each unit focuses on a different topic and these topics are ones that often appear in the IELTS exam.
- After every three units, there is a **Review unit** which helps you to revise the language and skills covered in the previous units.
- At the end of the book the **Practice test** gives you the opportunity to take an IELTS-style test under test conditions.
- There is also a full **Answer key** at the back of the book so you can check your answers. Here you will find suggested answers for more open-ended questions and model answers for the exam practice questions in Part 3 of the unit.
- The **Glossary** at the back of the book lists the useful words from each unit with their Cobuild dictionary definitions.

Unit structure

Each unit starts with the **Aims** of the unit. They outline the key language and skills covered.

Part 1: Language development provides exercises on vocabulary related to the topic as well as any relevant grammar points related to the IELTS Task covered in the unit. Clear structures are provided.

Part 2: Skills development provides information and practice on the task types you will come across in the IELTS Reading test. An explanation of each task type is followed by exercises of increasing difficulty. These exercises give you the opportunity to practise the skills that are needed to complete the task, and they help you to develop strategies for completing these tasks in the test.

Part 3: Exam practice provides realistic exam practice questions for the tasks you have been practising, in a format that follows the actual exam. You can use this to check your progress towards being ready for the test.

Finally, a **checklist** summarises the key points covered in the unit.

Other features

Exam information boxes in each unit provide key background information about the IELTS Reading exam.

Exam tip boxes provide essential exam techniques and strategies.

Watch out! boxes highlight common errors in the exam.

Study tips

- Each unit contains approximately three hours of study material.
- Try to answer the questions without looking at a dictionary to develop the skill of guessing the meaning of unknown words from context. This is important because dictionaries cannot be used during the actual exam.
- Use a pencil to complete the exercises, so that you can erase your first answers and do the exercises again for revision.
- Try to revise what you have learnt in Parts 1 and 2 before doing the practice IELTS questions in Part 3. This will improve the quality of your answers, and using the new language will help you to remember it.
- It's recommended that you try and complete all questions in the unit as the skills needed to do well at the IELTS test can only be improved through extensive practice.
- Read the answer key carefully as this provides information on what kind of answer is awarded high marks.
- In Part 3 you are given the opportunity to put the strategies that you have learnt in Part 2 into practice. Remember to read the question carefully and complete the task in the exact way you have been asked. Do not assume that you know a particular task because you have practised similar ones in the past. There may be slight variations in the tasks in the actual IELTS test.

Other titles

Also available in the *Collins Get Ready for IELTS* series: *Writing*, *Listening* and *Speaking*.

The International English Language Testing System (IELTS) Test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia.

There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment.

General Training is for people who wish to migrate to an English-speaking country.

This book is primarily for students taking the Academic version.

The Test

There are four modules:

Listening 30 minutes, plus 10 minutes for transferring answers to the answer sheet

NB: the audio is heard *only once*.

Approx. 10 questions per section

Section 1: two speakers discuss a social situation

Section 2: one speaker talks about a non-academic topic

Section 3: up to four speakers discuss an educational project

Section 4: one speaker gives a talk of general academic interest

Reading 60 minutes

3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc.

40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.

Writing Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum)

Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)

Speaking 11–14 minutes

A three-part face-to-face oral interview with an examiner.

The interview is recorded.

Part 1: introductions and general questions (4–5 mins)

Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner.

Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.

Timetabling Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.

Scoring Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

CEFR description	CEFR code	IELTS Band Score
Proficient user	C2	9
(Advanced)	C1	7–8
Independent user	B2	5–6.5
(Intermediate – Upper Intermediate)	B1	4–5

This table contains the general descriptors for the band scores 1–9:

IELTS Band Scores		
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

Listening:	16 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7
Reading	15 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

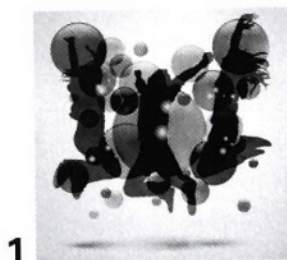
- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: www.ielts.org

1 Friendship

AIMS: Vocabulary related to leisure time • Working with key words • Answering multiple-choice questions

Part 1: Vocabulary



1



2



3



4

1a What do we need friends for? Match the words to the pictures. The first one has been done for you.

sharing

chatting

having fun

partying

1 *partying*

2

3

4

1b Words ending in *-ing* are often at the beginning and at the end of sentences.

Put the four words from exercise 1a in the correct sentences.

- 1 It is difficult for young children, but they have to learn that friendship is about
- 2 with friends is not something I do very often, but we always celebrate our birthdays.
- 3 with friends is one of my favourite ways to spend an afternoon. We have so much to say that we often talk for hours.
- 4 Even on bad days, being with my best friend means

Watch Out!

Although some verbs have very similar meanings, they are not always interchangeable; it depends on the context. For example, we *spend time* with friends, or more formally, we *socialize* with them; more informally, we *hang out* with them. If we participate in a specific activity, such as a game or a sport, *play* is correct e.g. *playing chess*.

2 Which nouns go with which verbs? Copy and complete the table. Then answer the questions below.

chess basketball board games sports swimming tennis cards dancing
weightlifting skiing yoga shopping exercise karate poker puzzles kick boxing hiking

Play	Go	Do
chess		

- 1 Which verb do you use most with activities ending in -ing?
- 2 Which verb do you use most for competitive games?
- 3 Which verb do you use most for other recreational activities?

3a Read about how these people have fun. Underline all the words that refer to activities, and circle the words that refer to places. Don't use a dictionary yet.

Jack, 15:

I spend time with my family most evenings. At the weekend, I prefer to hang out with my friends at the park or in the playground in the local woods. If it rains, I like to go to see a film with my friends.

Monica, 18:

I belong to a chess club which meets twice a month, and once a year we go camping. It's the highlight of my summer! We stay in tents on a lovely camp site and have picnics and barbecues. In the evenings, we organize quizzes and play cards. And we also play a lot of chess, of course!

Amrita, 12:

My older sisters spend a lot of time with their friends in the local shopping centre, but I'm not allowed to go out without an adult yet. I can still chat to my friends all the time though, by phone, email or text message.

3b Find words in the texts above that match with these meanings.

- 1: a large place where you can buy many different things
- 2: a person who is no longer a child
- 3: a place where you can stay in a caravan or a tent
- 4: a meal in the open air
- 5: outdoor parties where people cook and eat food
- 6: games in which you have to answer questions

Exam information | Multiple-choice questions

In the exam, there are different types of multiple-choice questions: you may be asked to choose the correct answer to a question, or you may be given a choice of sentence endings and asked to form a sentence that reflects the meaning of the text. The questions will be in the same order as the information in the text.

- 1** Read the following text and then look at the questions on the next page.

The value of friendship

Recent research into the world of teenagers has suggested that they value friendship above everything else. Children aged between 12 and 15 were asked what was important to them. Their answers included possessions such as money and computer gadgets but also relationships with people. The teenagers questioned said that friends were the most important to them, more even than family, or boyfriends and girlfriends.

We wanted to find out more about the results of this research so we asked our readers what they thought about the value of friendship. Here are some examples of what they said about their friends:



Ben, 15:

Every time I have a fight with my parents, I need some time on my own. But after that, the first thing I do is meet up with my friends. After playing football for a while, or skateboarding, I usually feel much happier again.



Rory, 13:

When I moved to a village in the countryside, I thought that it would be the end of my friendships. But my old friends have kept in touch and they come and visit in the holidays. There's a lake nearby, so we often go sailing, water-skiing or windsurfing. And I have made some new friends here too, at school, and since I joined the rugby club.



Carlos, 11:

Last year, I broke my arm on a skiing holiday. Unfortunately, it was my left arm and I am left-handed. My school friends all helped and copied their notes for me.

It seems that our readers value their friendships very highly. From what they told us, they spend a lot of time with their friends, just hanging out, or sharing hobbies and interests. They seem to need their friends for advice, help, chats, and for having fun. Clearly, friends make each other feel better. Looking at what our readers told us, the results of the recent research are not really surprising.

- 2** Try to answer this question yourself first, before reading the explanation. Choose the best answer from the letters a–d.

To teenagers, money is ...

- | | |
|--|---|
| a not important. | c as important as relationships with people. |
| b as important as computer gadgets. | d less important than friendships. |

The correct answer is d. The teenagers said that money, gadgets and relationships are all important to them. However, the text also tells us that the teenagers value friendships most, therefore money is less important.

Exam tip

Deciding which are the key, or most important, words in a question can help you to locate the appropriate section of the text more quickly.

- 3** Look at the questions in Exercise 4, without reading the answer options. Underline the question words (e.g. *where, when, what*) and the key words in each of the questions (1–3) and sentence stems (4–5).

- 4** Now answer these multiple-choice questions. Choose the appropriate letter a, b, c or d.

i *Why are Ben, Rory and Carlos mentioned in the article?*

- | | |
|--|---------------------------------|
| a They know why teenagers value friendship. | c They read magazines. |
| b They gave information about themselves. | d They are teenage boys. |

ii *Which of the following best describes Ben?*

- | | |
|--------------------------------|--|
| a He often has fights. | c He is happier than his friends. |
| b He likes being alone. | d He likes some sports. |

iii *What do we know about the lake that Rory visits?*

- | | |
|---------------------------------|---|
| a It is near the school. | c It is used by a lot of people who do water sports. |
| b It is near his home. | d It is in a village. |

iv *Carlos mentions that he is left-handed because ...*

- | | |
|--|---|
| a it makes skiing harder. | c it is an interesting fact about himself and he was talking about his left arm. |
| b it makes it worse that he broke the arm he uses most. | d it is very unfortunate when you break your left arm. |

v *The answers to the recent research and the answers from the readers ...*

- | | |
|---------------------------|----------------------------------|
| a were surprising. | c were similar. |
| b were the same. | d were both about sports. |