3.3 Look at the sentence completion task below. Find words in the passage in 3.2 that are paraphrases of the underlined words.

> *Choose* **NO MORE THAN THREE WORDS** *from the passage for each answer.*
>
> 1 Two <u>ingredients</u> used to make paint found in the cave were
> .... and ....
>
> 2 Two examples of <u>tools</u> used to <u>make</u> the <u>paint</u> that were found in the cave
> are .... and ....
>
> 3 The <u>scientists</u> used the .... on the equipment to help <u>work
> out how</u> the paint was made.

3.4 Carefully read the text, before and after the words you have found. Then complete Questions 1–3.

Flow-chart and Note completion tasks

A **flow chart** is a diagram that shows the sequence of events in a process. In **flow-chart completion** questions, the information may not be presented in the same order as in the passage.

3.5 Study the flow-chart completion task below. For Questions 1–6, decide what type of information you need to find.
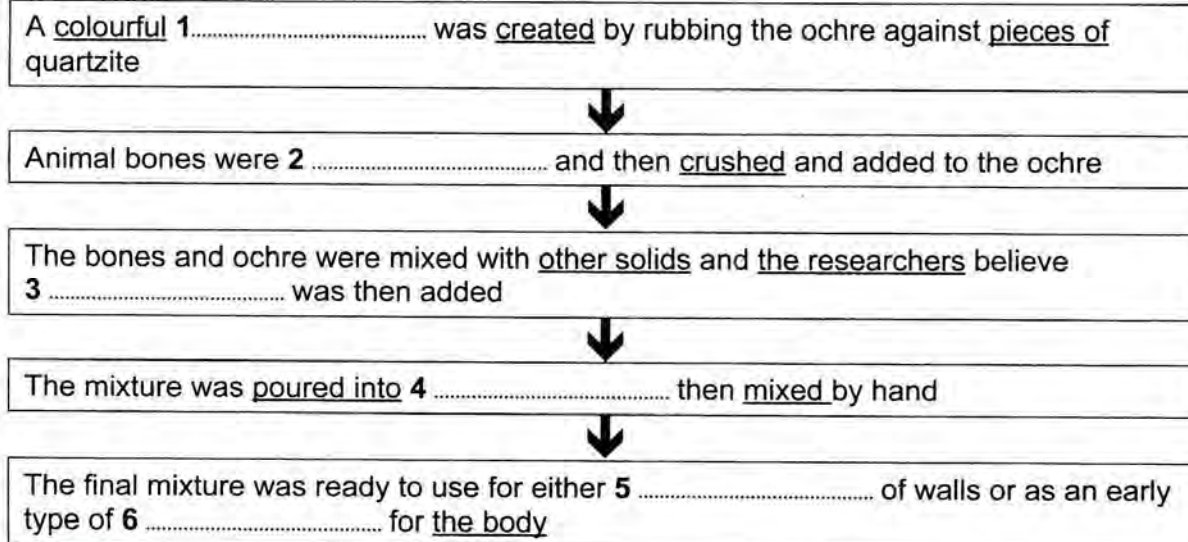
> 1 *a noun – something colourful that is created by rubbing ochre against quartzite*

> **Test Tip** Make sure you read the whole passage so that you can locate any key words and paraphrases from the questions. Take highlighter pens into the exam with you. Use a different colour for each task, to highlight important parts of the text. This will help save time when checking answers.

Choose **ONE WORD ONLY** *from the passage for each answer.*

How pigment was made in ancient times

A <u>colourful</u> **1**............................... was <u>created</u> by rubbing the ochre against <u>pieces of</u> quartzite

⬇

Animal bones were **2** .... and then <u>crushed</u> and added to the ochre

⬇

The bones and ochre were mixed with <u>other solids</u> and <u>the researchers</u> believe
3 .... was then added

⬇

The mixture was <u>poured into</u> **4** .... then <u>mixed</u> by hand

⬇

The final mixture was ready to use for either **5** .... of walls or as an early type of **6** .... for <u>the body</u>

3.6 Look at the **two** Reading passages in 1.1 and 3.2. Which words or ideas are paraphrases of the underlined words in the flow chart? Highlight the parts you need to read in detail.

3.7 Carefully read the passages in 1.1 and 3.2 and complete the flow chart. Make sure you use ONE WORD ONLY from the passages.

Note completion tasks are similar to flow-chart completion, but may cover a larger part of the Reading passage. Again, the information may not be presented in the same order as the information in the passage. Use the headings in the notes to help you find the information in the passage.

3.8 Study the note completion task below. For Questions 1–7, decide what type of information you need to find.

1 *a specific year or the date when digging began*

2, 3, 4 ....

5 ....

6 ....

7 ....

> **Test Tip** If you are asked to choose **ONE WORD ONLY** from the passage, make sure you do not add extra information such as adjectives or adverbs (e.g. ~~bone~~ tools; ~~abalone~~ shells; ~~gently~~ stirred) or articles (~~the~~ ochre). If you write more than one word, your answer will be marked as wrong.

Complete the notes below.

Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** *from the passage.*

Blombos Cave discovery

Background
- location: South Africa
- the date <u>digging</u> began: **1** ....

- Previous <u>ancient objects</u> found in this area
    - **2** ....
    - **3** ....
    - **4** ....

Recent findings
- a mixture containing a substance called **5** .... (used to provide colour)
- equipment
- a <u>range</u> of additional **6** .... including animal bone and charcoal

Conclusion
- in prehistoric times, humans <u>knew basic</u> **7** ....
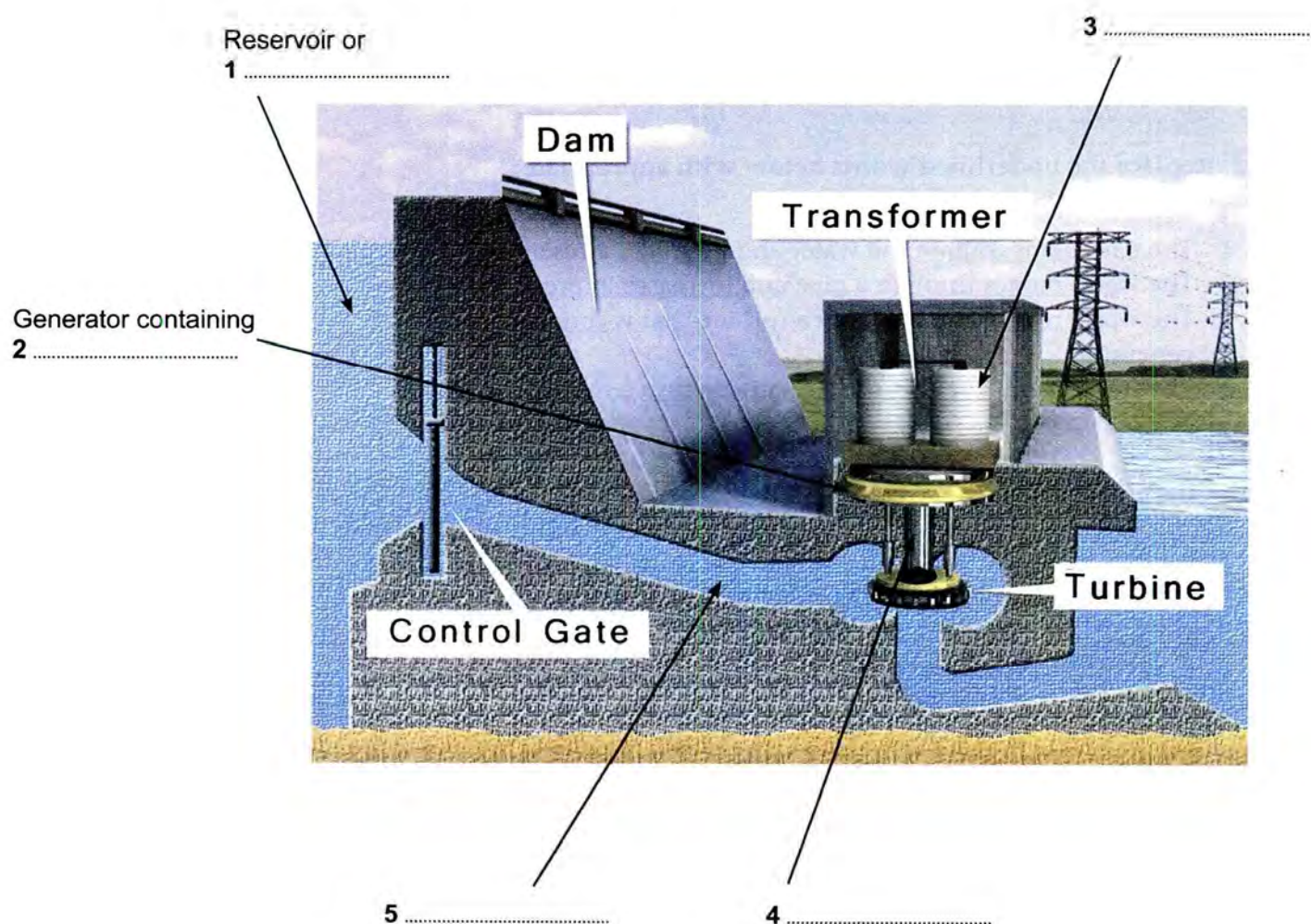

3.9 Read the passages in 1.1 and 3.2 and complete the notes. Use the same techniques you have learned from previous exercises.

Diagram completion tasks

In **labelling a diagram** tasks, you will see a diagram and a description of a process. You need to carefully read the part of the passage that describes the process and complete the diagram with words from the passage.

3.10 Look at the diagram. Try to imagine how the hydropower plant would work. Pay attention to how the parts are connected.

Write **ONE WORD ONLY** from the text for each answer.

Reservoir or
1 ....

Dam

3 ....

Transformer

Generator containing
2 ....

Turbine

Control Gate

5 .... **4** ....

3.11 Read the passage and underline the words that are already marked on the diagram.

The power of water

Most hydropower plants rely on a dam that holds back water, creating a large reservoir behind it. Often, this reservoir is used as a recreational lake and is also known as the intake. Gates on the dam open and gravity pulls the water through the penstock, a line of pipe that leads to the turbine. Water builds up pressure as it flows through this pipe. The water strikes and turns the large blades of a turbine, which is attached to a generator above it by way of a shaft. As the turbine blades turn, so do a series of magnets inside the generator producing alternating current (AC) by moving electrons. The transformer, located inside the powerhouse, takes the AC and converts it to higher-voltage current.

3.12 Answer Questions 1–5 on the diagram.

3.13 Replace the underlined words below with appropriate paraphrases from the text.

1 The dam <u>helps contain</u> the water and <u>produces</u> a reservoir.
2 The water <u>moves</u> through a pipe and <u>increases in</u> pressure.
3 The water <u>rotates</u> the blades of a turbine that is <u>connected</u> to a generator.
4 The transformer <u>changes</u> the AC current <u>into</u> a more powerful one.

Reading skills

3 Understanding the main ideas

In this unit you will practise:

- distinguishing main ideas from supporting ideas
- understanding the main points
- identifying information in a Reading passage
- matching headings
- multiple choice
- True / False / Not Given

1 Identifying the main idea

In the IELTS Reading paper, you may be asked to match a list of headings with the correct paragraph or section of a passage. The headings summarise the main idea of the paragraph or section.

The passage may be divided into paragraphs or sections (i.e. with more than one paragraph in a section). **Matching headings** questions are always placed before the passage on the question paper.

1.1 Read headings i–vii. What topic do all of the headings have in common? Underline the main points in each heading.

> **List of headings**
> i   The future of urban planning in America
> ii   Conflicting ideas through the history of urban planning
> iii Urban planning has a long and varied history
> iv   Financial problems helped spread an urban planning concept
> v   The background to one particular planned community
> vi   Political change obstructs progress in urban planning
> vii An urban plan to reduce traffic

Test Tip Use this approach when matching headings.

1 Read the headings so that you are familiar with them.

2 Skim read the whole passage to get the overall meaning.

3 Read the first paragraph and decide which headings might fit.

4 Re-read the paragraph and choose the heading that best summarises it.

5 Repeat steps 3 and 4 for the remaining paragraphs.

1.2 Skim read the passage below to get the overall meaning.

Planned communities: garden cities

A

The notion of planning entire communities prior to their construction is an ancient one. In fact, one of the earliest such cities on record is Miletus, Greece, which was built in the 4th century BC. Throughout the Middle Ages and the Renaissance, various planned communities (both theoretical and actual) were conceived. Leonardo da Vinci designed several cities that were never constructed. Following the Great Fire of London in 1666, the architect Christopher Wren created a new master plan for the city, incorporating park land and urban space. Several 18th-century cities, including Washington D.C., New York City, and St Petersburg, Russia, were built according to comprehensive planning.

B

One of the most important planned city concepts, the Garden City Movement, arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution. In 1898, Ebenezer Howard published the book *To-Morrow: A Peaceful Path to Real Reform* in which he laid out his ideas concerning the creation of new economically viable towns. Howard believed that these towns should be limited in size and density, and surrounded with a belt of undeveloped land. The idea gained enough attention and financial backing to lead to the creation of Letchworth, in Hertfordshire, England. This was the first such 'Garden City'. After the First World War, the second town built following Howard's ideas, Welwyn Garden City, was constructed.

C

In the early 1920s, American architects Clarence Stein and Henry Wright, inspired by Howard's ideas and the success of Letchworth and Welwyn, created the city of Radburn, New Jersey. Conceived as a community which would be safe for children, Radburn was intentionally designed so that the residents would not require automobiles. Several urban planning designs were pioneered at Radburn that would influence later planned communities, including the separation of pedestrians and vehicles, and the use of 'superblocks', each of which shared 23 acres of commonly held parkland.

D

In America, following the stock market crash of 1929, there was great demand for both affordable housing and employment for workers who had lost their jobs. In direct response to this, in 1935 President Roosevelt created the Resettlement Administration, which brought about a total of three greenbelt towns: Greenbelt, Maryland; Greenhills, Ohio; and Greendale, Wisconsin. These towns contained many of the elements of the Garden City Movement developments, including the use of superblocks and a 'green belt' of undeveloped land surrounding the community.

1.3 Read Paragraph A and choose the best summary:

    A Past, present and future examples of urban planning
    B The history of urban planning
    C Problems associated with urban planning

1.4 Create a shortlist of possible answers for Paragraph A.

    1 Decide which headings (i–vii) you can confidently say are not connected to the main topic of paragraph A.
    2 Look at your shortlist again and choose the heading that best summarises **the main idea of all of paragraph A**.

1.5 Read Paragraphs B–D again, and repeat the steps above.

1.6 Look again at headings i–vii. For headings i, ii and vi, explain why they don't match any paragraphs.

> **Test Tip** Don't try to match words in the headings to words in the passage. You need to focus on the whole idea of each paragraph.

2 Understanding the main points

Another type of question that can focus on the main point of a
paragraph is **multiple choice**. This type of question often requires
you to carefully read more than one sentence in the paragraph.

2.1 Look at this question, based on the passage in 1.2.

1   In Paragraph A, what is the main point that the writer makes?

    A Some urban designs are better in theory than in practice.

    B The urban-planning concept itself is not restricted to
       modern times.

    C Urban planning should be carried out by professionals.

    D Some planned ancient cities are more successful than
       modern ones.

2.2 The parts of Paragraph A relating to each option are underlined
below. Read the paragraph carefully and choose the correct
option, A–D.

> ᴮ The notion of planning entire communities prior to their construction is an ancient one. ᴰ In fact, one of the
> earliest such cities on record is Miletus, Greece, which was built in the 4th century BC. ᴬᴰ Throughout the
> Middle Ages and the Renaissance, various planned communities (both theoretical and actual) were conceived.
> ᶜ Leonardo da Vinci designed several cities that were never constructed. Following the Great Fire of London in
> 1666, the architect Christopher Wren created a new master plan for the city that incorporated park land and
> urban space. ᶜ Several 18th-century cities, including Washington D.C.,
> New York City, and St Petersburg, Russia, were built according to comprehensive planning.

2.3 Read the questions below. Underline the parts of the passage
that each question relates to. Then read the text in detail and
choose the correct letter, A–D.

2   According to the second paragraph, the Garden City Movement
    A came just before the Industrial Revolution.
    B was held back by a war and a lack of funds.
    C resulted in cities that were larger than they had been before.
    D was designed to combat problems caused by modernisation.

3   What was one aim in designing the city of Radburn?

    A to create something totally different from cities elsewhere.
    B to reduce the danger for families living in the area.
    C to make sure people could park their cars close to their home.
    D to increase green spaces by designing houses with gardens.

4   What do the towns of Greenbelt, Greenhills and Greendale all
    have in common?

    A The residents were affected by the stock market collapse.
    B The towns were built for the wealthiest people in America.
    C The towns were each surrounded by natural parkland.
    D They were all constructed in the same year.

3 Identifying information in a passsage

For **True / False / Not Given** tasks, you need to look at a list of sentences or statements and decide whether they are:

- **True** (the statement agrees with the information in the text)
- **False** (the statement is incorrect and does not agree with the information in the text)
- **Not Given** (you cannot say whether the statement is true or false because there is no information about this in the text)

3.1 Skim read this passage to get the general idea of the content.

Urban heat

In 1818, Luke Howard published *The Climate of London* in which he identified an emerging problem: urban development was having a direct impact on the local weather. The early 1800s was a time of great expansion for London and [1] Howard noticed that temperatures in the city were gradually becoming higher than those in rural areas. We now refer to these areas as Urban Heat Islands. [2] The difference in temperature is usually greater at night and the phenomenon occurs in both winter and summer. [3] Experts agree that this is due to urban development, when open green spaces are replaced with asphalt roads and tall brick or concrete buildings. These materials retain heat generated by the Sun and release it through the night. In Atlanta, in the US, this has even led to thunderstorms occurring in the morning rather than, as is more common, in the afternoon. Officials there are advising builders to use light-coloured roofs in a bid to reduce the problem.

Large cities around the world are adopting strategies to combat this issue and it is not uncommon to find plants growing on top of roofs or down the walls of large buildings. In Singapore, the government has pledged to transform it into a 'city within a garden' and, in 2006, they held an international competition calling for entries to develop a master plan to help bring this about. One outcome was the creation of 18 'Supertrees'. These metal constructions are made to resemble very tall trees and range in height from 25m to 50m. Each one is a vertical freestanding garden and is home to exotic plants and ferns. Their structure allowed the designers to create an immediate rainforest canopy without having to wait for trees to reach such heights. They contain solar panels used to light the trees at night and also containers to collect rainwater, making them truly self-sufficient.

3.2 Decide if statements 1–3 are *True, False* or *Not Given* according to the underlined parts of the text.

1. Luke Howard invented the term 'Urban Heat Island'.
2. City temperatures are higher than country temperatures regardless of the season.
3. Experts have failed in their efforts to create heat-reflecting concrete and brick.

3.3 Read statements 4–8, then underline the relevant parts in the text. Are the statements *True, False* or *Not Given*?

4. Atlanta has experienced more dramatic weather change than other areas of the US.
5. Roofs that are dark in colour help address the issue of Urban Heat Islands.
6. Singapore's Supertrees are made entirely from natural materials.
7. The designers of the Supertrees originally planned to plant very tall trees.
8. The Supertrees require regular maintenance.

3.4 Read statements 1–8 again and correct any that were false.

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Reading skills

4 Locating and matching information

In this unit you will practise:

- identifying types of information
- locating and matching information
- connecting ideas
- matching sentence endings
- matching information

1 Identifying types of information

For **matching information** tasks, you need to locate an idea or piece of information in the text and match it to a phrase that accurately describes it.

1.1 Read the extracts from two separate paragraphs of a Reading passage. What type of information has been underlined?

A a description of an animal's habitat
B the issues that can cause something to happen
C an argument for a type of action

A	B
Meerkats devote a significant part of their day to foraging for food with their sensitive noses. When they find it, they eat on the spot. Primarily, meerkats are insectivores, which means their diet is mainly made up of insects.	These animals are transient by nature and <u>move if their food is in short supply or if they're forced out by a stronger gang</u>. The group's dominant male, the alpha male, marks the group's territory to protect the boundary from rivals and predators.

1.2 Look at this matching information task based on the extracts above.

Which paragraph contains the following information?

1   two situations that force meerkats to change where they live
2   how meerkats generally spend their time

1   For this type of question, do you need to look for individual words or a whole idea?
2   Question 1 matches the information underlined in the paragraph above, so the answer is B. Underline the part of paragraph A that matches the information in Question 2.

These questions **describe the information** you need to find.

1.3 Look at extracts A–H from different Reading passages and match them to the type of information that best describes them.

A Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.	**B** The water is warm thanks to a natural hot spring beneath the riverbed.	**C** Our study looked at the surrounding environment while previous researchers have concentrated on diet.	**D** We achieved this by weighing the animals both before and after periods of exercise.
E They live in dark, humid areas and so tend to be found in and around tropical rainforests.	**F** A month later, we were able to test it again and the results showed a significant change in temperature when the insulation was used.	**G** After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.	**H** It takes 35 days for the chick to leave the nest and fly.

Types of information
1 the findings of a study
2 the method used in a research study
3 the reaction to something
4 a description of a habitat
5 the difference between current and past studies
6 a description of how something works
7 the cause of something
8 the amount of time needed for something

2 Locating and matching information

Just like matching headings, **matching information** questions are not in the same order as the passage.

> **Study Tip** Some examples of the type of information you may be asked to find are:
> - a number
> - a date
> - a measurement
> - a reason
> - a cause
> - an effect
> - a conclusion
> - the problems
> - a finding
> - an account
> - a reaction
> - a description.
>
> When you are reading different passages in this book, think about whether the information matches any of these types.