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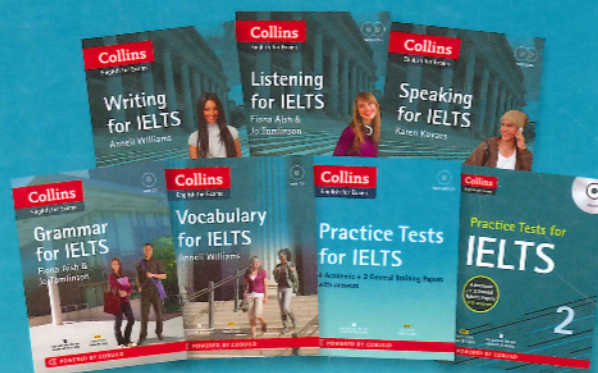
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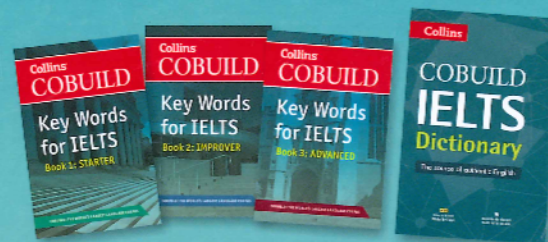
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Collins English for Exams

Reading for IELTS

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English for Exams

Reading for IELTS

Els Van Geyte



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

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Reading for IELTS

Els Van Geyte

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**NHÀ XUẤT BẢN TỔNG HỢP
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About the author

Els Van Geyte has been teaching at the English for International Students Unit at the University of Birmingham (UK) for over 10 years, preparing her students for the IELTS exam and for the linguistic demands of their academic courses. She has a broad range of experience teaching academic English and IELTS in both private college and university settings, including online assessment.

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Reading for IELTS

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Introduction

Who is this book for?

Reading for IELTS will prepare you for the IELTS Academic Reading test whether you are taking the test for the first time, or resitting the test. It has been written for learners of band scores of 5–5.5 who are trying to achieve a band score of 6 or higher.

The structured approach and comprehensive answer key have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary reading skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom activity.

Contents

Reading for IELTS is divided into 12 units. Each unit focuses on a topic area that you are likely to meet in the IELTS exam. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics. As in the IELTS test, the texts are taken from authentic sources. These may contain narratives, logical arguments, descriptions or discussions. Some of texts contain visuals.

Units 1–11 cover the types of question that you will see in the IELTS test. Each unit focuses on a particular type of question, for example, matching questions, short-answer questions, completion questions, multiple-choice questions, questions asking you to identify information or identify writers' views or claims.

The exercises in the unit are relevant to the test. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Reading test.

Additionally, the book provides examination strategies telling you what to expect and how best to succeed in the test. Exam information is presented in clear, easy-to-read chunks. 'Exam tips' in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

Unit structure

Each of the first 11 units is divided into 3 parts.

Part 1 introduces vocabulary related to the topic, often in the context of short texts. There are a range of exercises to help you to understand and use the vocabulary. The focus is on strategies and activities that are useful in the context of reading skills, for example, working out the meaning of unknown words through the meaning of word components, or by examining word forms. The vocabulary is presented using Collins COBUILD dictionary definitions.

Part 2 provides information and practice on the task types you will come across in the IELTS Reading test. An explanation on 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. For example, in the unit about completing notes and summaries, you develop strategies such as predicting what words may be missing by using your knowledge of grammar. You can then use this strategy when sitting the test.

Part 3 provides exam practice which focuses on the task that you practised in the unit. There is a text with questions. The number of questions is similar to the number in the actual test for the particular task type. You can use this as a way of assessing your readiness for the actual exam.

Answer key

A comprehensive answer key is provided for all sections of the book including suggested answers. Notes are also given on why certain answers are correct or incorrect.

Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three and four hours of study material. Having access to someone who can provide informed feedback on reading practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Ideally, you should begin each unit by working through the **Part 1** vocabulary exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context. This is important because dictionaries cannot be used during the actual exam. Avoid writing the answers to vocabulary exercises directly into the book so that you can try the exercises again once you have completed the unit.

Take time to work through the **Part 2** exercises from beginning to end. It is important to study the notes about each of the task types so that you know how to approach the different task types in the test. Doing this will also help you develop more general skills for reading. The strategies covered should be thoroughly mastered so that during the actual exam, you are fully prepared for each section and can focus on reading and answering the questions. In the IELTS test itself, there is a time limit and you usually have to work fast, but while studying Part 2 of each unit in this book, take your time and learn as much as you can about the different task types.

Reading is a skill that can only be improved through extensive practice. The IELTS Reading test can cover almost any topic considered to be within the grasp of a well-educated person. Therefore, you should aim to become well informed about a wide variety of subjects, not just those covered in the book. Regularly reading English language materials on subjects such as science, business and education, can help with this, too.

In **Part 3**, you are given the opportunity to put the strategies that you have learnt in Part 2 into practice. Work through the exercises at a reasonable speed. Again, check the answers carefully and learn from the notes provided in the answer key. Also, 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.

Unit 12 is a complete practice reading test. This unit should be done under exam conditions. Remember that the total allocated time is 60 minutes; there is no extra time to transfer answers. Please bear this in mind when doing Unit 12.

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 <i>only once</i> . 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 questions, completing a diagram, graph or chart, choosing headings, yes/no or true/false questions, classification and matching questions.
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 a 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 module 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 (CEFR)

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 (Advanced)	C2	9
	C1	7–8
Independent user (Intermediate – Upper Intermediate)	B2	5–6.5
	B1	4–5

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

IELTS Band Score		
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 Family matters

Exam focus: Matching headings

Aims: Skim-reading | Understanding the structure of a paragraph
Understanding the function of a paragraph | Summarising paragraphs

Part 1: Vocabulary



1 What is the difference in meaning between the words in the groups 1–8? Use a dictionary to help you.

- | | |
|---------------------------------|--------------------------------|
| 1 friend / mate / flatmate | 5 colleague / business partner |
| 2 sister / sister-in-law | 6 acquaintance / stranger |
| 3 brother / sister / sibling | 7 aunt / great-aunt |
| 4 boyfriend / husband / partner | 8 half-sister / step-sister |

2 Collocations are words that are often found together. Complete the sentences 1–4 with the words a–f. Note how they collocate with the words in *italics*.

- | | | |
|-------------|------------|-----------------|
| a abilities | c apart | e non-identical |
| b adulthood | d lifelong | f older |

- 1 Twins have a(n) _____ *bond* that other siblings may envy: they share their own language, play their own games from early childhood, share bedrooms and birthday parties.
- 2 James and his brother Frank are _____ *twins*, and they don't look alike at all.
- 3 A few years ago we sent out a questionnaire to pairs of twins asking about their *psychic* _____, and one identical twin in five reported some kind of telepathy.

- 4 Surprisingly, the 'twin effect' can become stronger as twins *grow* _____ and *move* _____. Often the older one will be dominant until they *reach* _____.
- 3 Underline the words or phrases related to the topic of family in the passage. Do not use a dictionary. Do Exercise 4 before you check your answers.

Widows and widowers whose spouses pass away without making a will are set to receive a bigger inheritance payout from next month. If a person dies without making a will, the amount left automatically to his or her spouse or civil partner is changing from £125,000 to £250,000 where there are children.

Experts have welcomed the change, which takes effect on February 1, but emphasise that it is still important to make a will, particularly if you are unmarried or separated but not divorced. However, people should not be misled into thinking that these changes mean that they do not need to make a will. It still remains the case that unmarried couples are not entitled to receive anything on the death of their other half if he or she has not made a will.

Modern family life is becoming ever more complicated, with second marriages and children from more than one relationship. A will is the only way to ensure that those you love or are obliged to care for are adequately provided for. After the spouse has received his or her legal share, the rest of the estate is shared by children or grandchildren. If there are none, surviving parents will get a share. If there are none of these, any brothers and sisters who shared the same two parents as the deceased will receive a share.

If your family circumstances have changed, it is important that you make or update a will to ensure that your money and possessions are distributed according to your wishes. For example, you may be separated and your ex-partner now lives with someone else. If you are married or enter into a registered civil partnership, this will invalidate any previous will you have made.

- 4 Match the words and phrases 1–12 from the passage in Exercise 3 with the definitions a–l. The words and phrases relating to the topic of death have been shaded.

1 widow	a a husband or wife, considered in relation to their partner (<i>formal</i>)
2 widower	b a former member of an established couple
3 spouse	c to have stopped living together as a couple
4 will	d somebody's wife, husband or partner
5 inheritance	e a person who has recently died
6 ex-partner	f a woman whose husband has died and who has not married again
7 (be) separated	g money or property which you receive from somebody who has died
8 (be) divorced	h a man whose wife has died and who has not married again
9 other half (<i>informal</i>)	i a document in which a person declares what should be done with their money and property after they die
10 estate	j to be legally separated from a husband or wife because the marriage has ended
11 deceased (<i>noun</i>)	k to prove that an argument, a conclusion, or a result is wrong or cause it to be wrong
12 invalidate	l all the money and property somebody leaves behind them when they die