

 **General**

# Rotorua



**Student Sheets  
for IELTS General Reading**

**Kru. Jaem**

From Auckland, New Zealand



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## Provisional Schedule for IELTS General Reading

- |          |  |
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| Lesson 1 | Matching Information<br>True, False, Not Given<br>Short Answer Questions |
| Lesson 2 | Note Completion<br>Matching Headings<br>Diagram/Flow Chart               |
| Lesson 3 | Matching Features<br>Sentence Completion<br>Summary Completion           |

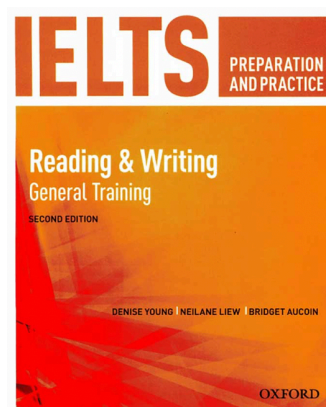
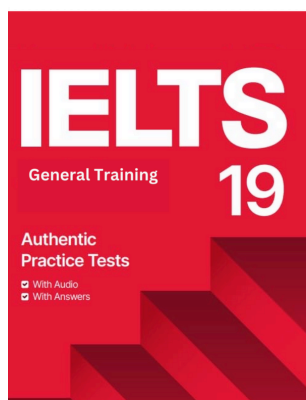
\*This schedule is not confirmed and changes may be necessary.

### Brief Introduction to IELTS General Reading

การสอบ IELTS ในส่วนของทักษะการอ่าน แบบ General Training นั้น ผู้สอบจะได้อ่านข้อมูลที่นำมาจากหนังสือ นิตยสาร หนังสือพิมพ์ ประกาศ โฆษณา หรือหนังสือคู่มือ ซึ่งจะ เป็นข้อมูลที่พบเจอได้ในชีวิตประจำวัน ซึ่งข้อสอบจะมี 3 ส่วน ส่วนแรกจะเป็นชุดข้อมูลสั้นๆ ส่วนถัดมาจะเป็นบทความขนาดสั้น 2 บทความ และส่วนสุดท้ายจะเป็นบทความขนาดยาวหนึ่งบทความ

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# IELTS General Reading Matching Information



General Training Reading sample task – Matching information

## **SECTION 1                      Questions 1 – 8**

*Questions 1 – 8*

*Look at the five advertisements, **A-E**.*

Which advertisement mentions the following?

*Write the correct letter, **A-E**, in boxes 1-8 on your answer sheet.*

**NB**     *You may use any letter more than once.*

- 1**     up-to-date teaching systems
- 2**     that the institution has been established for a significant time
- 3**     examination classes
- 4**     that arrangements can be made for activities outside class
- 5**     the availability of courses for school students
- 6**     language teaching for special purposes
- 7**     a wide variety of language choices
- 8**     evening classes

General Training Reading sample task – Matching information

**A**

**INTERNATIONAL LANGUAGE CENTRE**  
INSTITUTE OF TECHNOLOGY

*FRENCH & JAPANESE  
SUMMER INTENSIVE*

Also commencing January 2005  
\* Mandarin \* Cantonese \* Thai  
\* Vietnamese \* Korean \* Indonesian \* English  
\* Spanish \* Italian \* German \* Russian

For further details contact:  
Admissions & Information Office  
5 Bligh Street,  
Sth. Sydney, 2000

**Tel: 295 4561  
Fax: 235 4714**

**B**

**Global Language  
Learning Centre**

ONE OF THE WORLD'S BEST  
LANGUAGE SCHOOLS IS  
**NOW IN SYDNEY**

LEARN A NEW LANGUAGE  
**IN 10-20 WEEKS**

LATEST METHODS  
FULL AND PART-TIME COURSES

BUSINESS, HOSPITALITY  
OR TRAVEL

*Phone for Appointment  
938 0977*

**C**

***DO YOU WANT TO LEARN ENGLISH  
SOMEWHERE DIFFERENT?***

***Then come to Perth,  
the Picturesque Capital City of Western  
Australia***

**Situated on the beautiful Swan River, Perth offers  
you...**

- Mediterranean climate
- lovely Indian Ocean beaches
- every sport imaginable
- multicultural society
- government owned TAFE Colleges
- high standards of facilities and staff
- maximum flexibility
- hostel or homestay accommodation

**Intensive English Courses Available**

- 5 intakes per year
- 10 week modules
- multicultural classes
- optional programs
- Cost: \$2000 AUD per 10 weeks

**Study Tours Available**

- English/cultural/tourism

***WE PLAN THE PROGRAM  
TO SUIT YOUR NEEDS***

*For further details, contact:*  
**TAFE International,  
Level 5, 1 Mill Street,  
Perth 6000, Western Australia  
Telephone: 619 320 3777**

**D**

**French**  
SUMMER COURSES  
January 2005

**Adults Crash Course 9-19 Jan**  
Intensive 3 or 4 hrs a day,  
morning or evening, *30 hrs \$250*  
(Beginners and Low Intermediate only)

**Adults Normal Course 9 Jan-4 March**  
10 levels from Beginner to Advanced  
Twice a week - 2 hrs morning or evening  
Once a week, Saturday 9am-1.30pm *32hrs \$278*

**High School Crash Course 11-25 Jan**  
Intensive 3 hrs a day, 1pm-4pm  
Years 8 to 12 *24hrs \$200*  
Starts Wednesday 11.1.97

**Club Français**  
27 Claire St, Sydney, Phone 227 1746

**E**

**U  
C**

**UNIVERSITY OF CANBERRA**  
**Learn English in Australia's National Capital**

- \* The TESOL Centre has more than 24 years' experience in providing quality language programs for overseas students
- \* Test preparation, possibility of further academic study
- \* Access to University facilities
- \* Classes conducted on campus with opportunity to mix with Australian students



General Training Reading sample task – Matching information

**Answers**

- |   |   |
|---|---|
| 1 | B |
| 2 | E |
| 3 | E |
| 4 | C |
| 5 | D |
| 6 | B |
| 7 | A |
| 8 | D |

# IELTS General Reading True, False, Not Given



## **Sample General Training Reading *True False Not Given***

*Read the text below and answer Questions 1-6.*

### **Railway Season Tickets**

#### **Types of Season Tickets**

Standard season tickets allow unlimited travel between the two train stations shown on the ticket for the full duration of their validity. You can break your journey at any train station between the origin and destination station on your season ticket.

Combined rail-and-bus season tickets are available from some rail stations. This means if you can make your main journey by rail, you can then complete it by bus. Two separate season tickets may be required for some destinations.

#### **Ticket Duration**

##### **7-day**

These normally cost less than five standard day-returns. They are valid for a full seven days' rail travel between the points shown on the train ticket.

##### **Monthly**

Monthly season tickets are priced at less than four times the cost of 7-day train tickets and are valid for a full calendar month from the date of commencement.

##### **Annual Card**

This gives you a full calendar year's weekday travel for the price of only 40 weekly tickets. Annual Card holders can also save a third on the price of most Standard Class train fares in the region at weekends and on Bank Holidays. You can also take up to three adults with you at the same discount, while up to four children (aged 5–15) may accompany you for a minimum of £1 each.

#### **How do I buy my first season ticket?**

Your season ticket is not valid without a photocard, and both must always be carried together. A photocard will be issued to you free of charge when you first purchase a season ticket. You just need to take a passport-sized photograph to a ticket office and we'll do the rest. As long as your photo remains a good likeness, you can continue to use the photocard with any subsequent season tickets that you buy.

Questions 1 – 6

Do the following statements agree with the information given in the text on page 1?

In boxes 1-6 on your answer sheet, write

<b>TRUE</b>	<i>if the statement agrees with the information</i>
<b>FALSE</b>	<i>if the statement contradicts the information</i>
<b>NOT GIVEN</b>	<i>if there is no information on this</i>

- 1 You are allowed to stop off at an intermediate station when making a journey using a standard season ticket.
- 2 When using a combined rail-and-bus season ticket, the major part of your journey must be by train.
- 3 It is more expensive to buy four 7-day tickets than a monthly season ticket for the same journey.
- 4 Annual Card season tickets entitle you to savings on other rail journeys outside of the working week.
- 5 Children under the age of 5 are charged one third of the full ticket price when accompanying you on an Annual Card journey.
- 6 The photo you supply at the time of application is displayed on your season ticket.



**Sample General Training Reading *True False Not Given***

**Answers**

1. True
2. True
3. True
4. True
5. Not Given
6. False



# IELTS General Reading Short Answer Questions

General Training Reading sample task – Short-answer questions

Questions 4 – 8

Answer the questions below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 4-8 on your answer sheet.

- 4 What has been found in some Fancy Foods products?
- 5 Where can you find the batch number on the jars?
- 6 How much will you receive for an opened jar of contaminated Chicken Curry?
- 7 If you have eaten Chicken Curry from a jar with one of the batch numbers listed, whom should you contact?
- 8 What is the maximum reward Fancy Foods is offering for information about who contaminated their product?

## IMPORTANT NOTICE: PRODUCT RETURN

Fancy Foods wishes to inform the public that pieces of metal have been found in some jars of Fancy Foods Chicken Curry (Spicy). The batches of the jars involved have numbers from J6617 to J6624. The batch number is printed on the bottom of each jar.

If you have any jars with these batch numbers, please return them (preferably unopened) to the supermarket where you purchased them. You can also return them to the factory (Fancy Foods Retailers, Blacktown). Fancy Foods will pay \$10 for each jar returned unopened and \$5 for each jar already opened.

No payment will be made for empty jars, which do not need to be returned. However, the Retailing Manager will be interested to hear from people who have consumed chicken curry from any of the above batch numbers. In particular, it will be helpful if they can give information about the place of purchase of the product.

Jars of Fancy Foods Chicken Curry (Coconut) and Fancy Foods Chicken Curry (Mango) have not been affected and do not need to be returned.

## REWARD

Fancy Foods will pay a reward of \$10,000 to \$50,000 for information which leads to the conviction of any person found guilty of placing metal pieces in its products. If you have such information, please contact the Customer Relations Manager, Fancy Foods Retailers, Blacktown.

General Training Reading sample task – Short-answer questions

**Answers**

- 4**     pieces of metal
- 5**     (on) the bottom
- 6**     \$5
- 7**     (the) Retailing Manager
- 8**     \$50,000

*Words in brackets are optional - they are correct, but not necessary.*



# IELTS General Reading Note Completion



### **Sample General Training Reading Note Completion**

*Read the text below and answer Questions 1-6.*

#### **CITY MEDIA INTERNSHIPS**

We are a proudly Canadian organization offering six annual internships, valued at \$10,000 each, to deserving persons from minority groups. We offer career assistance, and an opportunity for these individuals to demonstrate the talent they have and get hands-on experience in broadcasting. We hope that our commitment to these groups becomes an industry-wide model of acceptance. Our goal is to have the City Media family mirror the diversity that makes our nation strong.

The internship winners will work at one of our two speciality TV stations. The Connect station provides programming on regional events, while the emphasis at Transview is on instructional shows. Each intern will work in an entry-level position within an area that meets the requirements of the company and be paid at the opening rate set by the company for that position. If the assignment makes relocation necessary, a maximum \$1,500 grant is provided to assist with these expenses.

Interested broadcasting applicants should provide evidence of full-time enrolment in the field of broadcasting at an accredited post-secondary institution. An official transcript from the educational institution is also required. Mature students may replace this transcript with a one-page typewritten statement of their goals. References from three teachers or employers will be necessary if the application proceeds.

Once your application is accepted, you will receive a confirmation letter by mail from Personnel. The application is then referred to a Canada-wide panel of City Media employees. These individuals are familiar with the positions that would be considered a complementary fit with your stated career path. They will put together a shortlist of promising candidates and conduct an in-person or telephone interview. The type of interview will vary with the distance of each candidate. The hiring decisions of the panel are final.

If a candidate is not eligible, the application will be removed from the competition, as will those whose applications and accompanying documents are received later than the deadline for submission. No exceptions can be made for delayed, lost or misdirected mail.

Questions 1 – 6

Complete the notes below.

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

Write your answers in boxes 1-6 on your answer sheet.

### **CITY MEDIA INTERNSHIPS**

- internships:
  - allow minorities to gain **1** ..... and show their talents
  - further City Media's aim to reflect the **2** ..... of people in Canada
- internship at Transview focuses on educational broadcasting
- an additional amount of money is given if **3** ..... is required
- support application with:
  - proof of present **4** ..... in broadcasting studies
  - a **5** ..... issued by your school
- a panel decides which jobs are a good fit for each intern
- interview method depends on **6** .....
- company strict about the deadline stated for applications



### **Sample General Training Reading *Note Completion***

#### **Answers**

1. experience
2. diversity
3. relocation
4. enrolment ■ enrollment
5. transcript
6. distance



# IELTS General Reading Matching Headings

General Training Reading sample task – Matching headings

Questions 27 – 32

The text has seven paragraphs, **A-G**.

Choose the correct heading for paragraphs **A**, **B** and **D-G** from the list of headings below.

Write the correct number, **i-ix**, in boxes 27-32 on your answer sheet.

**List of Headings**

- i** Robots working together
- ii** Preparing LGVs for takeover
- iii** Looking ahead
- iv** The LGVs' main functions
- v** Split location for newspaper production
- vi** Newspapers superseded by technology
- vii** Getting the newspaper to the printing centre
- viii** Controlling the robots
- ix** Beware of robots!

**27** Paragraph **A**

**28** Paragraph **B**

**Example**

Paragraph **C**

**ix**

**29** Paragraph **D**

**30** Paragraph **E**

**31** Paragraph **F**

**32** Paragraph **G**

## ROBOTS AT WORK

### A

The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, subeditors and journalists who put the paper together are likely to find themselves in a totally different building or maybe even in a different city. This is the situation which now prevails in Sydney. The daily paper is compiled at the editorial headquarters, known as the prepress centre, in the heart of the city, but printed far away in the suburbs at the printing centre. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.

### B

Once the finished newspaper has been created for the next morning's edition, all the pages are transmitted electronically from the prepress centre to the printing centre. The system of transmission is an update on the sophisticated page facsimile system already in use on many other newspapers. An imagesetter at the printing centre delivers the pages as film. Each page takes less than a minute to produce, although for colour pages four versions, once each for black, cyan, magenta and yellow are sent. The pages are then processed into photographic negatives and the film is used to produce aluminium printing plates ready for the presses.

### C

A procession of automated vehicles is busy at the new printing centre where the Sydney Morning Herald is printed each day. With lights flashing and warning horns honking, the robots (to give them their correct name, the LGVs or laser guided vehicles) look for all the world like enthusiastic machines from a science fiction movie, as they follow their own random paths around the plant busily getting on with their jobs. Automation of this kind is now standard in all modern newspaper plants. The robots can detect unauthorised personnel and alert security staff immediately if they find an "intruder"; not surprisingly, tall tales are already being told about the machines starting to take on personalities of their own.

### D

The robots' principal job, however, is to shift the newsprint (the printing paper) that arrives at the plant in huge reels and emerges at the other end some time later as newspapers. Once the size of the

day's paper and the publishing order are determined at head office, the information is punched into the computer and the LGVs are programmed to go about their work. The LGVs collect the appropriate size paper reels and take them where they have to go. When the press needs another reel its computer alerts the LGV system. The Sydney LGVs move busily around the press room fulfilling their two key functions to collect reels of newsprint either from the reel stripping stations, or from the racked supplies in the newsprint storage area. At the stripping station the tough wrapping that helps to protect a reel of paper from rough handling is removed. Any damaged paper is peeled off and the reel is then weighed.

### E

Then one of the four paster robots moves in. Specifically designed for the job, it trims the paper neatly and prepares the reel for the press. If required the reel can be loaded directly onto the press; if not needed immediately, an LGV takes it to the storage area. When the press computer calls for a reel, an LGV takes it to the reel loading area of the presses. It lifts the reel into the loading position and places it in the correct spot with complete accuracy. As each reel is used up, the press drops the heavy cardboard core into a waste bin. When the bin is full, another LGV collects it and deposits the cores into a shredder for recycling.

### F

The LGVs move at walking speed. Should anyone step in front of one or get too close, sensors stop the vehicle until the path is clear. The company has chosen a laserguide function system for the vehicles because, as the project development manager says "The beauty of it is that if you want to change the routes, you can work out a new route on your computer and lay it down for them to follow". When an LGV's batteries run low, it will take itself off line and go to the nearest battery maintenance point for replacement batteries. And all this is achieved with absolute minimum human input and a much reduced risk of injury to people working in the printing centres.

### G

The question newspaper workers must now ask, however is, "how long will it be before the robots are writing the newspapers as well as running the printing centre, churning out the latest edition every morning?"

# IELTS General Reading Diagram/Flow Chart



## ROBOTS AT WORK

### A

The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, subeditors and journalists who put the paper together are likely to find themselves in a totally different building or maybe even in a different city. This is the situation which now prevails in Sydney. The daily paper is compiled at the editorial headquarters, known as the prepress centre, in the heart of the city, but printed far away in the suburbs at the printing centre. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.

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General Training Reading sample task – Flow-chart completion

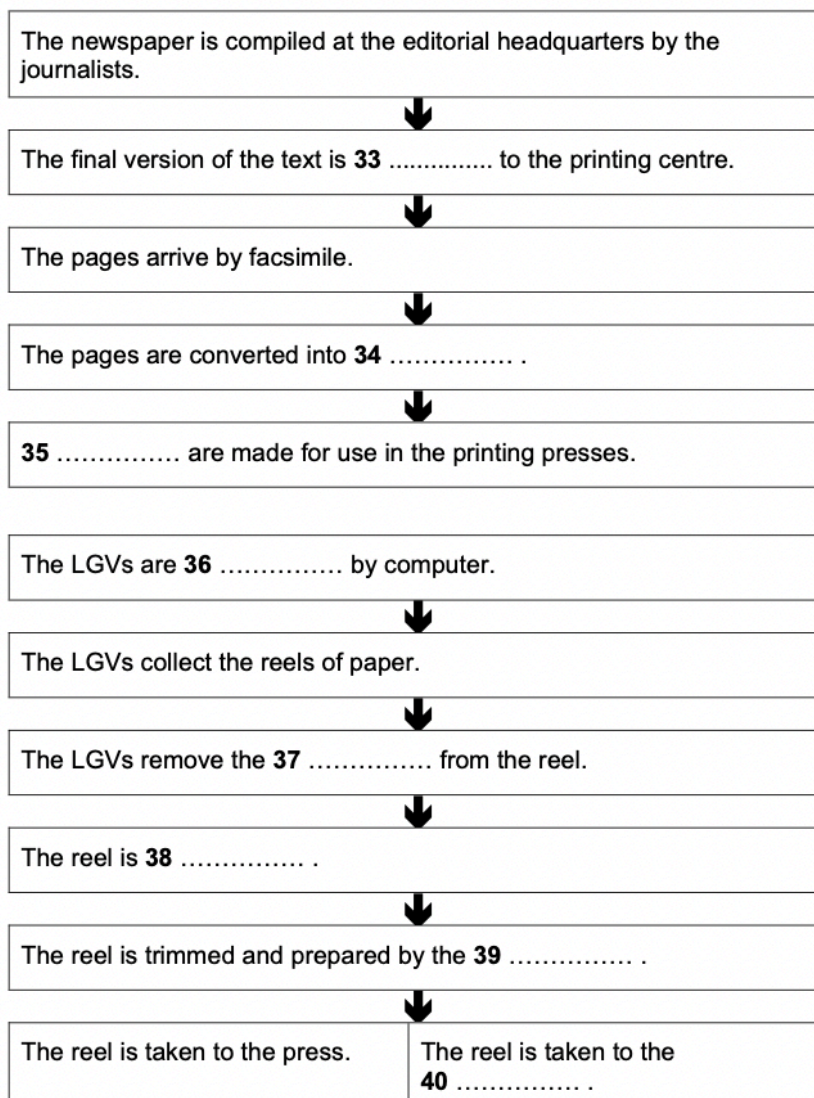
Questions 33 – 40

Complete the flow-chart below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 33-40 on your answer sheet.

### The Production Process



General Training Reading sample task – Flow-chart completion

**Answers**

- 33** transmitted (electronically)
- 34** (photographic) film/negative(s)
- 35** (aluminium) printing plates
- 36** programmed
- 37** damaged paper/wrapping
- 38** weighed
- 39** paster robot(s)
- 40** storage area

*Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).*

# IELTS General Reading Matching Features



**[Note: This is an extract from a General Training Reading text on the subject of the history of cinema. The text preceding this extract gave a general overview.]**

Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its worldwide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

In the end it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of filmmaking had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with spectacular films like "Quo Vadis?" (1913) and "Cabiria" (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan, the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better constructed narratives, their special effects were more impressive, and the star system added a new dimension to screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

From early cinema, it was only American slapstick comedy that successfully developed in both short and feature format. However, during this 'Silent Film' era, animation, comedy, serials and dramatic features continued to thrive, along with factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded on to the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled westwards to escape the Revolution.

General Training Reading sample task – Matching features

The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.



General Training Reading sample task – Matching features

Questions 34 – 40

Look at the following statements (Questions 34-40) and the list of countries below.

Match each statement with the correct country, **A-J**.

Write the correct letter, **A-J**, in boxes 34-40 on your answer sheet.

**NB** You may use any letter more than once.

- 34 It helped other countries develop their own film industry.
- 35 It was the biggest producer of films.
- 36 It was first to develop the 'feature' film.
- 37 It was responsible for creating stars.
- 38 It made the most money from 'avantgarde' films.
- 39 It made movies based more on its own culture than outside influences.
- 40 It had a great influence on silent movies, despite its size.

**List of Countries**

- A** France
- B** Germany
- C** USA
- D** Denmark
- E** Sweden
- F** Japan
- G** Russia
- H** Italy
- I** Britain
- J** China

General Training Reading sample task – Matching features

**Answers**

**34** A

**35** C

**36** H

**37** C

**38** A

**39** F

**40** D



# IELTS General Reading Sentence Completion

***[Note: This is an extract from a General Training Reading text on the subject of understanding bee behaviour. The text preceding this extract described Karl von Frisch's experiments and his conclusions about two bee dances.]***

At first, von Frisch thought the bees were responding only to the scent of the food. But what did the third dance mean? And if bees were responding only to the scent, how could they also 'sniff down' food hundreds of metres away from the hive\*, food which was sometimes downwind? On a hunch, he started gradually moving the feeding dish further and further away and noticed as he did so that the dances of the returning scout bees also started changing. If he placed the feeding dish over nine metres away, the second type of dance, the sickle version, came into play. But once he moved it past 36 metres, the scouts would then start dancing the third, quite different, waggle dance.

The measurement of the actual distance too, he concluded, was precise. For example, a feeding dish 300 metres away was indicated by 15 complete runs through the pattern in 30 seconds. When the dish was moved to 60 metres away, the number dropped to eleven.

Von Frisch noted something further. When the scout bees came home to tell their sisters about the food source, sometimes they would dance outside on the horizontal entrance platform of the hive, and sometimes on the vertical wall inside. And, depending on where they danced, the straight portion of the waggle dance would point in different directions. The outside dance was fairly easy to decode: the straight portion of the dance pointed directly to the food source, so the bees would merely have to decode the distance message and fly off in that direction to find their food.

But by studying the dance on the inner wall of the hive, von Frisch discovered a remarkable method which the dancer used to tell her sisters the direction of the food in relation to the sun. When inside the hive, the dancer cannot use the sun, so she uses gravity instead. The direction of the sun is represented by the top of the hive wall. If she runs straight up, this means that the feeding place is in the same direction as the sun. However, if, for example, the feeding place is 40° to the left of the sun, then the dancer would run 40° to the left of the vertical line. This was to be the first of von Frisch's remarkable discoveries. Soon he would also discover a number of other remarkable facts about how bees communicate and, in doing so, revolutionise the study of animal behaviour generally.

\* Hive – a 'house' for bees; the place where they build a nest and live

General Training Reading sample task – Sentence completion

Questions 38 – 40

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 38-40 on your answer sheet.

- 38** Von Frisch discovered the difference between dance types by changing the position of the ..... .
- 39** The dance outside the hive points in the direction of the ..... .
- 40** The angle of the dance from the vertical shows the angle of the food from the ..... .

General Training Reading sample task – Sentence completion

**Answers**

**38**     feeding dish

**39**     food (source)

**40**     sun

*Words in brackets are optional - they are correct, but not necessary.*



# IELTS General Reading Summary Completion



### **Sample General Training Reading *Summary Completion (Productive)***

*[Note: this is an extract from a General Training Reading text on the subject of political units in the history of West Africa.]*

*Read the text below and answer Questions 1-5.*

## **Political units in the history of West Africa**

Ife, perched at the edge of Nigeria's forest, is thought to have come to prominence through its control of local products – including ivory, gold and pepper – in external trade. By AD 1300, its walled capital was at the peak of its wealth, with many shrines featuring elaborate pavements made of pieces of pottery, and a rich tradition of creating brass and terracotta sculptures, including ones of people richly adorned in ceremonial regalia. Many of these have survived. Subsistence for the large elite and artisan population appears to have been based upon small livestock and the cultivation of vegetables. Around AD 1500, the city of Ife declined, and the region's center of power shifted to Benin without any appreciable break in cultural tradition.

Questions 1 – 5.

Complete the summary below.

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

Write your answers in boxes 1-5 on your answer sheet.

### **Ife**

The state of Ife adjoined the **1** ..... in Nigeria, and traded a variety of goods, including metals such as **2** ..... Floors in religious buildings were made from bits of **3** ..... There are many surviving examples of **4** ..... made of brass or terracotta. The population lived on animal products, and crops such as **5** .....



**Sample General Training Reading *Summary Completion (Productive)***

**Answers**

1. forest
2. gold
3. pottery
4. sculptures
5. vegetables



## Tenses

<u>Tenses</u>	<u>Active Voice</u>	<u>Passive Voice</u>
Past Simple	S + V2 + O	S + was/were + V3 + O
Past Continuous	S + was/were + V~ing + O	S + was/were + being + V3 + O
Past Perfect	S + had + V3 + O	S + had + been + V3 + O
Past Perfect Continuous	S + had been + V~ing + O	S + had been + being + V3 + O*
Present Simple	S + V1 + O	S + is/am/are + V3 + O
Present Continuous	S + is/am/are + V~ing + O	S + is/am/are + being + V3 + O
Present Perfect	S + has/have + V3 + O	S + has/have + been + V3 + O
Present Perfect Continuous	S + has/have been + V~ing + O	S + has/have been + being + V3 + O*
Future Simple		
• for spontaneous decisions	S + will + V1 + O	S + will be + V3 + O
• for plans and intentions	S + is/am/are + going to + V1 + O	~
Future Continuous	S + will be + V~ing + O	S + will be + being + V3 + O*
Future Perfect	S + will have + V3 + O	S + will have been + V3 + O
Future Perfect Continuous	S + will have been + V~ing + O	S + will have been + being + V3 + O*

*\*These are not commonly used*



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