

Richard L King

Teach
yourself
IELTS:
Reading



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Exam	Time	Format
IELTS reading	1 hour	3 reading texts of 900 words 40 questions of different formats.

For lots of students, the reading exam is the hardest section of the IELTS test. There are a few reasons for this.

- Students haven't developed enough reading speed or techniques to help them get through the texts in one hour.
- Students are not familiar with the types of questions they will encounter.
- Students are not prepared for the complex vocabulary they have to deal with and they don't know enough words.

What you can learn from this book

By reading this book and completing the exercises you will learn:

- How the IELTS reading exam works.
- The kinds of texts and questions you'll expect to find on the IELTS reading exam.
- How to speed read and techniques that will help you to read quickly.
- How to make a study plan.
- How to work with other students and get the most out of your time together.

How to use this book

There are a few ways you can use this book.

- Do the assessment task first. This will tell you what types of questions you may find difficult. Read through each chapter carefully and do the exercises. Look at the answers when you have finished and check. Read the **further development** sections and follow the advice to get more practice. You can also find two sample IELTS reading exams at the back of this book.
- Read through the book quickly to get an idea of what questions you might find in the exam and get some tips on how to improve.
- If you are a teacher you might like to use some of the chapters with your class or with students you are helping with the IELTS exam. These could be as actual class activities or set as homework.



1. paragraph B	i Less fat and sugar
2. paragraph C	ii Eating more unsaturated fat
3. paragraph D	iii Food groups
4. paragraph E	vi Cutting down
5. paragraph F	v Eating healthy food
6. paragraph G	vi Getting enough of the right stuff
	vii Dairy products
	viii Being sensible

1. paragraph B
2. paragraph C
3. paragraph D
4. paragraph E
5. paragraph F
6. paragraph G

Task 2 – multiple choice

Choose the correct answer for each question.

7. According to paragraph A:

- a) having a healthy diet is difficult.
- b) the food industry tells lies
- c) eating food that's good for you is simple
- d) consuming the right food will make you feel happier.

8. According to paragraph D:

- a) dairy products are bad for you
- b) you should avoid dairy products
- c) dairy products have too much fat in them
- c) there are different types of dairy products you can buy

Task 3 – true, false, not given

According to the article, decide if these sentences are true, false or not given

9. Some sources of information say different things about diets.
10. A high cholesterol level can cause obesity
11. Protein is a common source of energy and can help your body fix itself
12. Foods like cheese contain saturated fat

Task 4 – Matching information

In which paragraph can the following information be found?

13. Different types of the same food.
14. Information about different groups of food
15. Small adjustments in habits can make a big difference to your eating.

Task 5 – Matching features

Match these features from the text the sentences.

- i carbohydrates
- ii fats
- iii unsaturated fat
- iv calcium
- v sugar

- 16. Can be unexpectedly found in some food
- 17. Can reduce the amount of a potentially harmful substance in your body.
- 18. Can help to keep you maintain the right temperature.

Task 6 – matching sentence endings

Match the sentences with the correct ending (A –E)

- A. ...to have a balanced diet.
- B. ...to stop us becoming unhealthy.
- C. ...to keep us warm.
- D ... to be healthy.
- E. ... to keep our bones functioning correctly.

- 19. To function correctly a healthy body needs ...
- 20. Energy from fats can be kept and used...
- 21. Dairy products contain minerals...

Task 7 – Short answer questions

Use NO MORE THAN THREE words from the text to complete these sentences.

- 22. Saturated fat can cause a rise in your blood.
- 23. You can find out how much sugar and fat are in foods by
- 24. When choosing what types of food you should eat, it's best to

Task 8 – Complete the table

Use NO MORE THAN THREE words from the text to complete the table.

Carbohydrates	25.	bread, potatoes, pasta
Protein	26.	fish, meat, nuts, seeds, eggs
Fats	Provide stored energy	butter, cheese, fried food
Vitamins and 27.	Various jobs	Fruits, 28., milk

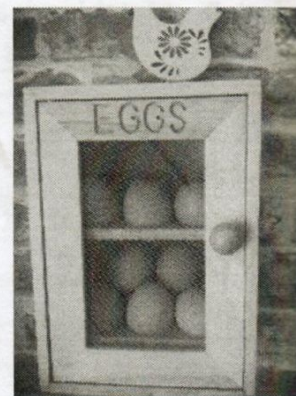
A. In the modern world we are constantly bombarded by information about what is healthy for us and what is not. Nowhere is this more evident than the food industry where adverts entice us into buying products because they are good for us. TV shows and books can sometimes present conflicting views on dieting. Having a healthy diet however is actually very straightforward.

B. The human body needs a balanced diet to work properly. Good health involves drinking enough water and eating the right amount of items from the four main food groups. These are carbohydrates, proteins, fats, vitamins and minerals. Each performs a specific function. Carbohydrates provide energy and are found in foods such as bread, potatoes and pasta while proteins help the body to repair muscle and tissue and are found in foods such as fish, meat, nuts, seeds, eggs and cheese. Fats supply energy that can be stored in a 'fat layer' under the skin to keep us warm, they are found in foods such as butter, cheese and fried foods. Finally,



Vitamins and minerals assist with various tasks such as healing wounds, building

strong bones and teeth, making blood and maintaining brain function. This last group is found in foods such as fruits, vegetables, fish and milk.



C. Fruit and vegetables are an important source of vitamins and minerals. The UK government currently advise that people should eat at least five or more portions of fruit and vegetables every day. There's hard scientific evidence that people who eat more than five portions a day have a lower risk of heart disease, stroke and some cancers. Eating these five servings is not that hard, just one apple, peach, or plum is one portion. A slice of water melon is one portion. A portion of vegetables with meal is another. Putting a banana on your toast in the morning is a quick way of getting one portion. Have an orange instead of a biscuit for a snack, eat more salad, eat dried fruit in the evening. These slight changes will all add up to a healthier and more balanced diet.

D. Dairy products like milk and yoghurt are good sources of protein. They have the added benefit of having calcium in them too which helps maintain healthy

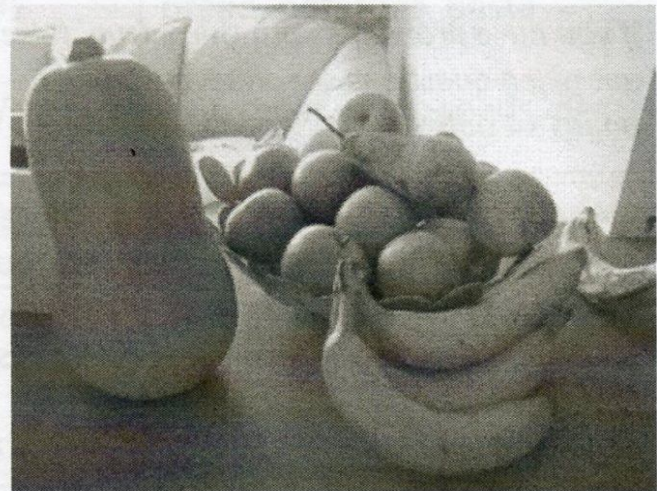
bones. Be careful with the these types of food because they can contain a lot of fat, opt for lower fat types of food by buying skimmed milk and reduced fat cheese and yoghurt.

E. Some individuals eat too much fat and sugar, they are great sources of energy but, when we consume more energy than our bodies burn we start to get fat and store extra weight. Obesity is unhealthy and can cause type 2 diabetes, some cancers and even heart disease. There are two types of fat, saturated and unsaturated. The first type is found in foods such as cheese, sausages, butter and cakes. The majority of people eat too much of this type of fat and it can cause the level of cholesterol to rise in your body, this may have serious repercussions for the health of your heart and could even lead to heart disease. Unsaturated fats, however, can actually help to reduce cholesterol, foods which have these are oily fish, nuts and seeds, avocados, olive oils and vegetable oils.

F. Reduce foods that are high in saturated fat and eat less of those which contain saturated fat. Choose to eat leaner pieces of meat that have less fat on them. Sugar has been added to almost every type of processed food that we eat, even in foods that we think

wouldn't have any sugar in them, like baked beans. Read the labels on food cans and packaging to see how much sugar and fat is in them and use this to decide if they are healthy for you or not.

G. Use your common sense to decide what you should and shouldn't eat. Fresh food that you cook yourself will usually be healthier than anything you buy in the shops, despite what the food labels might say. Eat the right amount of the four food groups but vary the food sources and make sure you drink plenty of water.



1. paragraph B iii Food groups
2. paragraph C vi Getting enough of the right stuff
3. paragraph D vii Dairy products
4. paragraph E i Less fat and sugar
5. paragraph F vi Cutting down
6. paragraph G viii Being sensible

For more help with matching heading questions see chapter 3 page 10

7. c) eating food that's good for you is simple (TRUE - Having a healthy diet however is actually very straightforward.)
8. c) there are different types of dairy products you can buy (TRUE - opt for lower fat option by buying skimmed milk and reduced fat cheese and yoghurt.)

If you have problems with these true, false or not given questions see chapters 5 and 6 pages 14 and 16.

9. Some sources of information say different things about diets. TRUE (TV shows and books can present conflicting views on dieting.)
10. A high cholesterol level can cause obesity (not given)
11. Protein is a common source of energy and can help your body fix itself (FALSE)
12. Foods like cheese contain saturated fat (TRUE)

If you have problems with these true, false or not given questions see chapters 5 and 6 pages 14 and 16.

13. Different types of the same food. (paragraph E. This paragraph explains about saturated and unsaturated fat.)
14. Information about different groups of food. (paragraph b – this paragraph explains the four major food groups.)
15. Small adjustments in habits can make a big difference to your eating. (paragraph c - These slight changes will all add up to a healthier and more balanced diet.)

If you have problems with matching information questions, go to chapter 7 page 18.

16. Can be unexpectedly found in some food. (v sugar - Sugar has been added to almost every type of processed food that we eat, even in foods that we think wouldn't have any sugar in them, like baked beans)
17. Can reduce the amount of a potentially harmful substance in your body. (iii saturated fat - Unsaturated fats, however, can actually help to reduce cholesterol.)
18. Can help to keep you maintain the right temperature. (ii fats - Fats supply energy that can be stored and provide a fat layer under the skin to keep us warm.)

To get more practice with matching features see chapter 8 page 20.

19. To function correctly a healthy body needs... (A – see the sentence ‘The human body needs a balanced diet to work properly.’)

20. Energy from fats can be kept and used... (C – see ‘Fats supply energy that can be stored and provide a fat layer under the skin to keep us warm’)

21. Dairy products contain minerals... (E - Dairy products like milk and yoghurt are good sources of protein. They have the added benefit of having calcium in them too which helps maintain healthy bones.)

For more help with matching sentences and their endings go to chapter 9 page 22.

22. Saturated fat can cause a rise **IN CHOLESTEROL** in your blood. (See ‘The majority of people eat too much of this type of fat and it can cause the level of cholesterol to rise in your body, this may have serious repercussions for the health of your heart and could even lead to heart disease.’)

23. You can find out how much sugar and fat are in foods by **READING (THE) LABELS** (See, ‘Read the labels on food cans and packaging to see how much sugar and fat is in them and use this to decide if they are healthy for you or not.’)

24. When choosing what types of food you should eat, it’s best to **USE COMMON SENSE**. (See – ‘Use your common sense to decide what you should and shouldn’t eat.’)

If you have problems with short answer questions go to chapter 12 page 28.

Carbohydrates	25. SUPPLY / PROVIDE energy.	bread, potatoes, pasta
Protein	26. REPAIR MUSCLE / TISSUE	fish, meat, nuts, seeds, eggs
Fats	Provide stored energy	butter, cheese, fried food
Vitamins and 27. MINERALS	Various jobs	Fruits, 28. VEGETABLES , milk

For more help with table completion questions go to chapter 13 page 30.

I scored under 10...	I scored 10-20...	I scored 20-28...
You need a lot more basic help with your English if you are going to get the grade you want in the IELTS reading exam. Go back to the basics with your English. Teach yourself IELTS: Reading can help you understand how the IELTS reading exam works but it will not help you get much better at English	Good job, Teach yourself IELTS: Reading can help you understand how the IELTS exam works and some tricks to help you get a better score...BUT, you still have some gaps in your reading skills and your general English. Look at the further development sections in each chapter of this book to help you get some ideas.	Teach yourself IELTS: Reading can definitely help you understand how the IELTS reading exam works and can offer you hints and tricks to get a better score. Read through each chapter to familiarise yourself with the question types and consider doing some of the further development sections to improve your IELTS exam skills.

3. Matching Headings – Skimming texts

Task 1

The reading passage 'How skimming can help you' has six paragraphs A – F.
Choose the correct heading for paragraphs B-F from the list of headings below.
Write the correct number i-x next to each paragraph.

Example	Answer
Paragraph A	iv

- i. Further benefits of skim reading
- ii. What is skim reading?
- iii. The development of skim reading in assessment
- iv. How skim reading can benefit your reading
- v. Skim reading for pleasure
- vi. Different skim reading techniques
- vii. Simple techniques to start
- viii. Matching headings to topic sentences
- ix. Skim reading question types
- x. Using this technique in your IELTS exam

Paragraph B ...

Paragraph C ...

Paragraph D ...

Paragraph E ...

Paragraph F ...

Task 2

Skim read the text a bit more. In which paragraphs can you find the following information.

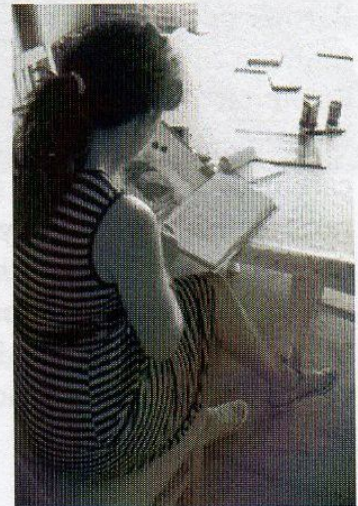
1. how long you should spend skim reading
2. the kind of questions that test skim reading
3. other tasks that require the use of skim reading
4. the kind of words found in skim reading tasks
5. the kinds of statements that will help you skim read

Further Development

To develop your skim reading ability you need to get used to reading a lot, but, it's important to make sure that what you are reading is sufficiently complex to be of benefit. Very easy novels or graded readers might be too easy, some lower quality newspapers are full of idioms and unnecessarily complex. Look for good quality newspapers, magazines, websites or books. Search the internet for BBC news, The Economist, The Guardian, The Times or The Telegraph. Read articles that you find genuinely interesting. If you are an academic, look for journals or articles that are related to your field of study, read text books in English. In fact, anything written down of a sufficiently high level will improve your general reading.

Skimming texts

- A. Developing your ability to skim read will allow you to very quickly look over written text and decide which parts are important for you to read. It's not just a skill you'll need to achieve your desired IELTS grade, it's also a technique that will help you when you're reading any document in English.
- B. Skim reading is the ability to run your eyes over a piece of writing very quickly, without really reading it and yet, still picking up key words and features that are important and help you develop meaning from the text. This sounds difficult but like any skill it needs to be developed and practised.
- C. A good way to begin is to read the first line of every paragraph in the text, this line is usually a 'topic sentence' and will ordinarily explain to you what the rest of the paragraph is about. The first line of the previous paragraph is 'Skim reading is the ability...' by reading this line you already know that this paragraph is going to explain exactly what skim reading is.
- D. You'll need to skim read for at least the first few minutes of each section of the reading paper. Read the questions first and then, skim read the paragraphs to see if anything matches up quickly and also just to familiarise yourself with how the text is laid out. When you come to answer the other questions on the reading paper, you'll find that you are already familiar with where some of the information will be.
- E. One of the most common skim reading questions tasks is 'match the heading to the paragraph'. In this type of question, candidates are asked to correctly pair up a series of sub-titles with the right paragraph in a text, more often than not there are a lot more sub-titles than there are paragraphs so exam takers are only expected to select some of the headings. To make the test harder, test writers also try to make the headings a bit confusing, some headings will be completely incorrect and some will only be slightly wrong. Candidates can also expect a good deal of paraphrasing where synonyms are used to replace words used in a text.
- F. Being able to quickly skim read will help you in more ways. If you are an academic student a large part of your course will be reading. Being able to quickly negotiate your way through complicated texts will make you a much more effective and efficient student. You might also skim read a newspaper or a webpage to see if there is anything there that you want to read. You skim read your Facebook page to see if you're really interested in anything your friends have to say. You skim read an advert to find out if that computer really is the one you want or a review of a film to see if your friend would like it as much as you.



4. Multiple choice questions

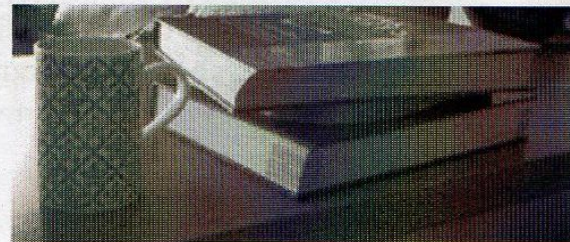
Read the text on 'multiple choice questions'. Answer the question by choosing the correct answer or answers.

1. Which of the following are advantages of multiple-choice type questions?
 - a) they are very common
 - b) everybody understands them
 - c) they are simple to correct
 - d) candidates can guess the answers
2. According to the text, which of the following are criticisms of multi-choice questions?
 - a) they can be marked quickly
 - b) such questions are unable to assess real understanding
 - c) candidates do them too quickly
 - d) they only need a short answer
3. In IELTS academic reading exams...
 - a) the majority of questions are multiple choice.
 - b) there aren't many multiple choice questions.
 - c) candidates always choose two answers from a list for multi choice questions.
 - d) Multi answer questions are usually less complex than other question types.
4. Which of the following IS NOT a way in which the text suggests that a candidate answers multiple choice questions?
 - a) skim read the text
 - b) rule out the incorrect answers
 - c) guess if you aren't sure of the answer
 - d) make sure you read the question fully

Further development

Multiple choice questions test your ability to **scan** a text and look for the important details that might not always be simple to find when you read a text quickly or just once. Unlike skimming, this requires you to **scan** and focus in on a particular section of writing and read this very carefully. Go back to the section in the text that deals with this information and read it again, several times if necessary.

Get as much practice with these types of questions as you can. Look through past IELTS papers in books and on the internet, get used to looking at sentences again and again to really understand the meaning,



Multiple choice questions

Selecting the right option from a list of possible answers is probably the most common assessment method in the world. Such questions are easy to set and mark and are a common feature of exams and test across the globe, including the IELTS reading examination.

Advantages of this method of assessment

This type of question is quick to administer and to check, and, provided they are carefully written, can also be a good indication of whether a candidate understands a particular theory or text. These types of questions can assess candidates on almost any type of knowledge from language to understanding complex theories. Modern technology has taken advantage of this form of assessment and even paper based multiple choice exams can be marked very quickly by machines. Students shade in a box on an exam paper and these can be scanned by a computer at a fantastic speed. This makes a test both cheap to administer and cheap to mark.

Drawbacks of multiple choice questions

There are quite a few criticisms of multiple choice questions. For a start they can't check deep knowledge of a subject in the way that a question with even a very short answer can. Indeed, a candidate can guess the answers and get a question correct without having any knowledge at all. Statistically, someone randomly choosing an answer would have a one in four chance of getting it right depending on how many answers there were to choose from.

How multiple choice questions are used in the IELTS exam

On academic IELTS papers, multiple choice questions are used fairly sparingly and often in a more complex way than traditional multi-choice answer questions. Candidates are sometimes given a series of answers in a box, they are then given a number of questions and asked to match the questions with the answers. Another trick is to ask candidates to choose two answers from a list after having chosen just one in a previous multiple choice question.

How to tackle multiple choice questions

Firstly, don't assume that the answer will be simple, read the question and make sure you understand what the task is. Look for negatives such as 'which of the following is NOT...'. Attempt to eliminate the answers that are incorrect and by doing this you should be left with the correct one.

Also, try not to spend a long time on just one question. If you really

can't figure out the answer it's best just to use your judgement, choose one and then move on. You won't lose any marks on the IELTS reading exam for making an educated guess.



Read the text about the IELTS exam on the opposite page and decide if these sentences are true/ false or not given.

Example

1. There are three versions of the IELTS exam

Answer

NO

2. The academic version of the IELTS exam assists candidates with their academic English.
3. Non-native English speaking doctors are often required to sit the academic IELTS exam.
4. A candidate wanting to live in a foreign country would probably take the academic mode.
5. The IELTS exam is accepted by 3,000 institutions all over the world.
6. A candidate who gets a band '0' would be essentially a non-English speaker.
7. Most academic institution require candidates to score more than 5.5 on the IELTS test before they can enrol.
8. An IELTS test certificate is regarded as current for up to two years.
9. Two and a half million people took the IELTS exam in 2014.
10. Lots of institutions recognise and use IELTS, not just universities.

Further Development.

In this type of task any answers that are 'not given' are not detailed or talked about. This does not mean that some aspects of the question are not mentioned in the text. Look at this sentence.

'Dolphins are friendly animals that live in the sea'.

Dolphins are friendly

TRUE

Dolphins live in the mountains.

FALSE

Dolphins are really good swimmers.

NOT GIVEN

Even though we know dolphins are good swimmers, it doesn't say so in the text!



- A. Known as IELTS, the International English Language Testing System is an international test of English language proficiency for non-native English language speakers. It's a difficult and often rigorous exam that gives students a grade from 0 to 9 and tests each discipline separately. There are standalone exams for reading, writing, speaking and listening.
- B. At the time of writing there are two versions of the IELTS: the Academic Version and the General Training Version: The Academic Version is intended for candidates who want to enrol in academic institutions such as universities and higher education establishments or become professionals such as medical doctors or nurses who want to study or practise in an English-speaking country.
- C. Students planning to undertake non-academic training or to gain work experience, should look at the general training version of the IELTS exam which is also used for the purposes of immigration in some countries.
- D. Accepted by most Australian, British, Canadian, Irish, New Zealand and South African academic institutions, over 3,000 academic institutions in the United States, and various professional organisations across the world, IELTS is a truly global exam.
- E. Famously, IELTS is an exam that candidates neither pass nor fail. Those who take the exam are given an IELTS result or Test Report Form with a score from "band 1", where a candidate is considered a non-English speaker, to "band 9", where a candidate is regarded as an advanced English user. Each institution sets its own score requirement dependant on the English level they consider necessary for a particular course. There is also a "band 0" score for those who did not attempt the test. Institutions are advised not to consider a report older than two years to be valid, unless the user proves that they have worked to maintain their level.
- F. IELTS has played an important role in English Language Testing during its 25 year history and is recognised by more than 9,000 organisations around the world including universities and employers in many countries, as well as by professional bodies, immigration authorities and other government agencies. More than 2.5 million IELTS tests were taken in 2014 in more than 140 countries.

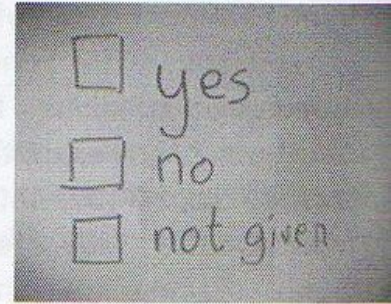
6. Opinions about IELTS reading - Yes / No / Not Given

Do the following statements agree with the information given in the reading passage opposite
Write:

Yes – *if the statement agrees with the information.*

No – *if the statement contradicts the statement*

Not Given – *if there is no information on this in the passage.*



Task 1

1. Saleem thinks the IELTS exam is too difficult.
2. Generally, Saleem doesn't find the reading texts stimulating.
3. Saleem thinks the questions on the exam are really boring
4. Marleen thinks the texts are interesting.
5. Marleen read a lot of books about the IELTS reading exam
6. Marleen needed to do more practise to learn how the questions worked.
7. Before he did the IELTS test, Giacomo thought his English was adequate to achieve the grade he wanted.
8. Giacomo took the IELTS exam three times
9. All three of the candidates think that the IELTS reading exam is the hardest part of the exam.
10. All the candidates think that a better score can be achieved through some sort of prior study.

Further development

The most difficult element of these questions is the 'not given' section. It's usually straightforward to work out if the answer is 'yes' or 'no' by scanning the text but the 'not given' might be confusing.

'I play football every weekend, usually on Sunday morning. It's a great way to keep fit and catch up with my friends.'

Lewis thinks football is a good way to keep his body healthy. *Yes*

Lewis doesn't play football with his friends. *No*

Lewis loves watching football. *Not Given*



7. Matching information - Improve your reading speed

Task 1

'Improve your reading speed' has seven paragraphs (A-G) which paragraphs contain the following information. Write ONE letter for each answer. You may use each paragraph letter more than once.

Example	Answer
1. Candidates complaining that the test is too difficult.	A
2. How much time you should take on each part of the reading exam
3. The importance of topic sentences
4. Improving your reading skills by reading other material
5. The speed at which you should read
6. The kinds of words that candidates could find significant
7. The types of written material that might be beneficial to read

Task 2

Decide which paragraphs contain reference/s to the following things. You may use each letter more than once.

Example	Answer
1. Unhappy students	A
2. Time keeping devices
3. Professional athletes
4. Students who passed the IELTS exam
5. Sentences in paragraphs
6. Students who didn't pass
7. A period of time

Further development

Matching information questions essentially test your ability to scan text for specific information. Skim read to find the information you might need and then scan to find out if it is EXACTLY the information you are looking for.

Good texts can be found by searching the internet for the following: BBC news, The Economist, The Guardian, The Times or The Telegraph or any quality newspaper or publication written in English.

- A. Candidates sitting the IELTS reading exam always complain that there isn't enough time to answer all the questions on the paper and that, if they had just a few minutes more they would score much higher. Grumpy candidates cannot, sadly, change how long they are given to complete the exam and would not complain so much had they invested more time in mastering the art of speed reading.
- B. Learn to skim read. We've already talked about skim reading in previous chapters of this book and this will help you get a shallow understanding of the text. Notice that most paragraphs you read begin with a topic sentence and this often tells you what the rest of the paragraph is about. In this paragraph the first line is 'learn to skim read', by reading this you'll quickly pick up that in this part of the text we're going to discuss skim reading. Of course, not all paragraphs have a topic sentence, they're not always the first sentence and they don't always tell you exactly what is coming up. In general though, you'll find it easier to read texts quickly if you identify the topic sentences and circle or underline them with your pencil.
- C. Circle important words. Throughout the text there will be words that might be important. These may be headings or sub headings, proper nouns, repeated words or words that you have never seen before. Putting a mark around them will mean that you can quickly find them later. You might also feel that physically marking the word will help you remember it was there.
- D. Don't go too fast. Reading something as fast as possible so you get to the end quickly is actually going to slow you down in the long run. You want to understand the text so you can answer the questions correctly and within the time given to achieve the grade you want. Going too quickly will mean that you either get the questions wrong or, you have to go back and read the text again to understand. Either of these methods may affect the mark that you get. Slow down to a speed that works for you.
- E. Keep an eye on the clock. Like a long distance runner, you have to be aware of how fast you are going so that you reach the end within you're the allotted time. Go too quickly and you'll get the answers wrong, too slowly and you won't finish. Aim to do each section of the reading exam in the suggested twenty minutes.
- F. Develop your reading skill. A football player would never turn up to a game without having had a great deal of training. It's the same with reading. Unless you actually train yourself to read by actually reading, then you won't get any better. Be 'picky' with what you read, however, stick to academic journals, good quality newspapers or indeed anything that is written in academic English.
- G. There are doubtless hundreds of IELTS candidates who have achieved their target grade without having followed any of the advice above. All of them however, will have somehow developed their reading skills by sustained and long term reading practice.



8. Matching features - Synonyms, antonyms and paraphrasing

Task 1

Classify the following descriptions but matching them top the descriptions below. You may use each category more than once.

- i – a synonym
- ii – an antonym
- iii – paraphrasing
- iv – IELTS reading exam texts
- v - summarising
- vi – none of the above

Example

1. A word that means the same thing as another word.

Answer

i

- 2. full of paraphrasing
- 3. the opposite of a synonym
- 4. Used in the answers to IELTS reading exam questions
- 5. omits most key points
- 6. is usually used in text introductions
- 7. can be found in conclusions
- 8. conveying equal meaning using different expressions

Task 2

Can you think of any synonyms or ways to paraphrases these common academic words or expressions?

- 1. job –
- 2. interesting –
- 3. identify -
- 4. process –
- 5. assess –
- 6. mistake-

Further development

Matching features types of questions require you to match pieces of information from the text with different categories. This example is fairly easy but in the real IELTS exam the categories are designed to be vague.

Doing practise exams will help you get better at this type of question because you will become more familiar with them, but improving your general reading skill will also help.



Finding a different way of saying the same thing is part of most forms of communication and there are a number of different methods employed. Synonyms, paraphrasing and summaries are evident in spoken and written language and they are also prevalent in the IELTS reading exam.

Saying the same thing again and again...

If you are reading a text about 'jobs in Japan', it would be very tedious indeed to have to read the words 'jobs in Japan' over and over again. It's far more realistic and more interesting if the writer uses different words or phrases to mean the same thing. For 'jobs in Japan' you might also find 'employment in Japan' or 'work in Japan' or 'Japanese employment'. In terms of the IELTS exam, using synonyms, antonyms or paraphrasing to say the same thing in a different way makes the test more difficult for students and provides a model for what happens in the real world of academia or professional communication. Indeed, probably the only place you aren't likely to use any sort of paraphrasing is in your answers.

Synonyms and antonyms

A synonym is literally a word that means the same as another word while an antonym means something that is the opposite. Simple synonym examples are words like 'sick' which is the same as 'ill', or 'rapidly' which is almost the same as 'quickly'. Often, you'll find that synonyms don't mean exactly the same thing but they are close enough to be the same. In the reading section of the IELTS exam you'll find that synonyms are used a lot in the questions and the text. For example, if the question asked 'Where does he live?' and in the text you found the

sentence 'he lives next to the supermarket', then the answer would be too easy to find. Instead the text might say something like 'his house is beside the supermarket'. In this case the synonym for 'lives' is 'his house'.

Paraphrasing

Paraphrasing also makes the exam harder by getting candidates to search for different ways of expressing the same concept but not necessarily the same words. For example, if you read 'the train stopped' it might mean, 'the train was delayed'. 'Stopped' and 'delayed' are not really synonyms and they don't mean exactly the same thing but they might signify the same thing in the context of a text.

Summarising

Summarising goes further than paraphrasing by cutting out most of the detail and mentioning only the salient aspects of the information. When you're reading a text, looking at the first line of each paragraph and the whole of the conclusion will give a quick summary of what the text is about, in essence, you've already read the summary. If you're writing, then a summary is an excellent way to explain your general idea and make sure that your reader is clear about exactly what you mean.

Manipulating synonyms, paraphrasing and summarising information are all standard business and academic English skills that you will require in your studies. Using them effectively will make your written and spoken English succinct, professional and engaging.

Task 1

Read the exam day tips and decide which sentences will best complete the sentences 1 to 8 below.

- A. negatively alters a candidate's concentration level.
- B. might make you faster.
- C. assists in candidate concentration.
- D. at a different time.
- E. in a different venue.
- F. up to two weeks.
- G. eight hours sleep is enough.
- H. public transport.
- I. help you stay calm.
- J. achieve a better IELTS score
- K. do too much studying.

Example

- | | |
|--|--------------------------------|
| 1. For over 80% of individuals.... | G. eight hours sleep is enough |
| 2. Not having enough rest will... | |
| 3. A cup of coffee... | |
| 4. Check your journey times if you use... | |
| 5. Candidates often do the speaking exam... | |
| 6. Developing breathing techniques to... | |
| 7. Getting your results can... | |
| 8. In the evening prior to the exam you shouldn't... | |

Further development

Don't think that this is a test of logic or grammar, just because two sentences fit together correctly it doesn't mean they are the correct answer. You'll need to read the text carefully to make sure the ideas or facts from the text are the same as the ideas or facts in the sentence.

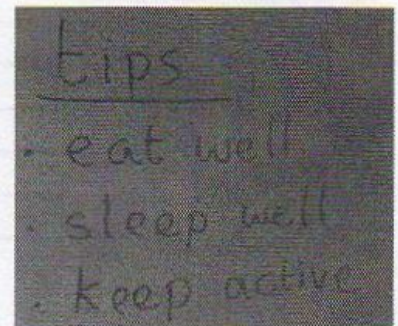
Again, doing practise tests will help with this but improving your general reading skills will also help.

Get a good night's sleep before the exam. Researchers at the University of Bristol's sleep centre have found that for 85% of us, eight hours sleep is enough. Lack of the required amount of rest will drastically affect your ability to think clearly and operate at the most efficient level. You might think it's a good idea to stay up late reading IELTS test papers the night before but this might do you more harm than good.

- A. Eat the right thing. There's long been links to intelligence and food, even as far back as the Romans it was thought that eating sheep brain would make you smarter. Today, some scientists think oily fish will give you more brain power, a cup of coffee will allow your brain to work quicker in exams and chewing gum will help you concentrate more. Whatever the popular fad, just make sure that you're not hungry when you sit down to do your IELTS exam.
- B. Know where you're going. On the day of the test you might be travelling to a new city or a new part of town, make sure you know where you're going. Ask someone where to go or find the address on your computer or smart phone using Google Maps. If you're getting the bus or the train make sure you allow plenty of time to get there. If you're late, the test centre might not let you in!
- C. Know what to expect. On the day of the exam you'll be shown to a room in the test centre. Here, you'll do the listening, reading and writing exams one after

another. Then, you'll be given an appointment for the spoken element of the test which might take place later on in the same day or even the next day. If you're not sure what happens at the test centre, ring up and ask or email and ask!

- D. Develop strategies to keep calm. For some, exams are synonymous with stress and worry and if this is the case for you with the IELTS exam, then it's worth learning some ways in which you can help yourself stay focused. Breathing deeply can be a real aid to remaining collected, take long deep breaths. Count up to 4 while breathing in, and count to 4 while breathing out. If you do this several times you'll find that you completely calm down. Try to remember that if you don't get the score you want on the exam, you can always do it again. Failure in the IELTS exam is by no means the end of the world!
- E. It's good to reflect on the questions you were asked in the exam and think about where you did well and where you went wrong, but try not to worry about this too much. There's nothing you can do about the exam once it is finished and the best course of action is to wait a fortnight for the results. If you achieved the grade you wanted, great, if not, you can always do the test again and the next time you will be better prepared.



10. The IELTS 9-band scale – Sentence completion

Read 'The IELTS 9-band scale' and answer these questions.

Write the correct ending for the sentence. Use **NO MORE THAN THREE WORDS** to do this.

Example

1. Each level on the IELTS banding scale represents the level of a student's ability in the target language.
2. Despite some errors and mistakes, a band 6 user can has effective use of the language in _____.
3. To score a Band 0, a candidate _____ the test.
4. Demonstrating fluency and accuracy, a band 9 candidate will have FULL _____ of the target language.
5. A candidate who will make many mistakes but can usually understand the global meaning in the majority of situations would be a _____.
6. A band 2 user would have real problems using English when it is _____.
7. If a candidate is a band 7 user, then they can generally cope with detailed reasoning as well as _____.

Further development.

In the rubric of these questions you will usually find the instruction 'WRITE NO MORE THAN THREE WORDS', so it almost goes without saying that if candidates write more than three words then they will get the answer wrong.

Be careful with your spelling here, the IELTS exam is very unforgiving of spelling errors, if you misspell a word then the answer is wrong.

Circle the correct spelling!

wednesday	Wednesday	wenesday
business	bisnes	busness
intresting	interesting	interesteing
febuary	february	February
tomorow	tomorrow	tommorow
dificult	difficult	dificullt
choize	choice	chose
frend	friend	freind
practize	practise	practice
vegetable	vegetable	vegstable
colour	color	coulour

Each band corresponds to a level of English competence. All parts of the test and the Overall Band Score can be reported in whole and half bands, for example 6.5, 7.0, 7.5, 8.0.

Band 9: *Expert user*: has fully operational command of the language: appropriate, accurate and fluent with complete understanding. They are able to take part in any social or professional activity and can understand and explain complex processes and theories.

Band 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 and detailed arguments well.

Band 7: *Good user*: has operational command of the language, with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 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.

Band 5: *Modest user*: has partial command of the language, coping with overall

meaning in most situations, is likely to make many mistakes. Should be able to handle basic communication in their own field.

Band 4: *Limited user*: basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3: *Extremely limited user*: conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 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.

Band 1: *Non-user*: essentially has no ability to use the language beyond possibly a few isolated words.

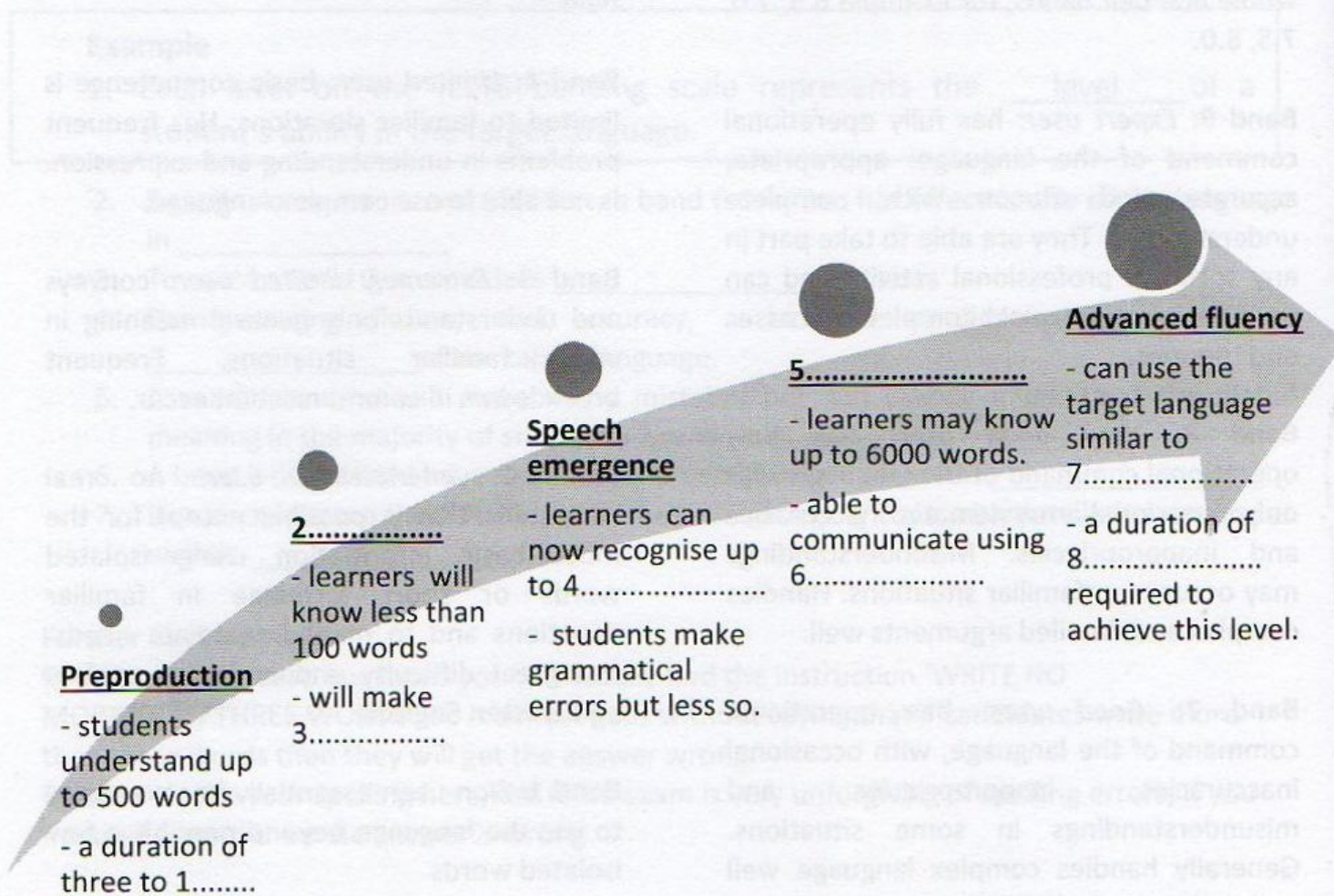
Band 0: Did not attempt the test: No assessable information provided



11. Diagram and chart completion – The process of learning a language

Task 1

Read the text, The process of learning a language. Complete the diagram below using words from the text. Write NO MORE THAN THREE WORDS.



Further development

Diagram completion requires you to read very carefully, first skim the text to find the relevant section and then scan to extract the specific piece of information. Also, be careful with your answers here, spelling a word wrongly here will mean that the answer is wrong even though it's clear what you mean. For example, if the answer is 'Wednesday' and you write 'Wensday' then the answer is wrong.

Become familiar with charts, diagrams and graphs by looking at them on the internet, newspapers and magazines and try to understand them. Don't expect to understand a chart or a graph as soon as you look at it – you'll need a bit of time to study the features before you really understand what it's all about.

Most people find learning a second language difficult, especially as adults. Unlike other subjects or skills which can be learned relatively quickly, learning a language takes up a great deal of time indeed with individuals spending many years to get to a fluent level. In some cases, students may never reach the level they want or believe they can achieve.

According to the language teacher, Judie Haynes in her book, *Getting Started With English Language Learners: How Educators Can Meet the Challenge**, learning a second language takes place over five stages. These are typically preproduction, early production, speech emergence, intermediate fluency, and advanced fluency.

Preproduction is the first step and has also been called the silent period. Typically, individuals at this stage are able to recognise and understand up to five hundred words, however they do not actually speak the target language. Depending on how learners go about learning, they might not actually go through the silent period at all. Students who take classes will start speaking straight away, although this will be more repetition than real use of a language. This period could last from three to six months. Ellis, Rod (2008)**.

The second stage of acquisition is early production, at this stage learners begin to use two or three word phrases and they are also able to recall 'chunks' of language. Students will frequently make grammatical and lexical errors here. Learners will also have active and passive vocabulary banks, the active lexical items are ones they can use and recall with the passive items simply being understood. It's reckoned that individuals at this level know about 1000 words.

The third stage is speech emergence. Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors.

The stage following speech emergence is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their thoughts and opinions. Students may make frequent errors with more complicated sentence structures.

The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers.

Getting Started With English Language Learners: How Educators Can Meet the Challenge* Association for Supervision & Curriculum Dev ISBN-13: 978-1416605195 *The Study of Second Language Acquisition*. Oxford, UK: Oxford University Press. ISBN 978-0-19-442257-4.

Task 1

Read the text 'Study partners' and complete the notes below. Choose ONE or TWO words from the passage for each answer.

Working with other students will 1..... you to more varied materials and methods of learning.

You should select a learner who you find it easy to work with, it's not so important if they speak English 2.

As you work together you should try to talk 3. any corrections with your study partner.

Try to arrange a 4. to meet that is fixed.

Try to 5. of your partner by listening to them and helping them with their studies.

Don't forget that using a study partner might help you get a 6. in your IELTS reading exam.

Further development

Short answer question always use words that can be found in the text in the answer, so anything you decide to write that isn't in the reading passage will be wrong.

There will be a lot of paraphrasing in the sentences you have to fill in, but not in the answers.

Make sure that your word fits correctly into the sentence, for example, 'I every morning' would need to be a verb.

Please make sure you spell the words you write correctly and use a capital letter if the answer requires one.

Why do I need a study partner, I like working alone.

For lots of people studying should be done alone in a quiet room with a book, at a desk and with a pen and paper. This view is fine, but in order to maximise your study time, sometimes working with a partner or group will allow you to remember and focus on a much wider range of material and be exposed to a different vocabulary and techniques.

Why should I choose to work with someone else?

We bounce our ideas off other people, we live and work with other people and we share our ideas with other people. They look at things in different ways and can often show us ways of doing things that we didn't realise. It might just be that your study partner shows you something you need on your IELTS exam, this could be how to answer an essay in a certain way or a language structure to use.

Who should I choose to work with?

Anyone who you get on well with do just fine, even if their English isn't as good as yours. Don't be fooled into thinking that you won't learn English properly if you work with someone who doesn't speak perfect English. Lots and lots of English learners spend all of their time listening to 'perfect' English and they still make lots of mistakes. A word of warning however, don't study with your friends, these are the people who make you laugh and you enjoy being with, if you try to use them as a study partner the chance are that you'll just do what you always do with them – have a good time.

What tasks could we do together?

- Take one section of a reading exam (like one from the back of this book) and do it

together in 20 minutes. Then compare and discuss your answers before you check the answers together.

- Both (or all of you) do the same reading exam on your own then meet up to discuss it. Make sure you talk about what you thought was right and wrong before you check them.
- Do different exam papers and get your study partner or partners to correct it for you using the answers, while you do the same for them. Don't forget to talk about why the answers are right or wrong.

Any more tips?

Yes. Set a regular time and day to study together. Study in a place where you feel comfortable and can talk without distractions. If this is a café or a bar then that's fine, remember that libraries are good places to study on your own, they don't always allow you to have conversations. Make sure you both have clear goals about what you want to achieve. Be supportive and remind others to be supportive as well. Explain what parts of the exam you are worried about.

I still don't think it's a good idea...

Working with other people will make you more motivated because you won't want to let them (or yourself) down. Hopefully this will help you study faster and with a greater focus which should result in a better result in your IELTS reading test - which is what you wanted in the first place.



Task

Read the text making a study plan. Complete the table using words from the text. Write NO MORE THAN THREE WORDS.

Mon- Wed	Tues- Thurs.	Fri – Sat	Sunday
Practise listening by watching 1..... of a documentary	Practice 4. of the writing exam for 20 minutes. Compare it to a sample answer	Practice part 2 of the writing exam for 6. (40 minutes). Compare it to a sample answer	Review your weekly progress and revisit your 8.....
2. of a reading exam 20 minutes. Check answers carefully.	Speak English for at least 5. on a complex topic.	Do a 7.	Meet up with your 9..... and discuss your progress
Vocab building: Learn 3.	Vocab building: Learn three sentence structures	Vocab building: Learn three new words	Vocab building: 10. on your vocab this week

Further development

Use your common sense for these questions, in the context of the table you can often guess what the answer might be. For example:

Madrid	1.....	London	Berlin
3.165 million	2.244 millions	2.....	3.375
Spanish	French	English	3.....

We can guess that the answer to number one might be Paris because the other tables have capital European cities (it might be Brussels though, they also speak French! Answer two will also be a number, it looks like this part of the table has populations in it. Writing a word here would be incorrect. Answer three will probably be German.

When Benjamin Franklin famously said, 'if you fail to plan, you are planning to fail', he probably didn't have the IELTS reading exam in mind. His advice however is still valid, if you want to get a better score in the IELTS exam, you will need to study and to do this you'll need a proper schedule.

Achievable targets

You'll probably already know what grade you need to achieve in the IELTS exam and so this is your goal but, be realistic. You'll need to get a feel for what your IELTS level is, to do this, try completing the sample exams at the end of this book as well as others you find. Stick to the time limit and mark yourself honestly. If you have a teacher, ask them to mark your written exam. You'll now know both what target you want to achieve and what level you are at. Be sensible, if you score overall band 5 then you are not going to score a 7.0 in a few months. For most people, it's reckoned that you improve by a band every six months. Another big issue is that students want to fast track their English and achieve a high score before they know the basics. If you can't use the tenses in English or have trouble just communicating or writing simple sentences, then forget about anything to do with IELTS, you would be much better just learning English until you have a better level.

Making a timetable

There's no point in setting yourself a timetable that is unachievable and that you can't keep. Be honest with yourself and don't set a schedule that is either too easy or too difficult. Most people learn best in chunks of between twenty and thirty minutes with a few minutes break in between where you can stretch your legs or get a breath of fresh air.

An example of a timetable

Here's a sample timetable that you could follow. Try to target all the parts of the IELTS exam, reading, writing, speaking and listening. On a Monday and Wednesday you could start by spending half an hour watching a documentary on either YouTube on an English TV channel, then complete one section of a sample reading paper.

It's suggested that you try to only learn three academic words so that they become part of your active vocabulary, you could do this on Monday, Wednesday, Friday and Saturday. On Tuesday and Thursday focus on part 1 of the written paper. If you don't have someone who can check your work, make sure you compare your answer with a sample answer you find in a book or on the internet, also on Tuesdays and Thursdays, practise your spoken English by having a conversation on a complex topic for a least half an hour. On Fridays, tackle part 2 of the written paper, it should take about 40 minutes, again, compare it to a sample answer. On the same day you could also try a complete reading exam. Treat Sundays as a time to look at everything you have learned throughout the week and read through your study journal again. If you can, arrange to see your study partner and talk about what you've been doing that week, this could take anywhere between 30 minutes and an hour. Also, review your vocab for the whole week by testing yourself on the words.

Have enough practise materials

You'll need quite a lot of material to keep you going. Thankfully there are some excellent materials to help you. You can search for these on the internet or a save money by getting books out from your local library.

Keep a study journal

Maintaining good study notes is the cornerstone to success in academic life. Keep a record of all the practise tests that you have done and what you scored in them. Have a notebook with all the important vocab and structures that you have learned and look at this regularly.

Balancing your life

Don't spend all your time studying. Your brain can only take in a certain amount of information and so spending all day trying to remember 100 words will only make you forget them the next day. Try to enjoy what you study

Text 1

Questions 1-5

The text 'Song Writing' has six paragraphs A – F.

Choose the correct heading for paragraphs B-F from the list of headings below.

Write the correct number i-x next to each paragraph.

Example	Answer
Paragraph A	ii

- i. What's the most popular song in the world?
- ii. introduction
- iii. The benefits of song writing
- iv. Different schools of thought
- v. Learning an instrument
- vi. So how do you write your own song?
- vii. How most songs work
- viii. What to write about
- ix. Famous song writers
- x. Why people listen to songs

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

Song writing

- A. Writing a song can be a very personal process that requires patience, musicianship and experience. At the same time, a good song can be a complete accident, written by someone with very little musical ability and no previous knowledge. Perhaps it's this mixture of craftsmanship, talent and pure luck that allows song writing to remain a powerful and hugely popular art form.
- B. The answer, bizarrely, isn't easy. It depends on which newspaper, books or website you believe and also, which genre of music you are talking about. For 'rock', Led Zeppelin's 'Stairway to Heaven' is considered the greatest and most popular song, for 'country' music, 'Stand by your Man' by Tammy Wynette is reckoned to be the greatest. Of course this will vary from country to country, generation to generation and one individual to another. One song that nobody can deny is popular; however, is 'Happy Birthday'. The tune was first written in the late nineteenth century by American sisters Patty Hill and Mildred J. Hill, they called it 'Good Morning to All' and used it with school children as an easy song to sing. In the early twentieth century it became 'Happy Birthday' and there is some controversy as to who actually came up with the lyrics. Today, it's believed to be the most recognised song in

the English language and has been translated into at least 18 languages!

- C. For some song writers there's a formula and for others, the process is much more organic. One of the most prolific and successful song writers of all time is Sir Paul McCartney. McCartney was part of the ground breaking Liverpool band, the Beatles, who shot to fame in the 1960s with the emerging music genre, rock and roll. McCartney approaches song writing without a plan, he thinks about his ideas, sits down at a piano or with a guitar and just plays, the songs, he says they 'just arrive out of thin air' *For McCartney, there's no secret to writing good song and there's no method either 'We [The Beatles] used to joke if we ever arrived at a formula, we'll bottle it and sell it, but the truth is you don't actually want to arrive at a formula'. * Hit song writer Guy Chambers who has created songs with some of the most famous pop artists in the world says that although it can be daunting when you first start, particularly with the lyrics, there are a couple of rules you ought to follow. "The thing about pop songs is,' he says 'you've got to try and use as little words as possible.'" For Chambers, who had sold more than 40 million records world-wide, a good song shouldn't last for more than 4 minutes. He's written songs with celebrated artists including Robbie Williams, Diana Ross and Queen. **

D. Most western songs follow a regular pattern of music and lyrics and these can be broken down into three very broad sections. Firstly there is the introduction, often called 'the intro'. More often than not this is just music and can set the tone or character for the rest of the song. Famous songs often have a recognisable intro and for some artists it's an essential element of the musical mix. The next part and the majority of most songs is the verse. Here the lyrics tell the story and the music follows a similar structure until the song builds to the next section, the chorus. This is the central part of the song and the part that people remember or sing, the chorus usually comes between every verse and often contains repeated words and the same melody. In some songs you'll also find a fourth section often known as 'the bridge', this is a part of a song that is unlike any other part, the music may change tempo or key and may even use a different instrument or volume.

E. Even before songwriters play a single chord or write a single line, they all start by loving music and loving songs. Listening to great lyrics and melodies written by either contemporary artists or those from the past will give you the best insight into how a song works. Listen to how the verse and the chorus work together, listen to the content of the lyrics, is there a bridge? What's the tone of the music? Although you'd be breaking plagiarism laws by directly

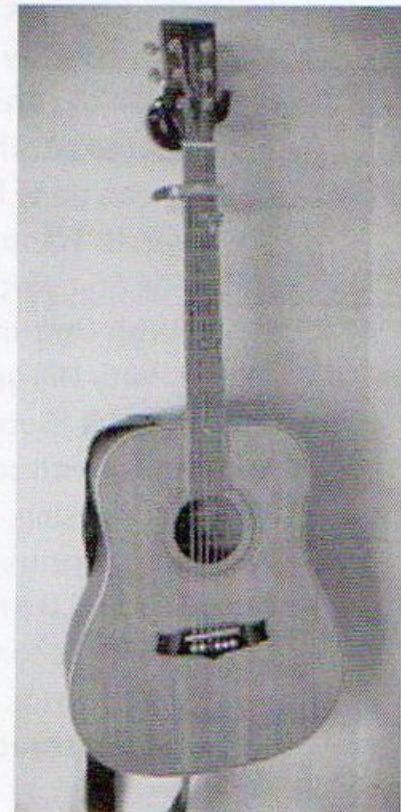
copying from popular songs, using them as springboard to writing your own kind of music is fine.

F. Barbara Dunn is a therapist and counsellor who believes that song writing is a tool that everyone can use to make sense of life and their emotions. 'Writing songs can be a very powerful tool in therapy,' she says, '...it puts thoughts and feeling together in a package that can then be viewed from different angles'. Lots of great songs have been written by people dealing with difficult situations in their life. Eric Clapton wrote 'Tears in Heaven' after the death of his son. There's a very important link between songwriters and their lives.

*<http://www.pastemagazine.com/articles/2015/01/paul-mccartney-on-songwriting-the-beatles-and-revi.html>

**<http://www.bbc.co.uk/news/entertainment-arts-13975164>

**<http://www.bbc.co.uk/news/entertainment-arts-13975164>



Questions 6-10

Complete each of the following statements with words from the text.

Write NO MORE THAN THREE WORDS.

6. Happy Birthday was written two sisters but there is about who wrote the words.
7. The Beatles said if they had a for song writing they would sell it.
8. Guy Chambers claims that a song should be under long.
9. In a chorus there are often
10. By writing music that is the same as already existing songs, a musician would be

Questions 11-14

Choose the appropriate letters A-D for each question. Write one answer.

11. Probably the most popular song in the world is...
 - A. Good Morning to All
 - B. Happy Birthday
 - C. Stairway to Heaven
 - D. Stand by your Man.

12. According to paragraph C...
 - A. the majority of songwriters have a specific formula they use.
 - B. most song writers don't use any sort of method at all
 - C. every song writer has a different method.
 - D. most songs just come out of thin air.

13. According to paragraph D...
 - A. most songs have an intro, one verse, a chorus and a bridge.
 - B. there are very few songs with a bridge.
 - C. all songs have an intro.
 - D. not all songs have a bridge

14. According to Barbara Dunn...
 - A. song writing will help people deal with their problems.
 - B. song writer's lives are linked to their music.
 - C. people who live through tough situations can write better songs.
 - D. you have to use tools to write songs.

Question 15

15. Which of the following songs are NOT CORRECT? Choose two answers
 - A. Stand by Your Man – Tammy Wynette
 - B. Stairway to Heaven – Led Zeppelin
 - C. Tears in Heaven – Paul McCartney
 - D. Good Morning to All – Patty and Mildred Hill
 - E. Happy Birthday – Barbara Dunn

Questions 16-23

Do the following statements agree with the information given in the reading passage 'Buying Presents'? Write:

YES – *if the statement agrees with the information.*

NO – *if the statement contradicts the statement*

NOT GIVEN – *if there is no information on this in the passage.*

- 16. Most people think it's hard to buy a gift for a member of their family.
- 17. Christmas is always the most difficult time to find presents.
- 18. Jill Perry dislikes the books that her husband likes.
- 19. You could buy shoes and perfumes for someone you know really well.
- 20. Jill hates cycling.
- 21. Children usually like expensive gifts.
- 22. Jill Perry finds poetry funny.
- 23. Perry says she likes her husband's gifts even if she doesn't.

Buying presents

It's that time of year again, it could be Christmas, someone's birthday or a wedding and you need to buy a present but what do you buy? Recent studies have suggested that nearly 70% of us say that we find shopping for gifts difficult and even stressful, especially for the people we are closest to.

Preparation

Thinking about who you are buying for is crucial if you want to get them a memorable gift. Put yourself in their shoes, what kinds of things do they like. Do they read, if so, what sorts of books? Do they play sports, if so, what sports? 'Too often,' says Jill Perry from bestgifts.com 'people use their own likes and dislikes when they buy gifts, they might buy a book that they think is interesting. When I buy a book for my husband, I try to get him the kind of book I would just hate, and usually the worse I think it is, the more he likes it. Get presents with the other person in mind'.

Things to avoid

Unless you know the person inside out and can be sure what they like, then steer clear of clothes, shoes and perfumes. These are often very subjective items and you might get it wrong.

'Don't get presents that you think might be useful for yourself,' says Jill, 'once, my husband bought me a bicycle rack for our car. He said we could use it to carry our bikes to the mountains and go cycling. I don't mind cycling but my husband absolutely loves it, so the present of a bike rack was really something he wanted.'

Children's toys

Children should be easy to buy presents for but so many people get it wrong. All too often gift givers go for the most expensive and flashy gadget they can find, a doll that can walk and talk or a bike that drives itself. Often with these kinds of toys, there's nothing for the child to do at all, and, although they love the lights and the movement there's really no play to be had with such a toy because it already plays with itself. 'Good toys allow children to do things themselves' says Jill, 'crayons or pens, modelling clay or anything they can be creative with'. One of the biggest selling video games of all time was the indie title 'Minecraft', in the game, players don't have to complete any tasks, they simply build anything they want in a virtual world full of different blocks.

What can you make?

Are you a creative type? Can you paint pictures, make clothes or even furniture? Making someone a gift is a unique way you make them happy, even if your best attempts are not perfect.

'It's not difficult to make something for someone you are close to. One year when my husband and I were in dire straits financially, he wrote me a poem for



Christmas, I laughed so hard I fell off my chair!

Receiving a present

There are a couple of ways you can react when you get a present you don't like from someone. A lot of people just smile and say thank you politely, but increasingly there are more who like to be honest about the

presents they get. 'In the case of my husband,' says Jill 'I've found that being honest with him when he gets me a bad present has helped him make much better decisions on the gifts he buys me in the future.'

Questions 24-28

Look at the following descriptions on some aspects of buying gifts. Match a letter A-G with question numbers 9-13.

- A. children's toys
- B. video games
- C. Minecraft
- D. creative toys
- E. can be unlike any other gift
- F. perfume
- G. a bicycle rack

- 24. Something that you physically make yourself
- 25. Lots of people make mistakes when buying these
- 26. Are better toys for children.
- 27. Jill Perry wasn't very pleased with this present
- 28. A building game

Questions 29-34

The text 'Beginner's guide to running' has six paragraphs A – G.

Choose the correct heading for paragraphs B-F from the list of headings below.

Write the correct number i-x next to each paragraph.

Example	Answer
Paragraph A	iv

- i. Warming up and down
- ii. Start running straight away
- iii. How running can change your life
- iv. What to wear
- v. How to run
- vi. Running on a track
- vii. Equipment
- viii. Keeping on track
- ix. Trainers
- x. Food and water

- 29. Paragraph B
- 30. Paragraph C
- 31. Paragraph D
- 32. Paragraph E
- 33. Paragraph F
- 34. Paragraph G

A Beginner's guide to running

- A. If you haven't done any exercise for a long time, you probably won't have the right sort of clothing. You might not have any trainers or any shorts or even a t shirt that is comfy to run in.
- B. To protect yourself and your joints, get a pair of reasonable running shoes. You can usually get advice in sports shops about the best kind of shoe for you. It's worth doing a bit of homework to get the right pair. A medium quality pair of running trainers usually retails at around £50. This is a bit expensive, but remind yourself that it is a long term investment for you and your health. Also, seeing your new, expensive trainers and remembering how much you spent on them might make you run more!
- C. For clothing, there's no need to buy expensive running tops or shorts, anything that is fairly loose fitting and breathable will be fine. Remember that anything you wear on your legs shouldn't be too tight, especially around the groin area. If it's hot, don't wear too much, your body will spend a great deal of energy keeping itself cool by sweating, wearing too many clothes will just make you tired. If it's cold, wear a couple of layers but don't wear too much.
- D. If you're a totally new runner, the worst thing you can do is open your front door and start running, this might give you an injury. It's much more practical to start off with a brisk walk to get your body warmed up. If you want you can do some stretches before you start but this isn't necessary. When you have finished your run, you need to warm down. It's really important to do some stretches so that your muscles don't feel sore the next day and to keep them supple. Don't just sit down when you finish running! You may want to put on an extra layer of clothing while cooling down, as this will stop you getting cold.
- E. Learning to run well and have a good running technique will make you feel less tired, decrease injuries and, in the end, make running more fun. Try not to hit the ground with your heel or the front of your foot first. If you land on the middle of your foot you'll put less pressure on some of your joints and run less risk of injury or falling over. Try to keep your foot

below your hip. Remember that running isn't just about your legs and your feet, use your arms to help drive your body forward and keep your head up.

- F. You need energy to run but don't eat anything heavy for at least an hour before you set off. While you are digesting food your body will find it harder to pump blood to your muscles and you might also feel nauseous or uncomfortable. Something light would be okay though, like a banana. You should also drink a lot of water all through the day. Some runners like to carry water with them, this is fine, but remember not to drink too much. Some runners also chew gum while they run, this stops your mouth from becoming dry and also stops you feeling like you need water.
- G. If you have decided to start running, then you might have decided to become more active and healthy, this is a fantastic decision and the benefits to your body and mind are potentially life changing. However, sticking to running will take dedication and commitment. Before you start, look for all the potential barriers that might make you stop, if you

work out in advance how you are going to overcome these then you stand a much greater chance of achieving your goals. Do you give up easily? If so, why? Will you find excuses not to exercise? Running with a group or friends will also help you stick to regular exercise, they will keep your motivation up as you will them. There will be set backs and the road will not be easy, there will be times when you find running extremely difficult. Don't let barriers like a hectic day at work or being away from home stop you from exercising, a good run might help you feel more relaxed. However, if you are feeling under the weather or have a temperature or injury then it's okay to have a rest as long as you don't give up



Questions 35-38

Read the text and decide if these sentences are TRUE / FALSE or NOT GIVEN

- 35. Cheap trainers sell at about £50.
- 36. Getting too hot will make it more difficult to run.
- 37. If you sit down after you stop running you will get an injury.
- 38. Consider how to deal with factors that might prevent you from running.

Questions 39-42

Use NO MORE THAN THREE WORDS from the passage to complete the summary and answer questions 39-42

Get the right equipment especially 39. Make sure you 40..... to avoid injury. Run with other people to maintain your 41..... Remember you will frequently feel like not running but don't 42.....



1. Paragraph B i

What's the most popular song in the world? A synonym here is 'greatest'.

2. Paragraph C iv

Different schools of thought. C. See the text here 'For some song writers there's a formula and for others, the process is much more organic'. This explains that there are two different methods of writing songs.

3. Paragraph D vii

How most songs work. This paragraph explains choruses and verses etc.

4. Paragraph E vi

So how do you write your own song? This paragraph gives advice about song writing

5. Paragraph F iii

The benefits of song writing. This paragraph explains how song writing can help you. Look for synonyms 'therapy' and 'deal with'.

6. Happy Birthday was written two sisters but there is **SOME CONTROVERSY** about who wrote the words.

7. The Beatles said if they had a **FORMULA** for song writing they would sell it.

8. Guy Chambers claims that a song should be under **FOUR MINUTES** long.

9. In a chorus there are often **REPEATED WORDS**.

10. By writing music that is the same as already existing songs, a musician would be **BREAKING PLAGIARISM LAWS**.

11. Probably the most popular song in the world is...

- A. Good Morning to All
- B. Happy Birthday (correct)
- C. Stairway to Heaven
- D. Stand by your Man.

12. According to paragraph C

A. the majority of songwriters have a specific formula they use.

B. Most song writers don't use any sort of method at all

C. Every song writer has a different method. (correct)

D. Most songs just come out of thin air.

13. According to paragraph D

A. Most songs have an intro, one verse, a chorus and a bridge.

B. There are very few songs with a bridge.

C. All songs have an intro.

D. Not all songs have a bridge (correct)

14. According to Barbara Dunn...

A. Song writing will help people deal with their problems. (correct)

B. Song writer's lives are linked to their music.

C. People who live through tough situations can write better songs.

D. You have to use tools to write songs.

15. Which of the following songs are **NOT CORRECT**. Choose two answers

A. Stand by Your Man – Tammy Wynette

B. Stairway to Heaven – Led Zeppelin

C. Tears in Heaven – Paul McCartney (CORRECT)

D. Good Morning to All – Patty and Mildred Hill

E. Happy Birthday – Barbara Dunn (CORRECT)

16. Most people think it's hard to buy a gift for a member of their family. **YES** '70% of us say that we find shopping for gift difficult and even stressful; especially for the people we are closest too.'

17. Christmas is always the most difficult time to find presents. **Not Given**

27. Jill Perry wasn't very pleased with this present G....., once, my husband bought me a bicycle rack for our car. He said we could use it to carry our bikes to the mountains and go cycling. I don't mind cycling but my husband absolutely loves it, so the present of a bike rack was really something he wanted;
28. A building game C..... 'One of the biggest selling video games of all time was the indie title 'Minecraft', in the game, players don't have to complete any tasks, they simply build anything they want in a virtual world full of different blocks;
29. Paragraph B ix
Trainers. The synonym here is 'shoes',
30. Paragraph C vii
Equipment. This paragraph details clothes.
31. Paragraph D i
Warming up and down.
32. Paragraph E v.
How to run. This paragraph explains exactly how to put your feet down and what to do with your body.
33. Paragraph F x
Food and water. See 'water', 'energy' and 'eat' as synonyms.
34. Paragraph G viii
Keeping on track. This paragraphs talks about how you can stay focused = keep on track. It's not about running on a track.

18. Jill Perry dislikes the books that her husband likes. YES
- 'When I buy a book for my husband, I try to get him the kind of book I would just hate, and usually the worse I think it is'
19. You could buy clothes, shoes and perfumes for someone you know really well. YES
- 'Unless you know the person inside out and can be sure what they like, then steer clear of clothes, shoes and perfumes.'
20. Jill hates cycling. NO
She says she 'doesn't mind' cycling.
21. Children usually like expensive gifts. NOT GIVEN
22. Jill Perry finds poetry funny. NOT GIVEN
- It's not clear why Perry was laughing, either because of her husband's poem or because he wrote one. There's no mention of whether she thinks poetry in general is funny.
23. Perry says she likes her husband's gifts even if she doesn't. NO
'I've found that being honest with him when he gets me a bad present has helped him make much better decisions on the gifts he buys me in the future.'
24. Something that you physically make yourself E..... 'can be unlike any other gift'. Synonym 'unique'
25. Lots of people make mistakes when buying these A..... 'Children should be easy to buy presents for but so many people get it wrong'
26. Are better toys for children. D..... 'Good toys allow children to do things themselves' says Jill, 'crayons or pens, modelling clay or anything they can be creative with'

35. Cheap trainers will cost about E50
FALSE 'A medium quality pair of running trainers usually retails at around E50. This is a bit expensive'.

36. Getting too hot will make it more difficult to run. TRUE 'don't wear too much, your body will spend a great deal of energy keeping itself cool by sweating, wearing too many clothes will just make you tired.'

37. If you sit down after you stop running you will get an injury. NG
The text does say you shouldn't sit down after you run but it doesn't say you will get an injury if you do so.

38. You should think about how to deal with factors that might prevent you from running. TRUE '...if you work out in advance how you are going to overcome these then you stand a much greater chance of achieving your goals'.

39. trainers / running trainers / running shoes (not shoes)

40. warm up

41. motivation

42. give up / stop

Interpreting your answers

Understanding what your score means and translating this is not so simple. All IELTS tests are slightly different, some are easier than others and some are more difficult, because of this it's not straightforward to know exactly what your score is. Search the internet for 'IELTS score calculator' and you'll find lots of links to help. Below is a table where you can convert your answers but REMEMBER, this IELTS test is considerably easier than the real thing!

Score out of 40	IELTS band
15	5
23	6
30	7
35	8

Text 1

Questions 1-6

The text 'Making your own decking has seven paragraphs A – G.

Choose the correct heading for paragraphs B-G from the list of headings below.

Write the correct number i-x next to each paragraph.

Example	Answer
Paragraph A	iv

- i. Making your decking look good
- ii. How to make a wooden frame
- iii. Initial ideas
- iv. Why you need decking
- v. Building the sub frame
- vi. Finishing touches
- vii. Fixing the decking boards
- viii. Equipment and materials
- ix. Preparation work
- x. Removing the frame

- 1. Paragraph B
- 2. Paragraph C
- 3. Paragraph D
- 4. Paragraph E
- 5. Paragraph F
- 6. Paragraph G

Building decking

- A. Whether you want to improve the look of your garden or just make it easier to manage, the addition of a decking is easy and effective. Making it yourself is actually much simpler than you might imagine and you don't need any expensive equipment or any specialist knowledge.
- B. In terms of tools you'll need a good quality handsaw or a circular saw to cut your beam and decking boards to the right length, a spade to dig any holes, a drill, a tape measure and a pencil. You'll also need some string line to mark out where your decking is going to sit and a spirit level to make sure it's straight.
- C. Before you do anything at all examine the area where you want to place the decking and think about what kind of design you want. There are lots of videos online with decking ideas and tips on how to make them as well as design plans you could use. Spending some time drawing plans and deciding what will work best for you will make you happier with the final results.
- D. Clear the area you are going to be working on by removing any weeds or stones, if you are putting the decking onto soft ground, then it's a good idea to lay some pad foundations. Using a string line, mark out the full area and shape of where you want your decking to go. Use the tape measure to help you with this. To lay pad foundations, dig a hole around three hundred millimetres square by three hundred millimetres deep. Mix up some concrete and add it to the hole until it's full. These foundations will keep the base of your decking stable and need to be about a metre apart. You can use ready mixed concrete to make this job easier; this comes as a powder that you simply mix with water. You can usually buy it in bags from your local DIY store.
- E. The next part of the process is to build the wooden construction that will hold the decking planks, this will also attach to the wall and is what you will fix all the wooden joists to. The frame can be made of pieces of timber which are 10cm by 10cm. Use your drill to fix the long bearer beam onto the wall of the house using masonry plugs and screws. Make sure it's about 150 mm from the ground. Then fit the joist hangers about 500 millimetres

apart onto the wooden beam you just screwed into the wall. Cut all the joists to the right length and then fit them into the joist hangers, fit another joist hanger to the end of each one. Now, secure another bearer beam to each of the joint hangers, this will keep them in place and act as the opposite part of the frame to the wall beam. Use some off cuts of timber as noggins and fit them between each joist, this will stop them twisting. You can stagger these to make them easier to screw in. Jack up the whole frame till it's straight, you can check this with a spirit level. Fix some pieces of wood to the frame over your pad foundations to keep the whole thing sturdy. You've completed the most difficult part of the job!

- F. Now you're ready to screw all the decking planks into position. Screw one plank into the front of the frame to act as a fascia board. Next, lay all the planks out first before you screw them down, in this way you can make sure that they fit perfectly before you attach them. Adjust the spaces between each one if you need them to cover more area. Screw the planks down into each joist using your cordless screwdriver or

drill. Sink two screws into every other joist through the plank.

- G. When you've completed screwing in all the boards, give the decking a lick of weather resistant paint. This will protect it from the elements and make it last longer. Now all you need is to invite a few friends over, light up the barbecue and hope it doesn't rain!

Questions 7-11

Label the picture using NO MORE THAN THREE WORDS from the article..



7.

8.

9.

10.

11.

Questions 12-15

Choose the appropriate letters A-D for each question. Write one answer.

12. According to paragraph C...

- A. You should watch videos on the internet about decking design.
- B. You should get a professional to draw plans for you.
- C. you will be more satisfied with your decking if you invest effort in planning it (correct)
- D. You have to spend a lot of time considering where you decking will go.

13. According to the text, you should lay pad foundations...

- A. in holes that are three hundred millimetres apart.
- B. if you are going to build decking on ground that is not firm.
- C. with quick drying concrete.
- D. after you have removed all the stones from the area.

14. According to paragraph D...
- A. noggins prevent joists from moving
 - B. You can check the frame is strong enough by using a spirit level.
 - C. Masonry plugs and screws should be used to fit the joists.
 - D. Joist hangers should be located in the middle of the joists
15. According to paragraph F...
- A. Screw the boards down into each fascia.
 - B. Prior to screwing down the boards make sure they fit onto the frame
 - C. You should have a space between each of the decking boards.
 - D. Before you fit the fascia board, make sure the decking boards are of the right length.

Questions 16-23

The text 'Riding your bike safely' has nine paragraphs A – I.

Choose the correct heading for paragraphs B-I from the list of headings below.

Write the correct number i-xii next to each paragraph.

Example	Answer
Paragraph A	vi

- i. Be aware of the law
- ii. Cyclists
- iii. More tips
- iv. Wearing the right clothes
- v. Common sense
- vi. Cycling is great...
- vii. Signalling
- viii. Be aware of danger
- ix. Expect the unexpected
- x. The condition of your bike
- xi. How to fix your bike
- xii. Weather

16. Paragraph B
17. Paragraph C
18. Paragraph D
19. Paragraph E
20. Paragraph F
21. Paragraph G
22. Paragraph H
23. Paragraph I

Riding a bicycle safely

- A. There are so many good reasons to get on your bike. It's a great way to keep fit and enjoy yourself, it's extremely economical and with the traffic problems in most urban areas it can, more often than not, be faster than driving yourself or using public transport. The only drawback is that you might get knocked off or fall off and injure yourself or worse. However, following a couple of basic rules will see you safely home.
- B. You don't have to be a specialist bike engineer to check if your bike is road worthy. Look at the tyres, do they have enough air in them? Grip the tyres and try to push your thumb into them, there should be quite a lot of resistance. If you think they feel a bit soft, pump them up. If the tyres keep going flat then you might have a puncture. These are fairly easy to fix but if you're not sure visit your local bike shop and they will be able to help you. Check the brakes by walking your bike around on a flat surface and testing them. If they aren't working well, they might need adjusting, again, you can check with your local bike shop if you have any issues. One area that lots of cyclists forget about is the saddle, having this at the correct level will make cycling easier and less trying. Sit on your bike seat, if the tips of your toes touch the ground, then the seat is at the right height, if not, adjust the saddle up or down till it's right for you.
- C. Dress so that motorists, pedestrians and other bike users can see you, this could entail wearing a reflective jacket or vest and you could even add flashing lights to your backpack. If people can see you, you are less likely to be knocked off. Wear flat shoes so that your feet don't slip on the pedals and tuck your laces in so that they don't get caught in the chain. Wear a helmet. If you do get knocked or fall off, then a helmet might save your life. At present in the UK there is no legal requirement for cyclist to wear a helmet, but most agencies connected with cycling advise that riders always wear one. Also, if you are going to ride when it's dark then make sure you have lights at both the front and the rear of your bike.
- D. As a cyclist, it's your duty to know the rules on the road, this includes what your responsibilities are and what you can and can't do. Make sure you ride on the right side of the road, it's illegal if you don't! If you're already a driver then this is fairly straightforward but if you are new to the road then it's worth taking the time to learn how to read the road. You should be able

to anticipate what will happen in certain situations. Stop at traffic lights and obey any road signs you might see.

- E. As a vehicle on the road, it's your job to tell other road users where you are going, this is the law and will also prevent you from being knocked off. Use your arms to tell to traffic what direction you intend to turn. Learning to check what's happening to the rear of you as you ride, is a vital skill to have when you are cycling in the city, you should be able to do this without falling off or veering off to one side.
- F. Surprisingly, your fellow bike user can be dangerous and so it's beneficial to be wary of them. Don't be in a hurry to overtake slow riders and try to move out of the way for those who are a lot faster than you. Don't ride two abreast, especially on busy roads as there won't be enough room for cars to get past you.
- G. Some motorists and pedestrians won't see you despite your bright jacket and lights, so you have to be ready for any eventuality. Make sure you have a good road position and you can be seen by drivers. Be ready for other road users to act in a different way than they usually might, bikes are quiet and so pedestrians might not see you

when they are trying to cross the road and car drivers can sometimes be rather thoughtless when it comes to cyclists!

- H. Don't listen to music while you ride. Your ears help you hear what's going on around you, there might be something coming up behind like an ambulance, a car might use its horn or a pedestrian may shout and if you are using headphones - you won't know about it. Be courteous to other road users, a friendly wave or a smile can often defuse a 'road rage' situation. Be mindful of the weather, if it's wet there's more chance that your bike could slip and if it's cold there could be a chance of ice.
- I. Finally, use your own judgement when you're on the road, if you think a situation might be dangerous, stop and get off your bike. Put your safety and the safety of others first and everyone should get where they are going trouble free.



Questions 24-28

Complete the table.

Write NO MORE THAN THREE words.

Problem	Solution
Bike tyres are flat	Pump them up
The saddle is too high	24.....
It's dark	25.....
Road users can't see you	Wear 26.
Your feet slip on the pedals	27.....
28	smile or wave

Questions 29-34

Do the following statements agree with the information given in the reading passage 'Emoticons and Emoji'? Write:

TRUE – if the statement agrees with the information.

FALSE – if the statement contradicts the statement

NOT GIVEN – if there is no information on this in the passage.

29. Scott Fahlman first used emoticons to show that some items on his message board were humorous.
30. You can use emoji on Facebook's messenger service and Instagram.
31. Emoji and emoticons will be able to replace traditional language.
32. Written language and emoji can work together.
33. Fred Benenson sells many hundreds of copies of his book 'Emoji Dick' on Amazon.
34. Emoji and emoticons are almost always used with message of love and happiness.

Emoticons and emoji

A. In 1982, Scott Fahlman, a professor in the computer science department of Carnegie Mellon University in the USA, decided that funny posts on his electronic departmental message board should be marked with a sideways smiley face, :-), to make it clear that they were intended as jokes. In doing this, he invented what is now known today as the emoticon. Today, they have evolved beyond just punctuation marks and can also be pictures which are known as 'emoji'. They are use in emails and text message around the globe.

B. The word emoticons come from the words 'emotion' and 'icon' mixed

together and they are a simple way that feelings can be explained without too many words. People wanted a way to tell each how they felt without using long sentences with a lot of complicated grammar and more importantly in the days when text messages cost a lot more than they do now, they wanted to express their feelings quickly. Here are some of the most basic examples :-) I'm smiling, I'm happy. :-(Sad, depressed :-* Kiss on the cheek :-P Sticking out your tongue (some people might find this rude) ;-)
Wink.

C. As text messages and the internet became more powerful, so did emotions and today they are not just

limited by punctuation marks and have become known as 'emoji'. Emoji is a set of pictographs that evolved in Japan in the 1990s and are, at the very least, changing the way we communicate in printed and digital form. For iPhone and Android users there are a whole array of different 'emoji' they can access to express their feelings figuratively and Facebook's Messenger service along with Twitter and Instagram have a huge number of these icons that users can share with their friends.

D. For some users of English, the emoticon and the emoji have cheapened the language. It means that we no longer have to literally spell out our feelings in words - we can just send a picture instead. If your best friend is leaving to live in another country for the next ten years, you can send her a picture of a crying face, to which she can text back a picture of a broken heart. All this is done with no words at all. Does this cheapen language or does it make it more inclusive? According to the typographer, John Hudson, '...the trouble with any pictographic system is that it is limited only by the number of things in the universe that can be discretely represented in an image'. A language entirely made up of pictures can perhaps never adequately represent a world that is full of nouns that we can't see, like 'honour' or 'justice'. How would emoji be able to

deal with these complex ideas? The key to their use however, is that emoticons and emoji can exist alongside traditional, written language.

E. For others however, emojis and emoticons are simply another way to communicate in the modern world. In 2015 a data engineer from the US named Fred Benenson translated every line of the classic novel Moby Dick into emoji, he called it 'Emoji Dick'. Is this translation better than the original? Head to www.emojidick.com to find out for yourself, you can buy a softcopy for \$40. There are now deep studies being conducted on how we use emoticons and emoji and this research is uncovering surprising complexities in their use. Tyler Schnoebelen, who wrote his Stanford thesis on the subject of emoji, found older people tend to use emoticons with noses, such as [:-)], while younger people do not. He also discovered that emoticons or emoji rarely appear with serious messages or those of fury, perhaps because of their power to soften or trivialise words and feelings.

F. Emoji and emoticons are here to stay and have already become part of the fabric of digital communication. Whether they make our languages less rich or more inclusive remains to be seen and is a debate that linguistics continue to discuss.

Questions 35-40

Read Emoticons and emoji and categorise questions 35 – 40 by matching them with items A-G. You may use each item more than once.

- A. Scott Fahlman
- B. emoji
- C. John Hudson.
- D. Fred Benenson
- E. Moby Dick
- F. Tyler Schnoebelen

Example

e.g. The person who accidentally invented the emoticon A. Scott Fahlman

- 35. Found that young people don't use noses in emoticons
- 36. Thinks that emoji can only express things that can be shown as pictures
- 37. Discovered that emoji are not often used in anger
- 38. A very famous book
- 39. Are changing the way we communicate digitally
- 40. Wrote his doctorate on the use of emoji and emoticons

Learning to love reading

Anyone will tell you that a book is much more entertaining and more vivid than a film and this is probably why books and ebooks still sell in the modern world. Learning to enjoy reading in English will no doubt help you get faster at it and therefore improve your chances of getting the score you want on your IELTS exam.

How do you start to enjoy reading if you just don't enjoy it?

Look for a book you are actually interested in, this could be sport or history, music, film, art, biography. Browse through some of the titles available on amazon.com and read what other people think about them. Whatever your interest, there'll be something good about it somewhere in English.

Should I look up new words in the dictionary?

If you want to, yes, but only if you think you really need to. Stopping every time you come to a word that you have never seen before will make reading very slow and boring. In the IELTS exam, you won't be able to do this and you'll need to get used to seeing words that you are not familiar with all the time. Think about how you handle when you see a word you don't know in your own language, do you stop and look up the meaning? Probably not.

1. Paragraph B viii Equipment and materials

Synonym equipment = tools

2. Paragraph C iii initial ideas
Paraphrasing of 'initial' is 'before'

3. Paragraph D ix Preparation work

This paragraph describes the work you do before you start anything else.

4. Paragraph E v Building the sub frame

This is easy, you can even find the word 'frame' in the text. Careful though, don't get confused with answers ii or x

5. Paragraph F vii Fixing the decking boards

Synonym for 'fix' here is 'screw'

6. Paragraph G vi Finishing touches

The synonym for 'finish' is 'complete.'

Careful not to confuse this with answer i

7. house wall

8. bearer beam

9. joist hanger

10. joist

11. decking board

12. According to paragraph C...

A. You should watch videos on the internet about decking design. (the text says you could use these, not you should)

B. You should get a professional to draw plans for you.

C. you will be more satisfied with your decking if you invest effort in planning it (correct)

(Spending some time drawing plans and deciding what will work best for you will make you happier with the final results.)

D. You have to spend a lot of time considering where you decking will go.

13. According to the text, you should lay pad foundations...

A. in holes that are three hundred millimetres apart.

B. if you going to build decking on ground that is not firm. (correct - 'not firm' = 'soft')

C. with quick drying concrete. (the text doesn't mention 'quick drying concrete')

D. after you have removed all the stones from the area.

14. According to paragraph D...

A. noggins prevent joists from moving (correct)

(Use some off cuts of timber as noggins and fit them between each joist, this will stop them twisting.)

B. You can check the frame is strong enough by using a spirit level.

C. Masonry plugs and screws should be used to fit the joists.

D. Joist hangers should be located in the middle of the joists

15. According to paragraph F

A. Screw the boards down into each fascia.

B. Prior to screwing down the boards make sure they fit onto the frame

(lay all the planks out first before you screw them down, in this way you can make sure that they fit perfectly before you attach them.)

C. You should have a space between each of the decking boards.

D. Before you fit the fascia board, make sure the decking boards are of the right length.

16. Paragraph B x The condition of your bike. This paragraph explains that you should 'check' all the different parts of your bike.
17. Paragraph C iv Wearing the right clothes . This paragraph has lots of clothes vocab in it like 'dress, vest, shoes, helmet'
18. Paragraph D i be aware of the law. Clues here are in the words 'duty, rules, illegal, responsibility'
19. Paragraph E vii Signalling See 'Use your arms to tell to traffic what direction you intend to turn'.
20. Paragraph F ii Cyclists Synonyms here are 'bike user, rider'.
21. Paragraph G ix Expect the unexpected See 'be ready for any eventuality' and 'Be ready for other road users to act in a different way than they usually might'.
22. Paragraph H iii More tips There are unconnected pieces of advice in this paragraph so they are 'more tips'.
23. Paragraph Iv Common sense 'Judgement' is a synonym here for 'common sense'.
29. Scott Fahlman first used emoticons to show that some items on his message board were humorous
(True, 'decided that funny posts on his electronic departmental message board should be marked with a sideways smiley face, :-), to make it clear that they were intended as jokes.')
30. You can use emoji on Facebook's messenger service and Instagram (true)
31. Emoji and emoticons will be able to replace traditional language (false, and you can probably guess this answer using common sense. 'A language entirely made up of pictures can perhaps never adequately represent a world that is full of nouns that we can't see')
32. Written language and emoji can work together (true – 'The key to their use however, is that emoticons and emoji can exist alongside traditional, written language.')
33. Fred Benenson sells hundreds of copies of his book 'Emoji Dick' on Amazon (Not given)
34. Emoji and emoticons are always used with message of love and happiness. (Not given)
35. Found that young people don't use noses in emoticons F. Tyler Schnoebelen
36. Thinks that emoji can only express things that can be shown as pictures C. John Hudson.
37. Discovered that emoji are not often used in anger F. Tyler Schnoebelen (the synonym for anger here is 'fury').
38. A very famous book E. Moby Dick (a classic book)
39. Are changing the way we communicate digitally B. emoji
40. Wrote his doctorate on the use of emoji and emoticons F. Tyler Schnoebelen (Tyler Schnoebelen, who wrote his Stanford thesis on the subject of emoji)

Interpreting your answers

Understanding what your score means and translating this is not so simple. All IELTS tests are slightly different, some are easier than others and some are more difficult, because of this it isn't straightforward to know exactly what your score is. Search the internet for 'IELTS score calculator' and you'll find lots of links to help. Below is a table where you can convert your answers but REMEMBER, this IELTS test is considerably easier than the real thing!

Score out of 40	IELTS band
15	5
23	6
30	7
35	8

Task 1

Paragraph B ii What is skim reading?

This paragraph explains what skim reading is so it has to be ii.

Paragraph C vii Simple techniques to start

In this paragraph the technique of looking for 'topic sentences' is discussed. The synonym for 'start' is 'begin' in the text.

Paragraph D x Using this technique in your IELTS exam

This paragraph details exactly how you could use skim reading in your exam.

Paragraph E ix Skim reading question types

The synonym for 'types' here is 'tasks'.

Paragraph F i Further benefits of skim reading

The synonym for 'benefit' is 'help'.

Task 2

1.d

This is the only paragraph to mention time. 'You'll need to skim read at least for the first few minutes...'

2.e

This paragraph talks about 'types of questions'.

3.f

'...other tasks that require the use of skim reading' is paraphrased in this paragraph with 'Being able to quickly skim read will help you in more ways.'

4.e

This paragraph mentions 'synonyms and paraphrasing' which are types of words.

5.c

Here the synonym for 'statement' is 'sentence'. This paragraph talks about 'topic sentences'.

1.c

The text says 'This type of question is quick to administer and to check...'

2.b

Paraphrasing for this question is 'they can't check deep knowledge..'

3.b

'...multiple choice questions are used fairly sparingly' is another way of saying 'there aren't many multiple choice questions'.

4.a

The rubric/instruction for this question is negative. The text doesn't suggest that you 'skim read the text'. It's probably a good idea to skim read the text, but it doesn't say so here and it does suggest that the other three options are valid.

Thoughts about IELTS scores

You already know that the IELTS exam is graded from 0 to 9. A score of 1 means you can't use English apart from a few isolated words and a score of 9 means you could be a professor at a university. Whatever the reason you're studying IELTS, you might be aware of the score that you need to achieve, this could be a 4.5 to get into an English speaking university or a more than a 7 to continue your profession or job. The point here is that very few students score 9! The IELTS exam is designed to be rigorous and tough, even some native speakers might struggle to get full marks in a real exam. It's meant to be that way. So, when you get answers wrong on a test paper, that's ok, don't get frustrated

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2. NG

The academic version of the IELTS exam 'tests' not 'assists' academic English.

3.TRUE

'The Academic Version is intended for candidates who want to enrol in academic institutions such as universities and higher education establishments or become professionals such as medical doctors or nurses who want to study or practise in an English-speaking country.'

4.FALSE

Here's the sentence from the text, 'Students planning to undertake non-academic training or to gain work experience, should look at the general training version of the IELTS exam which is also used for the purposes of immigration in some countries'.

5.FALSE

It's accepted 'by over 3,000 academic institutions in the United States'.

6.FALSE

A band 0 score is for 'those who did not attempt the test'.

7.NG

There is no mention of what score institutions require students to score on an IELTS test before they accept them as students.

8.TRUE

The text says 'Institutions are advised not to consider a report older than two years to be valid, unless the user proves that he has worked to maintain his level.'

9.FALSE

'More than 2.5 million IELTS tests were taken in 2014 in more than 140 countries.'
That's tests not people.

10.TRUE

'IELTS has played an important role in English Language Testing during its 25 year history and is recognised by more than 9,000 organisations around the world including universities and employers in many countries'.

1. Saleem thinks the IELTS exam is too difficult.

NOT GIVEN - he doesn't clearly say the exam is too difficult

2. Generally, Saleem doesn't find the reading texts stimulating.

YES - the synonym here is stimulating = interesting

3. Saleem thinks the questions on the exam are really boring

NO - he says the texts are really boring

4. Marleen thinks the texts are interesting.

YES - synonym: engaging = interesting

5. Marleen read a lot of books about the IELTS reading exam

NOT GIVEN - she says she did a lot of practise but doesn't mention books

6. Marleen needed to do more practise to learn how the questions worked. Y

YES - She says 'as I did more practise, however, I found that I became a lot more familiar with the question types

7. Before he did the IELTS test, Giacomo thought his English was adequate to achieve the grade he wanted.

NO - he says 'I arrogantly thought that my English would easily be good enough to pass the exam.

8. Giacomo took the IELTS exam three times.

NOT GIVEN – Giacomo does indicate that he has done it more than once 'the first time I did the test = meaning I did another test, but he doesn't mention if he did it three times.

9. All three of the candidates think that the IELTS reading exam is the hardest part of the exam.

NOT GIVEN - Saleem thinks it is, but the other two don't mention which section they think is the hardest

10. All the candidates think that a better score can be achieved through some sort of prior study.

TRUE

Task 1

2.E
3.B
4.F
5.D
6.C
7.F
7.E

Task 2

2.E
3.E or F
4.G
5.B
6.A

Getting your hands on good IELTS materials.

There are hundreds of books, eBooks and websites devoted to IELTS and so it's understandable that many students find it hard to know where to start.

There are really good test books published by Cambridge University simply called 'Cambridge IELTS'. There are ten editions and they contain a selection of difficult IELTS exams with answers. They also have some good sample writing exams.

For more help with exam techniques, IELTS trainer by Louise Hashem and Barbara Thomas has six sample tests with an enormous amount of helpful advice.

Any book you can get out of your local or school library, for free, will be useful in some way not least because you didn't pay for it. If you are going to buy a book to help you with IELTS, especially online, then it's a good idea to go to www.amazon.com and read some of the reviews on it. Make sure that it's a good book and that other readers have said that it's useful. There are some books out there to buy or download that contain spelling errors and mistakes. Buying one or two really good books might be a bit expensive but they will help you to get the grade that you want and, because they are good quality, you will be able to resell them to other students like yourself or on the internet.

IELTS materials on the internet can be of extremely good quality, especially the website run by the British Council. Search online for 'British Council IELTS'. Video streaming websites like www.youtube.com are also extremely useful, you'll find lessons uploaded by teachers and institutions on all aspects of the exam. Again, the British Council have made some excellent videos that offer brilliant and instant advice, search on YouTube for 'British Council IELTS'. Despite these fantastic, free materials there are some websites that ask you to pay to get their secret materials and advice, be wary of them!

Task 1

2. full of paraphrasing iii

Synonyms, paraphrasing and summaries are evident in spoken and written language and they are also prevalent in the IELTS reading exam.

3. the opposite of a synonym ii

See 'an antonym means something that is the opposite'.

4. Used in the answers to IELTS reading exam questions iv

Be careful here this is a trick question, none of these are used in the answers, they are used in the questions!

5. omits most key points v

Summarising goes further than paraphrasing by cutting out most of the detail and mentioning only the salient aspects of the information.

6. is usually used in text introductions – vi

7. can be found in conclusions - v

'When you're reading a text, looking at the first line of each paragraph and the whole of the conclusion will give a quick summary of what the text is about, in essence'

8. conveying equal meaning using different words iii

'Paraphrasing also makes the exam harder by getting candidates to search for different ways of expressing the same concept but not necessarily the same words.

Task 2

1. job – work / employment
2. interesting – engaging/fascinating
3. identify - indicate
4. process – procedure/ method
5. assess – check
6. mistake – error/oversight

2. Not having enough rest will... A. negatively alters a candidate's concentration level.
Here's the paraphrase 'Lack of the required amount of rest will drastically affect your ability to think clearly and operate at the most efficient level'
3. A cup of coffee... B. might make you faster.
'a cup of coffee will allow your brain to work quicker'
4. Check your journey times if you use... H. public transport.
'If you're getting the bus or the train make sure you allow plenty of time to get there.'
5. Candidates often do the speaking exam... D. at a different time.
'...you'll be given an appointment for the spoken element of the test which might take place later on in the same day or even the next day.'
6. Developing breathing techniques to... I. help you stay calm.
'Breathing deeply can be a real aid to remaining collected,...'
7. Getting your results can... F. take up to two weeks.
'once it is finished and the best course of action is to wait a fortnight for the results.'
8. In the evening prior to the exam you shouldn't... K. do too much studying.
'You might think it's a good idea to stay up late reading IELTS test papers the night before but this might do you more harm than good.'

How to deal with words you don't know.

Here's the first verse in a very famous English poem called 'Jabberwocky' by Lewis Carroll. It's a children's poem and uses words that the author made up himself.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

The words are meant to be nonsense and have no meaning in English, but that doesn't mean that we can answer basic linguistic questions about them.

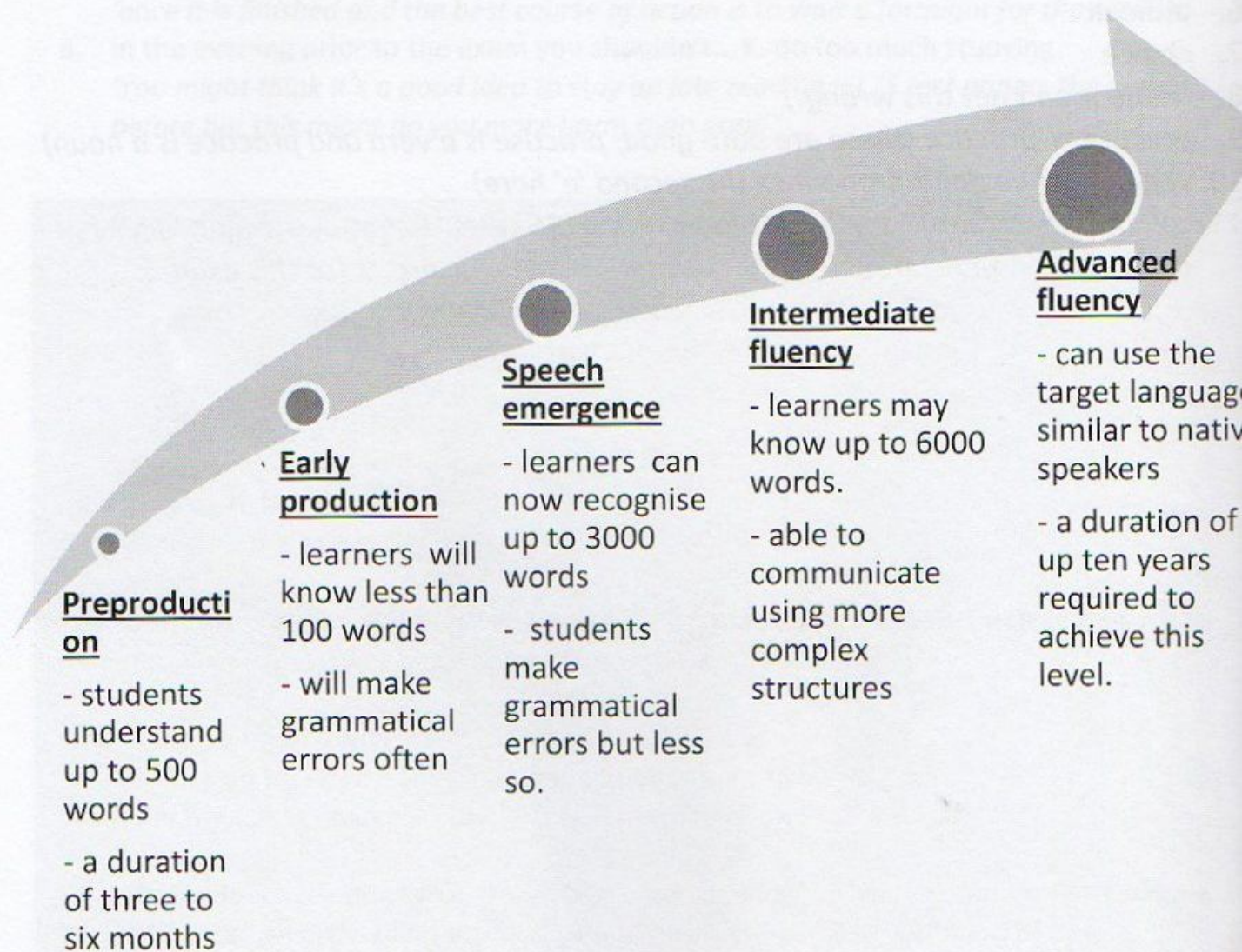
How could you describe a tove? It's slithy
What things do toves do? They gyre and gimble.
What did the borogoves look like? They were mimsy.

Often in the IELTS reading exam, the subject matter will 'look' very complex. For example you might read an article about plants or chemicals you have never heard of before, or parts of a machine, anything difficult. Crucially, you don't need to understand what these terms mean to answer the questions correctly. IELTS exam papers test your English and not what you know about the world.

2. familiar situations
3. did not attempt
4. full operational command
5. band 5 user
6. written or spoken
7. complex language

1. Wednesday (*remember that days of the week need capitals*)
2. business
3. interesting (*there's an 'e' here that we don't pronounce*)
4. February (*months also need a capital*)
5. tomorrow
6. difficult
7. choice
8. friend (*don't get this wrong!*)
9. practise *practice* (*these are both good, practise is a verb and practice is a noun*)
10. vegetable (*we don't pronounce the second 'e' here*)
11. colour (*this is the UK spelling of the word. IELTS tests UK and Australian English. Color is the American spelling of this and would be incorrect for this exam.*)

1. six years (*you can write the words or the numbers*). If you write 'month' instead of 'months' this is wrong.
2. Early production.
3. grammatical errors often. *You need all three for this to be correct.*
4. three thousand words (3000 words). *You can use either the words or the numbers.*
5. Intermediate fluency
6. (more) complex structures.
7. native speakers *you need both words to be correct*
8. up to ten. *You need all three words to be correct.*



Working with other students will 1. expose you to more varied materials and methods of learning.

varied = wide range / techniques = methods of learning

You should select a learner who you find it easy to work with, it's not so important if they speak English 2. properly.

There are double negatives in this sentence 'Don't be fooled into thinking that you won't learn English properly if you work with someone who doesn't speak perfect English.'

As you work together you should try to talk 3. about/discuss/compare any corrections with your study partner.

any corrections = answers

Try to arrange a 4. day/time to meet that is fixed.

fixed = regular

Try to 5. be supportive of your partner by listening to them and helping them with their studies.

helping them with their studies = be supportive

You need both words here, just the word 'supportive' wouldn't be grammatically correct and so would be wrong.

Don't forget that using a study partner might help you get a 6. better score/result in your IELTS reading exam.

help you get = should result in a

1. 30 minutes / half an hour
2. Complete one section
3. three academic words
4. part 1
5. 30 minutes / half an hour
6. 40 minutes
7. complete reading exam
8. study journal
9. study partner
10. test yourself (*testing yourself wouldn't fit grammatically here*)

How can I memorize more vocabulary?

Here are a few methods for getting new words into your brain...

1. **Learn words that work together.** The famous linguist, Michael Lewis thinks we should learn in 'lexical chunks' rather than simply words. This makes good sense, most language comes in blocks or cluster. You know the word 'depend' but try to also learn the preposition that goes with it, so learn 'depend on'. There are lots of expressions that go together like 'a wide variety' or 'complex issue', make the most of the words you learn by chunking them together.
2. **Learn words in groups.** Try to make sure any groups of separate words are about the same subject. Learn words about the environment together, learn words about economics together.
3. **Don't try to learn too much.** There's no point learning fifty words that you will forget next week. Aim for small lists of words that you think you will remember.
4. **Repeat words or write them down.** Some people remember words by saying them, others remember them by writing them down. Stick words around your house if this will help.
5. **Have an organised system for learning words.** Use a notebook / diary / computer system to record the words that you need to know.
6. **Review your new words often.** Little and often is best to learn anything. Five minutes looking at your new words everyday will be better than one hour looking at them over and over again.
7. **Read a lot.** This will increase your knowledge of any passive vocabulary (words you have seen before but don't quite know) and also expose you to new ones.
8. **Know how you learn.** You know yourself better than anyone. Use whatever works for you!

Appendix 1 – common antonyms

absent - present
abundant - scarce
accept - decline, refuse
accurate - inaccurate
admit - deny
advantage - disadvantage
against - for
agree - disagree
alive - dead
all - none, nothing
ally - enemy
always - never
ancient - modern
answer - question
antonym - synonym
apart - together
appear - disappear, vanish
approve - disapprove
arrive - depart
artificial - natural
ascend - descend
attic - cellar
attractive - repulsive
awake - asleep
backward - forward
bad - good
beautiful - ugly
before - after
begin - end
below - above
bent - straight
best - worst
better - worse, worst
big - little, small
black - white

blame - praise
bless - curse
bitter - sweet
borrow - lend
bottom - top
boy - girl
brave - cowardly
build - destroy
bold - meek, timid
borrow - lend
bound - unbound, free
bright - dim, dull
brighten - fade
broad - narrow
calm - windy, troubled
can - cannot, can't
capable - incapable
captive - free
careful - careless
cheap - expensive
cheerful - sad, discouraged,
clear - cloudy, opaque
clever - stupid
close - far, distant
closed - ajar, open
clumsy - graceful
cold - hot
combine - separate
come - go
comfort - discomfort
common - rare
conceal - reveal
contract - expand
cool - warm
correct - incorrect, wrong

courage - cowardice
create - destroy
crooked - straight
cruel - kind
compulsory - voluntary
courteous - discourteous, rude
dangerous - safe
dark - light
day - night
daytime - night-time
dead - alive
decline - accept, increase
decrease - increase
deep - shallow
definite - indefinite
demand - supply
despair - hope
dim - bright
disappear - appear
discourage - encourage
diseased - healthy
down - up
downwards - upwards
dreary - cheerful
dry - moist, wet
dull - bright, shiny
dusk - dawn
early - late
east - west
easy - hard, difficult
empty - full
encourage - discourage
end - begin, start
enter - exit
even - odd
expand - contract

export - import
exterior - interior
external - internal
fade - brighten
fail - succeed
false - true
famous - unknown
far - near
fast - slow
fat - thin
feeble - strong, powerful
few - many
find - lose
first - last
float - sink
foolish - wise
free - bound, captive
fold - unfold
forget - remember
found - lost
fresh - stale
frequent - seldom
friend - enemy
for - against
fortunate - unfortunate
full - empty
generous - stingy
gentle - rough
get - give
giant - tiny, small, dwarf
girl - boy
give - receive, take
glad - sad, sorry
gloomy - cheerful
go - stop
good - bad, evil

grant - refuse
great - tiny, small, unimportant
grow - shrink
guest - host
guilty - innocent
happy - sad
hard - easy
hard - soft
harmful - harmless
harsh - mild
hate - love
healthy - diseased, ill, sick
heaven - hell
heavy - light
help - hinder
here - there
hero - coward
high - low
hill - valley
hinder - help
honest - dishonest
horizontal - vertical
hot - cold
humble - proud
ill - healthy, well
immense - tiny, small
important - trivial
in - out
include - exclude
increase - decrease
inferior - superior
inner - outer
inside - outside
intelligent - stupid, unintelligent
interesting - boring
interior - exterior

interesting - dull, uninteresting
internal - external
intentional - accidental
join - separate
junior - senior
just - unjust
justice - injustice
knowledge - ignorance
known - unknown
large - small
last - first
laugh - cry
lawful - unlawful, illegal
lazy - industrious, hardworking
leader - follower
left - right
lend - borrow
lengthen - shorten
lenient - strict
left - right
less - more
light - dark, heavy
like - dislike, hate
likely - unlikely
limited - endless
little - big
long - short
loose - tight
lose - find
loss - win
loud - quiet
love - hate
low - high
loyal - disloyal
mad - happy, sane
major - minor

many - few
mature - immature
maximum - minimum
melt - freeze
messy - neat
minor - major
minority - majority
miser - spendthrift
misunderstand - understand
more - less
narrow - wide
near - far, distant
neat - messy, untidy
never - always
new - old
night - day
night - day
no - yes
noisy - quiet
none - some
north - south
obedient - disobedient
odd - even
offer - refuse
old - young
old - new
on - off
open - closed, shut
opposite- same, similar
optimist - pessimist
out - in
outer - inner
over - under
past - present
patient - impatient
peace - war

permanent - temporary
plentiful - scarce
plural - singular
poetry - prose
polite - rude, impolite
possible - impossible
poverty - wealth, riches
powerful - weak
pretty - ugly
private - public
prudent - unwise, stupid
pure - impure, contaminated
push - pull
qualified - unqualified
question - answer
quiet - loud, noisy
raise - lower
rapid - slow
rare - common
regular - irregular
real - fake
rich - poor
right - left, wrong
right-side-up - upside-down
rough - smooth
rude - courteous
safe - unsafe
same - opposite
satisfactory - unsatisfactory
secure - insecure
scatter - collect
separate - join, together
serious - trivial
second-hand - new
shallow - deep
shrink - grow

sick - healthy, ill
simple - complex, hard
singular - plural
sink - float
slim - fat, thick
slow - fast
sober - drunk
soft - hard
some - none
sorrow - joy
sour - sweet
straight - crooked
start - finish
stop - go
strict - lenient
strong - weak
success - failure
sunny - cloudy
synonym - antonym
sweet - sour
take - give
tall - short
tame - wild
thick - thin
tight - loose, slack
tiny - big, huge
together - apart
top - bottom
tough - easy, tender
transparent - opaque
true - false
truth - falsehood, lie
under - over
unfold - fold
unknown - known
unqualified - qualified

unsafe - safe
upside-down - right-side-up
upstairs - downstairs
useful - useless
vacant - occupied
vanish - appear
vast - tiny
victory - defeat
visible - invisible
voluntary - compulsory
war - peace
weak - strong
wet - dry
white - black
wide - narrow
win - lose
wisdom - stupidity
within - outside
wrong - right
yes - no
young - old
zip - unzip

Amazing — incredible, unbelievable, improbable, fabulous, wonderful, fantastic, astonishing, astounding, extraordinary
Angry — mad, furious, enraged,
Answer — reply, respond, retort, acknowledge
Ask — question, enquire of, interrogate, examine, quiz
Awful — dreadful, terrible, unpleasant
Beautiful — pretty, lovely, handsome, attractive, gorgeous,
Begin — start, open, launch, initiate, commence, originate
Big — enormous, huge, immense, gigantic, vast, colossal
Break — fracture, shatter, smash, demolish,
Bright — brilliant, sparkling, shimmering, radiant, vivid
Calm — quiet, peaceful, still, tranquil
Come — approach, arrive, reach
Cool — chilly, cold, frosty, wintry, icy, frigid
Dangerous — perilous, hazardous, risky, uncertain, unsafe
Decide — determine, settle, choose, resolve
Definite — certain, sure, positive, determined, clear, distinct, obvious
Destroy — ruin, demolish, extinguish
Difference — disagreement, inequity, contrast, dissimilarity, incompatibility
Dull — boring, tiring, tiresome, uninteresting
Eager — keen, fervent, enthusiastic,

End — stop, finish, terminate, conclude, close, halt
Enjoy — appreciate, delight in, be pleased, indulge in, luxuriate in, bask in, relish, devour, savor, like
Explain — elaborate, clarify, define, interpret, justify, account for
Fair — just, impartial, unbiased, objective, unprejudiced, honest
Fall — drop, descend, plunge, topple, tumble
False — fake, fraudulent, counterfeit, spurious, untrue,
Famous — well-known, renowned, celebrated, f
Fast — quick, rapid,
Funny — humorous, amusing,
Get — acquire, obtain, secure,
Go — depart, fade, disappear, move, travel, proceed
Happy — pleased, contented, satisfied, delighted, elated,
Hate — despise, loathe, detest, abhor,
Help — aid, assist, support, encourage
Hide — conceal, cover, mask,
Hurry — rush
Hurt — damage, harm, injure, wound, distress
Idea — thought, concept, conception, notion, understanding, opinion, plan, view, belief
Important — necessary, vital, critical, indispensable, valuable, essential, significant, primary
Interesting — fascinating, engaging,
Keep — hold, retain, withhold, preserve,

maintain, sustain, support
Little — tiny, small, diminutive
Look — see, glance, watch, survey, study
Love — like, admire, esteem, fancy, care for
Make — create, originate, invent, beget, construct, design, fabricate, manufacture, produce, build, develop
Mark — label, tag, price,
Neat — clean, orderly, tidy,
New — fresh, unique, original, unusual, novel, modern, current, recent
Part — portion, share, piece, allotment, section, fraction, fragment
Place — space, area, region, location, situation, position, residence
Plan — plot, scheme, design, draw, map, diagram, procedure, arrangement, intention
Popular — well-liked, approved, accepted, celebrated, common, current
Put — place, set, attach,
Quiet — silent, still, soundless

Right — correct, accurate, factual, true,
Say/Tell — inform, notify, advise, relate, recount, narrate, explain, reveal,
Scared — afraid, frightened,
Show — display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose
Slow — unhurried, gradual, leisurely, late, behind, tedious,
Stop — cease, halt, stay, pause, discontinue, conclude, end, finish, quit
Strange — odd, peculiar, unusual, uncommon
Tell — disclose, reveal, show, expose, uncover, relate, narrate, inform, advise, explain, divulge, declare,
Think — judge, deem, assume, believe
True — accurate, right, proper, precise, exact, valid, genuine, real, actual
Unhappy — miserable, uncomfortable
Use — employ, utilise, exhaust, spend, expend, consume, exercise
Wrong — incorrect, inaccurate, mistaken

How to use motivational quotes.

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Michael Jordan

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Nelson Mandela

Language is wine upon the lips.

Virginia Woolf

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Dr Seuss

Learning another language is like becoming another person.

Haruki Murakami

To have a second language is to possess a second soul.

Charlemagne

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Walter Bagehot

There are only two days in the years that nothing can be done. One is called yesterday and the other is called tomorrow.

The Dalai Lama

If you really want to do something, you'll find a way. If you don't, you'll find an excuse.

Jim Rohm



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