



There are several types of questions that ask you to write words and/or numbers from the Reading passage. For these questions:

- you will be told the maximum number of words to write.
- you must only write words that are in the text (make sure you copy the spelling correctly).
- you do not need to change the words in the text and you do not need to join the words together.

Scanning for detail

1.4 Scanning a text involves searching it quickly for specific information. The information may appear only once or several times (e.g. the name of a hotel). Scan the passage in 1.3 to find seven different numbers.

1.5 Answer these short-answer questions. Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

- 1 What will you help to protect if you recycle one tonne of waste?
- 2 How many tonnes of paper products do Australians use each year?
- 3 What is the telephone number of the recycling centre?

You might also be asked to complete sentences using words from the Reading passage.

Recognising paraphrase

There may be key words in each question that you can locate in the Reading passage. However, some parts of the question will **paraphrase** (use another word that has the same meaning) the words in the passage. This tests how much you understand.

1.6 Complete the following sentences with **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

- 1 You should put special bins for collecting recyclables in different _____.
- 2 Plastic shopping bags should be put in the bin with the _____ top.
- 3 The council will collect your recyclables every _____.
- 4 If you call the council, they will tell you your _____.

1.7 Which words in the Reading passage in 1.3 are paraphrases of the underlined words in 1.6?



Test Tip When answering short-answer questions, you do not need to write full sentences or join words together. Look at this example.

Answer the question with **NO MORE THAN TWO WORDS** from the reading passage.

What **TWO** colours did the painter use?

Answer: black, white
(not black and white)

For **identifying information** tasks, you need to look at several sentences or statements and decide whether they are:

True (the statement agrees with the information in the passage)

False (the statement is incorrect and does not agree with the information in the passage) or

Not Given (you cannot say whether the statement is true or false because there is no information about this in the passage)

1.8 Look at the identifying information task below.

Questions 1–5

Do the following statements agree with the information given in the reading passage?
In boxes 1–5 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Envelopes with a plastic window are unsuitable for your recycling bin.
- 2 Staples often damage the recycling machinery.
- 3 Garden waste should be thrown away with food waste.
- 4 Recycling can help to reduce unemployment.
- 5 Paper that has already been recycled is unsuitable for recycling.
- 6 The fibres that are added to recycled paper are environmentally friendly.

Not given is not the same as False.

In Question 1, *unsuitable for your recycling bin* means 'you cannot put it in the recycling bin'.

The passage says *You do not need to remove staples or the plastic window from envelopes as this is done in the recycling process*. This means you **can** put envelopes with a plastic window in your recycling bin. So the statement in the question is **False**.

In Question 2, you need to find out from the passage if *staples often damage the recycling machinery*. The passage tells us that *staples will be removed in the recycling process*, but there is no information about staples causing damage to the machinery. We cannot check this fact in the text, so this is **Not Given**.



Test Tip Remember that you are being tested on your ability to understand the information you read **in the passage**. So, you should ignore anything you already know about the topic.

1.9 Decide if the statements in Questions 3–6 are *True*, *False* or *Not Given*. For each question, justify your answer using the relevant parts of the passage.

2 Dealing with multiple texts

In Section 1 of the General Training Reading paper, you may be given three or more short texts. The texts will all be based on a similar topic. The questions will focus on what is different about the information in each text. You need to scan all of the texts to locate the answers to the questions.

2.1 Look at these four texts. What are they all about?

<p>A</p> <p>Hampshire University Open Day 10:00 till 21:00</p> <p>Interested in film? Check out our visual effects studio with all the latest software.</p> <p>Watch students and staff demonstrate their own games in the Animation and Games studio. (15:00–16:00)</p> <p>Food and drink stalls.</p> <p>Free balloons and children's play area.</p> <p>All finished off with our popular fireworks display!</p>	<p>B</p> <p>Lexington College Open Day 11:00–16:00</p> <p>Creative arts market – crafted by our third-year students – all reasonably priced.</p> <p>International food fair.</p> <p>Digital photography – workshops on photographing animals in the wild!</p> <p>Entertainment, prizes and giveaways!</p> <p>You'll feel like you're flying on our trapeze!</p>
<p>C</p> <p>Come and join the fun at our Open Day! Bellingham House College</p> <p>Interested in becoming a vet? Visit our working farm and chat to our lecturers and students.</p> <p>A fun day out for all the family</p> <p>Marine biology exhibit – come and find out about our fascinating sea creatures.</p> <p>Open from 8:00 to 16:00.</p> <p>Parking available at discounted prices.</p>	<p>D</p> <p>Open Day! South Bank University 11:00–18:00</p> <p>Come along and test your skills in our flight simulator.</p> <p>Enter the draw to win a free flying lesson!</p> <p>Meet tutors from eight different countries!</p> <p>Hot dog stand and barbecue from 12:00.</p> <p>Free parking available.</p>

2.2 Read questions 1–6 and choose the correct text (A–D).

At which open day can you

- 1 eat food from around the world?
- 2 see live animals?
- 3 learn about becoming a pilot?
- 4 learn how to use a camera?
- 5 buy work created by students?
- 6 watch evening entertainment?

2.3 Underline the parts of the texts that gave you your answer.

2.4 Match the words/phrases 1–5 from the text with paraphrases A–E used in the questions.

- | | |
|-----------------------|-------------------------|
| 1 fireworks display | A from around the world |
| 2 international | B animals |
| 3 digital photography | C learn how |
| 4 creatures | D evening entertainment |
| 5 workshop | E use a camera |



Study Tip To achieve the best IELTS score, focus on learning vocabulary, grammar and building your reading, writing, listening and speaking skills as a part of your preparation. Don't just focus on test-taking strategies.

3 Understanding work-related texts

Section 2 of the General Training Reading paper contains two separate passages related to work situations. Make sure that you study vocabulary related to work.

3.1 Match the work-related words 1–12 with definitions A–L.

- | | |
|---------------|--|
| 1 hospitality | A to stop working – usually because of age |
| 2 retail | B the type of work done with your hands |
| 3 redundancy | C to hire or employ a person for a job |
| 4 retire | D the industry related to shops |
| 5 consumer | E the person who provides you with work |
| 6 customer | F the industry related to hotels and restaurants |
| 7 manual | G the loss of a job due to a business closing |
| 8 shift | H a person who uses goods |
| 9 employee | I a staff member |
| 10 employer | J the time by which work must be completed |
| 11 deadline | K a person who buys goods |
| 12 recruit | L a person's scheduled period of work |

3.2 Spend 40 seconds reading the passage below to understand the main points. Who do you think would read a text like this?

- A a person wanting to apply to become an inspector
- B the owner of a business
- C a new temporary employee at a company
- D an experienced inspector

Workplace health and safety

Workplace health and safety is the legal responsibility of all employers. There are rules and regulations governing workplace health and safety to help ensure the safety of workers in all industries. Workplace Health and Safety inspectors are employed by the government to carry out regular workplace inspections and ensure current safety standards are being met.

Inspector training

All inspectors complete a rigorous nine-month program of classroom training and field experience with a qualified inspector. New inspectors also receive training on the regulations specific to their respective programs (i.e. construction, mining, healthcare, industrial and diving). Each inspector is issued a comprehensive manual of policies and procedures to be used when carrying out workplace inspections.

Powers of an inspector

Inspectors are employed to monitor employers and workers and ensure that they comply with the laws concerning Workplace Health and Safety. Inspectors' powers include the ability to enter any workplace without giving notice.

Once an inspector has begun a workplace inspection, he or she is permitted to:

- question any employee
- handle, use or test any equipment, machinery and materials and take away any samples
- look at any documents or records and take them from the workplace in order to make copies, and
- take photographs.

What to expect from a workplace health and safety visit

Workplace visits by an inspector are typically unannounced and, by law an inspector must be granted access to enter and access all areas of

the workplace. When a workplace health and safety inspector arrives at your workplace, he or she will introduce themselves and ask to speak with either the workplace health and safety representative or the most senior member of management available. If the staff concerned are not available, the inspector may continue with a limited inspection based on available information and/or arrange a follow-up visit later that day or on the following day.

When all relevant staff have been assembled, the inspector will check that all of the required documentation is in place. This includes the employer's written occupational health and safety policy, and the health and safety-awareness poster. These must be displayed in an area accessible to all employees. Any other documentation that shows workers have been provided with instructions on how to carry out specific tasks may also be requested. Finally, the inspector may ask to see where the documents are posted, and verify that a copy of the law and regulations is also displayed.

Following the documentation review, the inspector will inspect the workplace to determine if staff are maintaining a safe work environment. Short videos describing the specific hazards that inspectors look for during an inspection can be obtained from the Department of Labour.

If the inspector finds any fault within the workplace, then they may issue what is known as a compliance order. Compliance orders describe actions the employer is obliged to take in order to meet the current regulations. If the inspector believes there is immediate risk of injury to a worker, a 'stop work' order will be issued to prevent work from continuing until the problem is solved.

3.3 Read these questions based on the passage. For each question:

- read the 'stem' (the first line of the question) and use it to locate the relevant part of the passage.
- read each of the options and carefully read the relevant part of the passage.
- choose the best answer (A–D).

1 When a new inspector is trained, they

- A spend a year learning all of the rules and regulations.
- B need to learn about rules concerning several different industries.
- C spend some time working with an experienced inspector.
- D can carry out inspections as soon as they have completed theoretical training.

2 According to the passage, a workplace health and safety inspector has the power to

- A take away all faulty equipment they find.
- B photocopy paperwork they find in the workplace.
- C ask employees about the company's recruitment process.
- D warn employees that they are going to carry out an inspection.

3 If the company's workplace health and safety representative is not present

- A the inspection must be postponed.
- B the inspector may issue a complaint to management.
- C the inspector might simply collect the information they need.
- D the inspector may partially inspect the premises and return later.



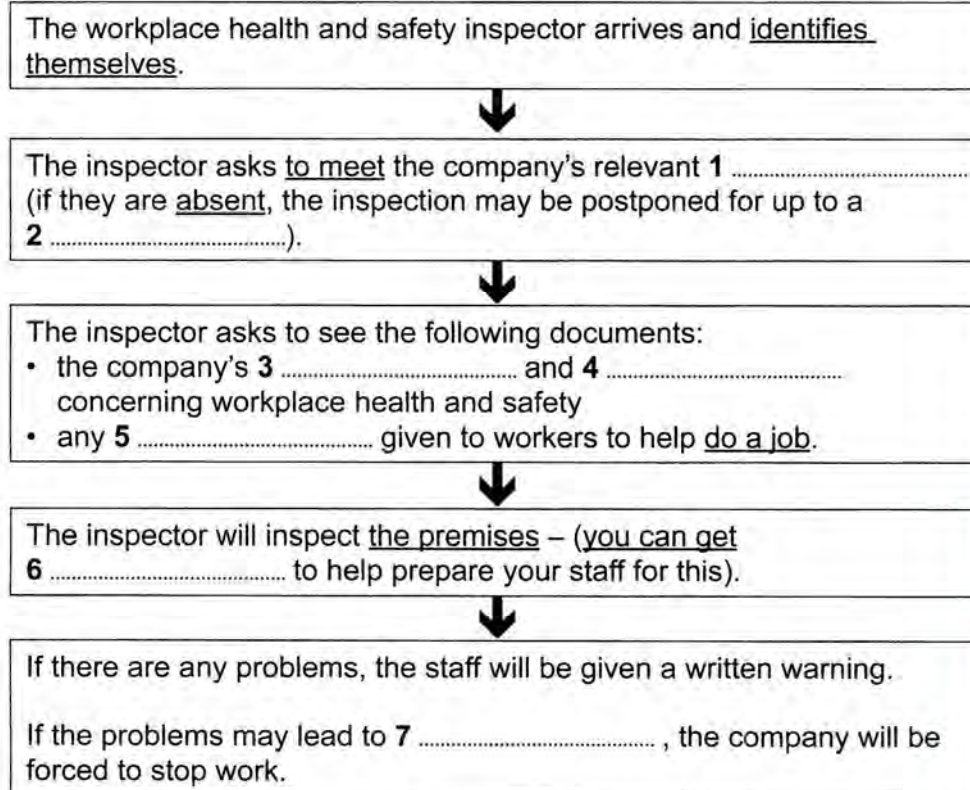
Test Tip Quickly read the whole passage to get the general idea before you begin answering questions. This will help to give you an overall understanding of the passage and will help you to locate relevant parts of the text more quickly.

Summary, Flow-chart or Note completion questions all have spaces that you need to fill using words from the text. Because these types of questions are organised into a summary, a set of notes or a flow chart rather than separate sentences, the information may not be organised in the same order as the information in the passage.

3.4 Look at the flow-chart completion task below. Which part of the passage will you need to read to complete it?

3.5 Complete the flow chart using **ONE WORD ONLY** from the passage in each gap.

What happens during an inspection?



3.6 Which words in the passage mean the same as the words that are underlined in the flow chart?

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. ~~short~~ videos). If you write more than one word, your answer will be marked as wrong.

General Training Reading – Section 3

Section 3 contains one long passage that is more difficult than the previous ones. Timing is an important part of the IELTS test, so make sure you leave at least 20 minutes for this section.

3.7 Spend three minutes reading the passage on the following page to understand the main points.

For some tasks, you need to match the information in the question to specific parts of the text. This is similar to the task in **2.2**. Instead of separate short texts, you will need to scan separate paragraphs or sections of one passage.

For **matching headings** tasks, you need to match the headings to the correct paragraph or section. The correct heading will accurately summarise **all** of the ideas within the section or paragraph.

3.8 Look at the headings in the box below. In the IELTS Reading paper, you will need to consider every paragraph. For this exercise, the headings only relate to paragraphs A–C in the passage.

- 1 Read paragraph A carefully, then read each of the headings in the box.
- 2 Choose the heading that correctly summarises the ideas in the paragraph.
- 3 Do the same for paragraphs B and C.

Headings

- i Industry insiders welcome the change
- ii The city votes for major change
- iii Advertisements are more than marketing tools
- iv How one man changed a city
- v Professionals warn of the consequences of change

3.9 Explain why you chose each answer.

For **matching information** tasks, you need to match individual ideas to the correct paragraph.

Banned Branding

Has São Paulo's advertising experiment worked?

- A** When you think of São Paulo, Brazil, a city of 12 million residents and the 7th largest in the world, you probably picture a gritty, sprawling metropolis, with skyscrapers rising like islands in a sea of giant billboards and neon signs. But all of that changed in 2007 when São Paulo became the first major city in the world to ban all outdoor advertising. The 'Clean City Law' was the brainchild of Mayor Gilberto Kassab who, in a bid to combat all forms of pollution in the city, decided to begin by tackling the most obvious – the 'visual pollution' created by billboards and signs advertising brands of all kinds. The move was hailed by writer Roberto Pompeu de Toledo as "a rare victory of the public interest over private".
- B** However, reactions in São Paulo were not all positive. Marketing executives were convinced that the new law would prove a terrible blow to the advertising industry and representatives drove their cars up and down in front of city hall to protest against the ruling. *Border*, the Brazilian Association of Advertisers, was incensed over the move, pointing out that tens of thousands of small businesses would have to bear the cost of altering their shop fronts under the new regulations. In the press, a US\$133m loss in advertising revenue was forecast, while the São Paulo outdoor media association, *Sepe*, predicted job losses of up to 20,000.
- C** Others were concerned with the aesthetic impact of the move and that, rather than cleaning up the city, it would look even worse. Would removing the colourful, though chaotic, billboards turn it into a bland concrete jungle? Dalton Silvano, the only city councillor to vote against the law, believed it would: 'Advertising is both an art form and, when you're in your car or on foot, a form of entertainment that helps relieve solitude and boredom,' he claimed. Adding, 'I think this city will become a sadder, duller place.'
- D** Nevertheless, the council pressed ahead with its plans. 'What we are aiming for is a complete change of culture,' spokesman Roberto Tripoli said. 'Yes, some people are going to have to pay a price, but things were out of hand and the population has made it clear that it wants this.' Eventually, the law was passed and businesses were given 90 days to take down any signs that did not meet the new regulations or pay a fine of up to \$4,500 per day. Throughout that period, the city's workmen dismantled around 100 sites per day, occasionally supervised personally by Kassab.
- E** 15,000 billboards – some the size of the buildings they adorned – huge outdoor video screens, and even posters and ads on the side of buses and taxis, were all quickly removed across the city. To help police, Kassab set up telephone hotlines so that citizens could report instances of advertisers breaking the law. 'Some days we had 3,000 calls on those lines,' he said proudly. Even giving out pamphlets in public spaces was made illegal. Extraordinarily, six years later, it is extremely difficult to find outdoor advertising anywhere in the city.
- F** Equally remarkable is the speed with which big advertisers adapted to this new environment. 'It was really dramatic ... Big companies had to change their focus and strategies,' says Marcello Queiroz, editor of the newspaper *Propaganda and Marketing*. Marketing directors soon found new areas to spend their advertising budgets on. The move forced them to be more creative and find innovative methods of indoor advertising such as inside elevators and bathrooms. Other businesses were even more creative. Big banks and stores began painting their buildings in eye-catching colours, creating a visual pattern that consumers could associate their brand with, even from a distance. But, according to advertising executive Marcio Oliveira, 'The internet was the really big winner.' Although, at the time, there was already a worldwide move towards social media, the new law gave Brazilian ad agencies an extra incentive.
- G** For now then, the scheme has worked, and surveys conducted by local newspapers indicate it is extremely popular, with more than 70% of residents showing their approval. It has also brought some unforeseen advantages. When the hoardings were removed, many locals were shocked at the state of the buildings and houses beneath. As a result, renovation work in the city has increased considerably and its cultural heritage is now more visible. As journalist Vincenze Galvao commented about finding his way around the city, 'My old reference was a big Panasonic billboard, but now my reference is an art deco building that had been covered by it. The city's now got new language, a new identity.'

3.10 Look at the following statements. In the first question, the type of information you need to find in the text has been underlined. Do the same for questions 2–6.

Which paragraph, A–G, contains the following information?
You can use any of the letters more than once.

- 1 some unexpected benefits of banning outdoor advertising
- 2 the deadline businesses were given to clear away their advertising material
- 3 the public's reaction to the new proposal
- 4 advertising techniques that emerged as a result of the ban
- 5 an action carried out to try to stop the law being passed
- 6 examples showing the wide range of advertising material that was banned

3.11 Scan the text for the following names and highlight them each time they appear in the text.

People

- A** Gilberto Kassab
- B** Roberto Pompeu de Toledo
- C** Dalton Silvano
- D** Roberto Tripoli
- E** Marcello Queiroz
- F** Marcio Oliveira
- G** Vincenze Galvao

3.12 Match the people (A–G) with the following statements. You can use any of the letters more than once.

- 1 Removing the billboards has made us more aware of local architecture.
- 2 The changes led to more people advertising their business online.
- 3 Billboards can be interesting to look at.
- 4 Businesses quickly adjusted after the law change.
- 5 The public was very keen to report businesses that ignored the new rules.
- 6 Although it might hurt certain businesses, this is a necessary change.