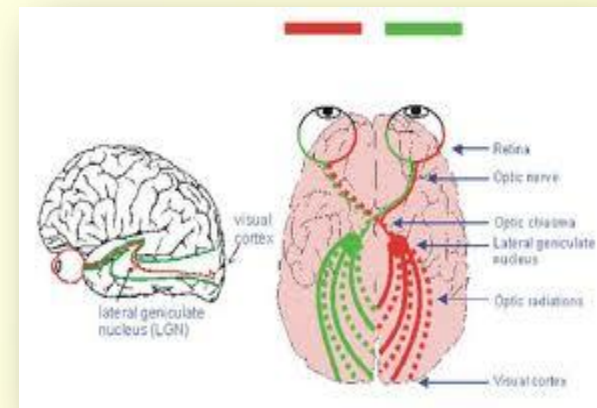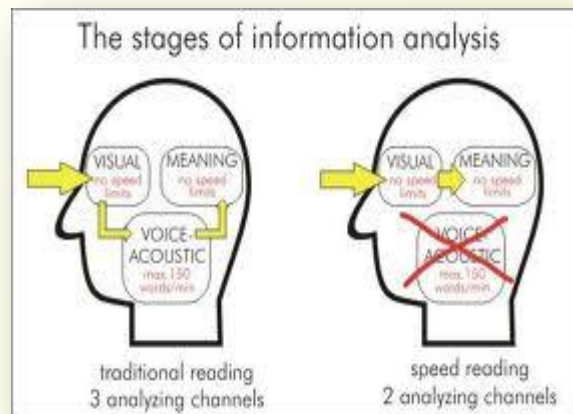# IELTS

Reading Module

What is Reading?

- **Reading is both a sensory and a mental process.**

- **It involves visual process which takes into account the work of the eye, and the mental activity which makes use of the mind.**

The stages of information analysis

traditional reading
3 analyzing channels

speed reading
2 analyzing channels

- **Reading is primarily a thinking process.**

- **It is not readily developed in primary schools but is a continued process which is not terminated when the child enters school.**

- **Reading is further defined as (1) interpretation of written and printed symbols, (2) interpretation of all signals or signs which denote or stand for something else, and (3) the process of making intellectual adjustments to stimuli from various sources.**

- **Gray's Model of Reading Comprehension**

➢ **This model suggests that different levels of meaning could be obtained from the same material.**

a) **Literal level – involves the transition of what the words say**

b) **Interpretative level – relates material to its context**

c) **Significance level – involves implication**

d) **Evaluative level – requires the reader to react to the material in his own terms**

Characteristics of a Good Reader

1. **Rich vocabulary**

2. **Reads in larger thought units or phrases**

3. **Makes only needed fixations as the material demands**

4. **Wider spam of recognition**

5. **Takes very little time for each fixations**

6. **Rhythmic return sweeps**

7. **Total or near total absence of vocalization**

8. **Always makes use of greater contextual constraints**

9. **Perfect eye-mind co-ordination**

10. **Reads with confidence**

11. **Can read even beyond the lines**

12. **Reads with definite purpose**

13. **Smooth and effective reading**

14. Positive and lively attitude

15. A wide variety of reading interests

16. Mostly alert while reading

17. No retentions problems

18. Uses several speeds

19. Has the experience of wide, extensive reading

20. Has a pragmatic outlook about the difficulty level of the material
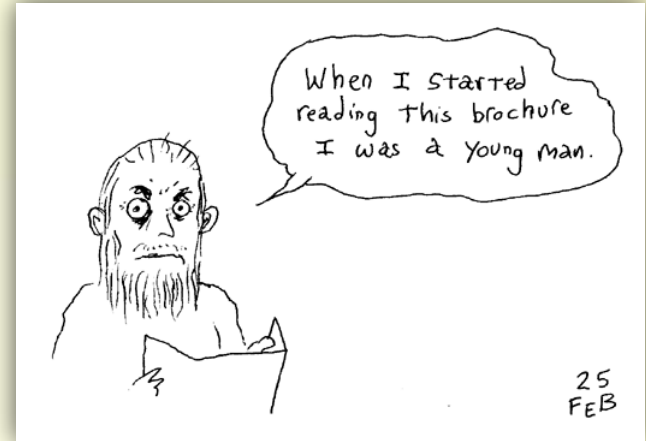
21. A very strong stamina

22. Possesses a high level of motivation

23. Has no concentration problems

24. Changes his speed and even reading technique according to the nature of the reading material

25. Reading is always a spontaneous, light and pleasant activity. He can find something satisfying and enjoyable in every kind of reading material.

Characteristics of a Poor Reader

1. Poor vocabulary

2. Reads word by word

3. Makes more fixations

4. Very narrow span

5. Duration of fixation is long

6. Return sweeps are irregular

7. Excessive vocalization

8. Does not take help from contextual clues

9. Lacks confidence

10. Eye-mind co-ordination is sometimes lacking

11. Reads without a clear purpose

12. Can not reach the critical level of reading

13. Reading speed is hindered by back-tracking, re-focusing or re-reading

14. Neutral or even negative attitude towards reading

15. Reading interests are very limited

16. Daydream very freely

17.   Has poor retention

18.   Has only one speed

19.   Has a very poor reading background

20.   Overestimates the difficulty of the material

21.   No stamina for reading

22.   Lacks motivation

23.   Poor concentration

24.   Reads all types of materials with extra care as if it were a legal document

25.   Takes reading as a tiresome activity

Reduce Speed Signals
- Thomas and Robinson

- **Unfamiliar terms and difficult concepts**

- **Difficult sentence or paragraph structure**

- **Detailed technical materials**

- **Difficult and detailed direction**

- **Materials on which you want detailed retention**

  - **Material with diagram, requiring constant shifting from text to diagram**

  - **Material you wish to weigh carefully**

  - **Material that requires "visualizing time"**

  - **Artistic writing which invites you're lingering**

Increase Speed Signals
- Thomas and Robinson

- **Simple materials with few ideas new to you**

- **Examples and illustrations unnecessary for understanding**

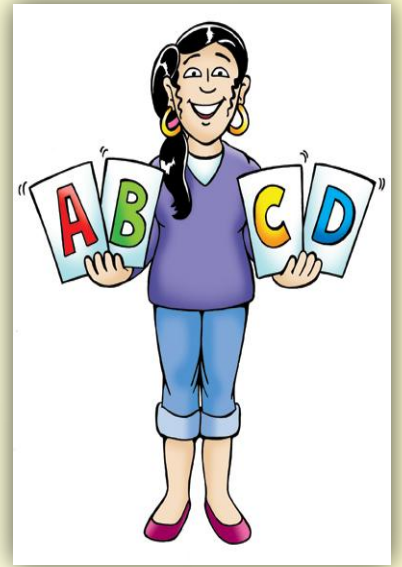- **Detailed explanation and elaboration which you do not need**

- **Ideas which are restatement of previous ones**

- **Materials from which you want only the more important ideas and facts**

Question Types in the Reading Test

- sentence completion
- short answer

- summary completion
- choosing factors

- multiple choice

- matching causes and effects

- identification of the writers views

- matching headings to paragraphs

- notes/diagram/flow chart/table completion

Multiple Choice Questions

Task Description:

• **Multiple choice will give either an unfinished sentence or question.**

• **This will be followed by four (4) options (a ,b ,c , d), but only one will be correct.**

• **You have to decide which one.**

• **The other three possibilities may seem likely; they may even deliberately confusing, so make sure you read the sentence or question carefully.**

Example 1

➢ **The multiple choice questions will give you an unfinished sentence or a………………?**

(a) answer

(b) question

(c) statement

(d) opinion

In this type, the answer required will be a single letter 'a' or 'b' or 'c' or 'd'. In this case the answer is 'b'. No other letters or words constitute a correct answer.

Example 2

➢ **How many answer options are there in a multiple choice question?**

   (a) three

   (b) five

   (c) four

   (d) two

In this type, the answer required will be a single letter 'a' or 'b' or 'c' or 'd'. In this case the answer is 'b'. No other letters or words constitute a correct answer.

SENTENCE COMPLETION #1

_____ 1. The Dutch founders of New York City intended it to be a _____ center: a place for the exchange of goods.

(A) judicial   (B) legislative   (C) cultural   (D) mercantile   (E) theological

Sentence Completion

Task Description:

➢ **In this task, you have to complete a number of given unfinished sentences using information from the sound recording you are hearing or the reading text you have been given.**

➢ **You are usually asked to write a maximum of three words.**

➢ **The instructions will make it clear.**

Example

Complete the following sentences using no more than three (3) words in each case.

1. In this task, you have to complete a number of _____ using information from the reading text you have been given.

2. You are usually asked to write a maximum of words.

3. The ……………….. will make it clear.

Answers

1. given unfinished sentences

2. three

3. instructions

Dear StarChild,
What makes
Polaris the
North Star?

Short Answer Questions

Task Description:

• **In this task, you need to listen to the sound recording or read the text to answer questions in short note form.**

• **Answers must usually be a maximum of three words but check the instructions.**

Example

Write answers to following questions concerning the text above. Your answers should be no more than three words.

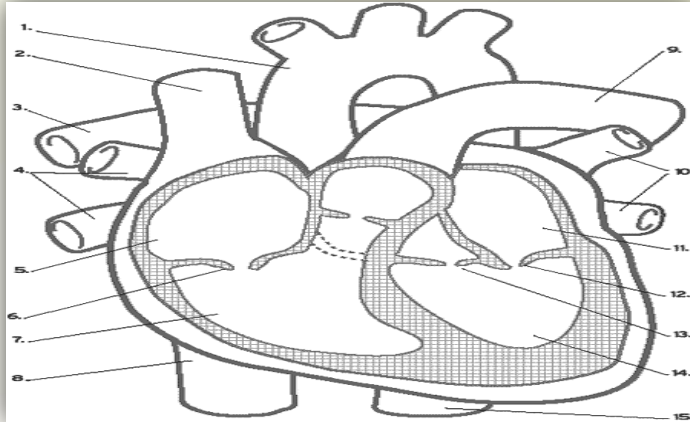**1. What do you need to listen to if you want to find the answer in he listening test?**

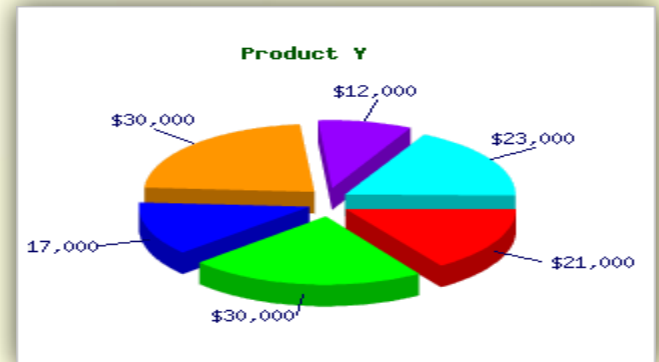**2. What should you check to be sure of the maximum number of words allowed in the answer?**

Answers

1. (the) sound recording

2. (the) instructions

Completing
Tables, Charts, Diagrams

Task Description:

• **You will be given an unfinished table, diagram or chart which summarizes information from the reading text.**

• **It may be organized differently from the way the information appears in the text.**

• **The task is to complete the gaps, often in a maximum of three words.**

• **Sometimes you can use your own words at other times you will be instructed to use only words from the text or express the information in 3 words or less.**

- **Study the table, diagram or chart and try to deduce what information is missing.**

- **What key ideas will you look for as you skim the text.**

- **Exactly what information do you need to complete the first gap?**

- **Exactly what words or phrase will best fill the gap?**

- **If you can only use 3 words, don't exceed these.**

- **You may need to alter grammatical structure.**

Example

You will read a passage first …………………….

The Three Gorges Dam Project

A) China's Yangtze River has been the transportation lifeline of a productive region, stretching from Sichuan Province to the eastern coast, for many centuries. The Grand Canal, begun in the 5th and extended in the 7th and 14th centuries, ………………………… etc, etc.

Complete the table below. Write no more than three words.

Issue	Criticism	Defense
Cost 1	1. _____	The dam is within budget
Cost 2	Client will choose cheaper power sources when they become available	Updating the transmission grid will increase demand for its electricity
Cost 3	Investment will not be recovered	2. _____
Environment 1	3. _____	Hydroelectric power is cleaner than coal burning and safer than nuclear plants
Environment 2	The coastline may be eroded and logging will increase, eroding upper slopes	Steps will be taken to minimize the effects of erosion and deforestation.
Environment 3	4. _____	Steps will be taken to protect endangered species
Culture	The reservoir will flood many historical sites	Many historical relics are being moved
Natural Beauty	5. _____	The scenery and tourist industry will not change that much

Answers

1. Cost exceeds estimates (or similar)

2. Pays for itself (or similar)

3. Increased water pollution (or similar)

4. Many wildlife endangered (or similar)

5. Tourism industry destroyed (or similar)

Watch out for instructions that limit the number of words in your answer. This example restricts answer to three words.

Here is a summary of part of the story <u>after the farmyard battle</u>. Fill each gap with **one or more words**. You may use words from the story or your own words.

Attila watched as the men returned to the _____.
1

She decided to find out if _____ had survived.
2

Taking a _____ she _____.
3   4

Soon she had assembled _____.
5

Attila realised that her _____, the old hen,
6

was _____.
7

She decided she would have to _____ the other hens
8

by herself because they _____ her.
9

Summary Completion

Read the text and complete the summary after.

Space Travel

A) People have always dreamed of leaving planet Earth and exploring outer space. Sputnik, the first artificial satellite, was launched in 1957. A human being went into space in 1961. Nowadays, a idea by huge technological advancements, astronauts spend up to a year on orbiting space stations and robotic explorers have visited nearly all the planets in our solar system.

B) The first challenge of space exploration was developing rockets powerful enough to escape Earth's gravity, with guidance systems reliable enough to reach their destinations. The next was constructing lightweight, durable satelites and maintaining radio communication with them. Exceptionally high standards of reliability in manufacturing and testing are necessary and a number of product innovations in daily use are a result of attempts to solve specific logistical problems connected with life in space.

Use a words from the list to complete the summary.

List of Words

Satellites
Discovered
Extrapolation
Climate
Technology
Navigation
Exploration
Political
Aware
Launch
Opinion
Spinoffs
Advances
Spacecraft
Enterprise
comprehension

The space age began in the second half of the Twentieth Century, with the moon landings and the subsequent development of 1) _____ capable of reaching other planets and 2) _____ advanced enough to maintain contact with them as well relaying a vast array of data regarding our solar system and the Earth as seen from it.

Other useful 3) _____ of space satellite research include a precise 4) _____ system for shipping and satellite T.V. and radio broadcasting.

Further space 5) _____ in the 21st Century is dependent on factors such as further 6) _____ in 7) _____, a stable global 8) _____ situation and public 9) _____.

Aside from the scientific technical aspects, space exploration can make humans more 10) _____ of their spiritual nature, as well as our ultimate significance in the vast beauty of cosmos.

Matching Headings to Paragraphs

Task Description

- **For this type of question, you will be given a short list of possible headings and required to match several of them to several paragraphs in the text so they best describe the contents.**

- **There will be more headings than paragraphs and you should use them only once.**

Read the text on "Divided Opinions over Genetically Modifies Crops and Foods. Then find the appropriate heading for each paragraph.

A) Europeans tend to be skeptical about the consumption of genetically modified foods and there is strong consumer pressure, supported by the Green parties, to ban farmers from growing GM crops in the European Economic Community (EEC). However 5.5 million farmers worldwide, mainly in the US, Argentina, Canada and China, now grow GM crops covering more than 50 million hectares, an area the size of Spain. Other Asian countries such as India are enthusiastic and Indonesia is about to join the GM club, so despite the Europeans. GM crop growth is increasing globally.

B) A recent British scientists report emphasizes that inserting genes into plants still a very inexact science, so unexpected biochemical side effects are possible, affecting foodstuffs and human consumers. Legally, GM companies have to demonstrate that their crops are "substantially equivalent" to the originals, but what does this mean? That they should contain the same nutrients? That they should look and smell similar? Scientists who not long dismissed public concerns as hysteria are now concurring with a green consumer activists and advising tougher regulations

Match each paragraph with the list of headings.

Paragraph	Answer	Heading
Paragraph A		(a) Controversial studies and legal implications
Paragraph B		(b) Report, findings change scientists' attitude from confidence to caution
Paragraph C		(c) Differing yields in developing and "first" worlds
Paragraph D		(d) Hong Kong government's 'marketing' of GM foods
Paragraph E		(e) Reactions to GM cotton
		(f) Environmentalists' reaction
		(g) Supermarket's policy
		(h) Attitudes worldwide to GM foods

Note: Your task is to select the best answer from the list on the right.

Matching Causes and Effects

Task Description

• **You will be provided with two lists.**

• **In most cases, one list contains a small number of causes and other list contains a larger number of effects.**

• **The task is to find the effect which arose from (matches) each cause.**

• **Make sure, you understand clear what the words 'cause' and 'effect' mean!**

Read the text on "Mammals."

A) A mammal is an animal that gives birth to live young and feeds them on milk. It is a warm blooded, with specialized features distinguishing from other animals such as middle ear bones allowing good hearing and jaws with taught to cut, chew or grind food, allowing most efficient digestion of nutrients and calories. Mammals embryos in the uterus are initially protected from rejection by the mother's immune system and subsequently nourished by a placenta, which means they can stay in the womb long enough to develop specialized features such as flippers or wings and are generally born fully formed. The mother – child bond strong and young animals learn by copying adult behavior.

B) The range of mammals is wide, including marsupials, rodents, predators, large plant eaters, aquatic mammals and primates. Each species' physiology is highly adapted to its environments and lifestyle. Mammals also have large brains and highly developed nervous systems enabling more intelligence, and resourcefulness than other animals, a key survival feature. Learned behavior passed on from one generation to another, so younger generations benefit from their ancestors' experience. This was vital to human evolution and flexible adaptation and problem solving skills are still an exceptional feature of our species.
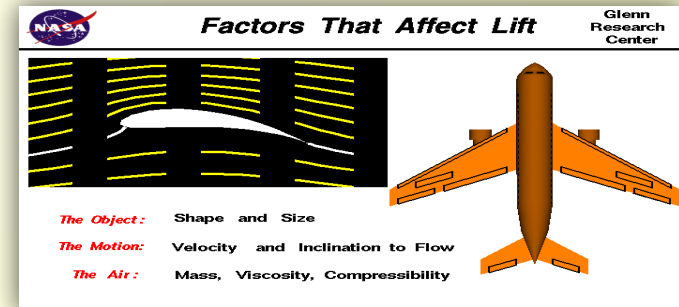
Match the causes with the list of effects.

CAUSE	EFFECT
(1) Long stay in womb	(a) Efficient digestion
(2) Large brains and highly developed nervous system	(b) Good hearing
(3) Middle ear bones	(c) Protection from rejections
(4) Maternal immune system	(d) Copying of adult behavior
	(e) Intelligence or Resourcefulness
	(g) Ancestors experience

Choosing Factors
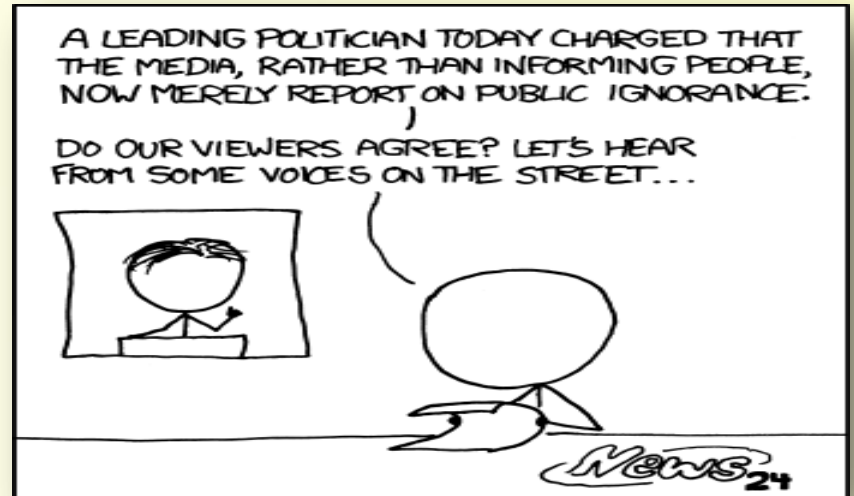
Task Description

- In this task you are given a number of statements.

  - Some paraphrase or summarize what the writer said and some do not.

    - You must demonstrate that you know what information the writer did of did not state on a particular topic, or whether the topic is not given, by choosing the correct option.

▪ **Remember that only three of the possible factors are correct, but that the instructions may indicate a particular topic or aspect to concentrate on.**

▪ **Do not choose anything which does not fit into this category.**

▪ **Read through the list of factors.**

▪ **Scan the text and find the sections or paragraphs which you need to focus on.**

▪ **Read those sections and select the appropriate three factors.**

Identifying the Writer's View

Task Description

• For this kind of task, you will be given a number of statements.

• You must decide if these statements agree with the writer's view or not.

• In this task you should be able to recognize the writer's view:

a) from what is said directly in the text

b) from what is implied or suggested indirectly.

For example, a writer may not state directly that they disapprove of private cars in Singapore, but this is implied if they approve of improving public transport facilities, increasing road task etc.

Simply describing traffic congestion and pollution does not necessarily imply disapproval however.

- **Whilst it is important to be aware of implication and inference <u>you should not try to guess the writer's views</u>.**

▪ **Remember that you are asked to identify the writer's opinion, which may not be the same as the facts.**

▪ **Be aware of the difference between the three categories you have to use:**

1) **"Yes" means that the statement concurs (agrees) with the writers opinion;**

2) **"No" means the statement contradicts the writer;**

3) **"Not Given" means the writer does not express an opinion on this point.**

▪ **Skim through the list of statements given, so you know what kind of topic you will be looking for in the text.**

▪ **Read the first statement again and make sure you understand the main point or opinion given in the statement.**

▪ **Skim the text for the part which refers to that point or opinion.**

▪ **If you come across information relating to other statements, mark that section so you can find it easily later.**

▪ **Read the appropriate section of the text more carefully.**

▪ **If you think the statement agrees with view of the writer, choose "Yes".**

▪ **If you think it disagrees with the writer's view, choose "No".**

▪ **If you think the writer doesn't give an opinion then select "Not Given".**