Reading Tasks: Text Evidence and Worked Decisions

IELTS Academic

Read for the requested evidence

A library advert says, “A useful service for everyone.” Does it prove that every visitor used the service? No. An attractive sentence is not a record of what people did. Your Reading answer needs the relevant text.

This supplement adds worked tasks to the existing Reading notes. All passages and questions here are original. They are short classroom tasks, not a complete official test or a source of band scores. Read each instruction before choosing an answer. Keep the question number beside your answer. A highlighter can make the page yellow. It cannot choose an answer for you.

Use a **qualifier** 限定词 such as *some*, *all*, *only* or *main* carefully. It changes what a claim says. “One reason” does not prove “the main reason”. However, it does not automatically prove that the reason was *not* the main one either. You need evidence of agreement or contradiction. Without either, the information may be Not Given.

The eleven official task families below require related skills, but their instructions differ. Some answers follow text order. Summary and diagram answers may not do so. Matching tasks can require searching across paragraphs. Reuse an option only when the instruction allows it.

Read an original library passage

Read the four paragraphs. Their letters help you practise matching tasks.

■ Paragraph A

The town library opened a small tool-lending service in May. The aim was to help residents with occasional repairs. Many people need a drill for one job but do not want to buy one. The service did not lend large machines. The trial lasted twelve weeks. Membership was free during it. Members still paid a deposit before taking a tool home. The deposit was returned when the tool came back undamaged.

■ Paragraph B

At first, tools were arranged by their brand names. Visitors found this difficult. Staff changed the shelves so that tools for the same job stood together. Picture cards showed what each tool did. A visitor could find tools for hanging a shelf without knowing the name of a particular drill. Staff also gave a short safety briefing before the first loan. The briefing did not replace the printed safety instructions.

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■ Paragraph C

Three researchers studied different parts of the trial. Chen counted loans and compared busy and quiet weeks. Malik asked users to describe their experience. Several said the picture cards helped them choose tools. Rosa watched the return desk. She recorded how long staff spent checking tools and whether items were damaged. The researchers used these different methods because one total could not explain how the service worked.

■ Paragraph D

The trial recorded 240 loans, but this did not mean that 240 different people used it. Some members borrowed more than once. The report did not compare the service with another library. It recommended clearer advice about returning tools. It also said that a longer study was needed before deciding on a permanent service. The library had not yet made that decision when the report was written.

■ Read with a purpose

- Skim once to locate purpose, shelf changes, research methods and limits.
- Scan for a named detail when a question asks for it.
- Read the relevant sentence and nearby context carefully before answering.

The passage is shorter and simpler than a full Academic Reading text. A high score here cannot show how you manage three long texts under the complete test clock.

Choose one answer or the requested number

For question 1, choose **one letter**.

1. Why did the library start the tool service?

- A To help people with occasional repairs.
- B To replace every local tool shop.
- C To lend large machines to businesses.
- D To sell drills to library members.

Worked answer: A. Paragraph A states this aim. The other options add unsupported purposes. “Drill” appears in the passage, but option D changes lending into selling. A repeated word can be useful evidence or part of a wrong option. Check its meaning in the whole option.

For question 2, choose **two letters**.

2. Which TWO changes are described in paragraph B?

- A Staff removed every written safety instruction.
- B Tools were grouped by their use.
- C Picture cards showed what tools did.
- D Tool brands became the only way to search.

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- E Members could borrow without any safety briefing.

Worked answers: B and C. Both changes are stated. A conflicts with the continued printed instructions. D describes the old problem as the new solution. E conflicts with the briefing. Choosing only B leaves one requested answer missing. For this classroom task, B and C may be entered in either order. Follow the actual answer-entry instructions in other practice.

Separate True, False and Not Given

For questions 3-6, write **TRUE**, **FALSE** or **NOT GIVEN**. Use only the library passage. Do not use your knowledge of real libraries.

3. Members paid nothing to join during the trial.

Answer: TRUE. Free membership states that joining had no charge during the trial. The deposit is a separate requirement for borrowing. Do not turn it into a membership fee.

4. The deposit was kept even when a tool came back undamaged.

Answer: FALSE. Paragraph A says it was returned in that situation. This is a contradiction 矛盾, not merely a missing detail.

5. Exactly 240 different people borrowed tools during the trial.

Answer: FALSE. Paragraph D distinguishes loans from people and states that some borrowed more than once. The 240 loans therefore cannot represent 240 different users.

6. Most users lived within one kilometre of the library.

Answer: NOT GIVEN. The passage gives no home-distance information. It does not say that most users lived nearby or that they did not.

Build an **evidence** 证据 note during review: claim, relevant sentence, relationship. Keep that note out of an answer box that asks only for TRUE, FALSE or NOT GIVEN. If you cannot find support, search for a contradiction before deciding that the claim is NOT GIVEN.

Separate writer views from reported facts

Read this separate original opinion passage.

Writer's view: A tool-lending service can be useful, but a high loan count alone does not prove success. I believe a library should check whether users can borrow safely and return tools easily. The trial gives a promising start. It does not justify an immediate permanent commitment. A longer review would help staff find problems that a short trial misses. I have not compared the running costs of tool lending with book lending.

For questions 7-9, write **YES**, **NO** or **NOT GIVEN** according to this writer's view.

7. A large loan total is enough by itself to prove success.

Answer: NO. The writer explicitly rejects that claim.

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8. Safety and easy returns should be checked.

Answer: YES. The writer says the library should check both.

9. Tool lending costs less to run than book lending.

Answer: NOT GIVEN. The writer says no cost comparison has been made. Do not turn "has not compared" into a claim that one service must cost more.

Use the response labels requested by the task. Factual agreement uses True/False; writer-view agreement uses Yes/No. Both require the text, but the question tells you what to judge.

Match a specific detail to its paragraph

Return to the four-paragraph library passage. For questions 10-12, write **A**, **B**, **C** or **D**. **You may use a letter more than once in this classroom task.**

10. A method for checking the time needed to process returns.

Answer: C. Rosa recorded checking time at the return desk.

11. A warning that a total does not equal the number of individual people.

Answer: D. The report separates 240 loans from the number of users.

12. A statement that another library was not used for comparison.

Answer: D. Paragraph D explicitly states this limit.

This task asks for a particular detail, not the main idea of the paragraph. The two D answers are allowed because the instruction permits reuse. Do not assume the same rule in every matching task.

Match a heading to the main idea

Match each paragraph A-D to one heading below. Write its Roman numeral. **Use each heading at most once.** One heading is unused.

- i Ways to study a new service.
- ii A final decision to keep the service forever.
- iii Why the service began and how borrowing worked.
- iv Making the tools easier to choose.
- v Results that still leave questions open.

Worked matches: A-iii; B-iv; C-i; D-v.

Paragraph A combines the aim with membership, deposit and borrowing rules. Paragraph B explains the improved shelf arrangement and cards. Its main idea is easier selection. Paragraph C explains different research methods. Paragraph D gives results and limits before any permanent decision.

Heading ii is unused. It sounds related to D, but changes an undecided future into a final commitment. A **heading** 标题 should cover the paragraph's main idea, not

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one attractive word. Read beyond the first sentence when later sentences change or develop the point.

Match features and sentence endings

For questions 13-15, match the activity with a researcher. Write **A Chen**, **B Malik** or **C Rosa** using the letter only. **You may use a letter more than once here.**

13. Collected users' descriptions of their experience.

Answer: B. Malik asked users about their experience.

14. Compared the number of loans across weeks.

Answer: A. Chen counted and compared loans.

15. Recorded whether returned items were damaged.

Answer: C. Rosa watched the return desk and recorded damage.

Keep each name connected to its own action. A nearby name is not enough. Now match these sentence beginnings to one ending each. **Use each ending at most once.**

16. Members could borrow during the trial only after they...

17. The shelf changes helped visitors who...

18. The longer study was needed before staff...

- A knew the brand name of every tool.
- B paid the deposit.
- C decided on a permanent service.
- D did not know a tool's particular name.

Worked answers: 16-B; 17-D; 18-C. Grammar helps reject an unsuitable ending, but several endings may be grammatical. The full meaning must agree with the passage. These beginnings follow the passage's information order.

Complete sentences and answer short questions

For questions 19-22, use **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the library passage. Do not use a synonym 同义词 of your own in place of the text phrase.

19. The trial continued for _____.

Answer: twelve weeks. This gives the duration and fits the limit. "Twelve-week trial" does not fit the sentence as a duration phrase.

20. Before the first loan, staff gave a short _____.

Answer: safety briefing. These are the passage's two words, and they complete the grammar. "A safety briefing" has three words and repeats an article the printed sentence already supplies.

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21. What was arranged by brand name at first?

Answer: tools. This short question asks for the items, not the later shelf policy.

22. How many loans did the trial record?

Answer: 240. This asks for loans, so do not answer with an unknown number of people.

Read the gap's grammar, but use it with the meaning. A noun that fits the sentence can still be wrong. Write only the requested answer. A long explanation may break the word limit. Numbers can be written as figures or words where instructions permit them. A normal hyphenated word counts as one; joining unrelated words with a new hyphen does not rescue an answer.

Complete summaries, notes, tables and a flow chart

A summary 摘要 condenses part of a passage. It may present information in a different order. Find the relevant part, then check every gap against the original meaning.

■ Choose words from the text

Use **NO MORE THAN TWO WORDS** from paragraph B for each gap.

Summary: Staff explained safety in a short **23** _____. To make selection easier, they added **24** _____ and grouped tools by their job.

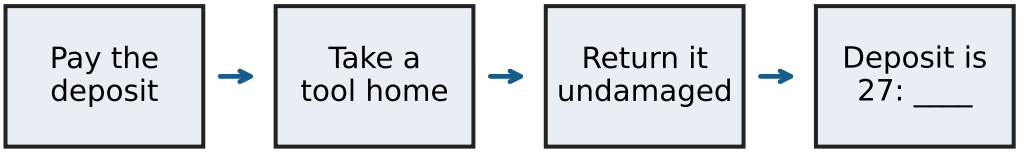
Answers: 23 safety briefing; 24 picture cards. The summary moves the safety detail before the shelf detail. Do not force the answers into paragraph order. Both phrases fit the summary and the limit.

Note: Initial shelf system: tools arranged by **25** _____.

Answer: brand names. It names the earlier arrangement.

Researcher	Place observed	Details recorded
Rosa	**26** _____	Checking time and damage

Answer: return desk. The row asks where, not what she counted.



Complete the last step with a word from paragraph A.

Answer 27: returned. This completes the last step with one word from paragraph A. The flow chart shows the described borrowing process. Do not add a stage the text

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does not state.

■ Choose from supplied options

Choose one letter for each gap in this separate summary.

- A totals.
- B methods.
- C final.
- D damaged.

Summary: The researchers used different **28** _____. The report did not make a **29** _____ decision about keeping the service.

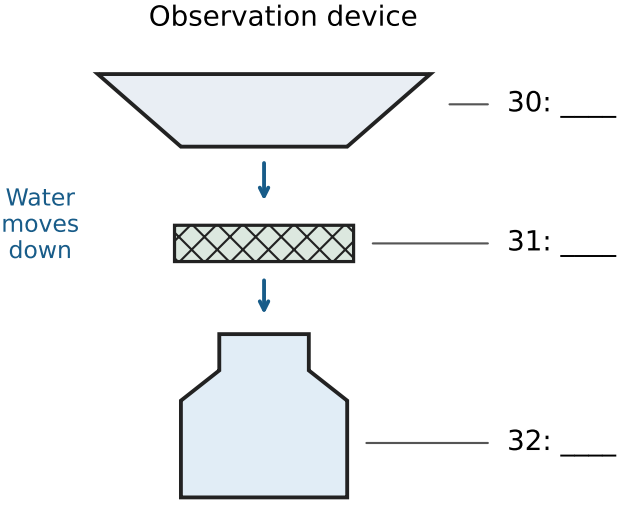
Answers: 28-B; 29-C. The option methods fits both the grammar and paragraph C. The decision remained open in D. For this option-based task, use the supplied letters. Do not copy an unrelated text word simply because another task required words from the passage.

Label a diagram from its description

Read this original classroom description. It describes a simple observation device, not drinking-water treatment.

Description: The bottle is at the bottom, where it receives the sample. Above it, a mesh holds back large pieces. At the top, a wide tray catches water. Water moves downward through these three parts. The device does not measure water safety.

Use **NO MORE THAN ONE WORD** from the description for each numbered label.



Match each position to the description, even when the text describes the parts in another order.

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Answers: 30 tray; 31 mesh; 32 bottle. The description names the bottle first, but label 30 is the top part. Read position and function together. "Wide tray" exceeds this one-word limit. "Filter" may seem reasonable, but it is not a word from this description. A diagram organises the parts; it cannot supply a label that the text does not support.

Use a clock and an error record

The full Academic Reading test has three sections, forty questions and a sixty-minute limit. These short tasks teach decisions; they cannot reproduce that reading load. Use suitable full-length practice to check pacing and stamina.

Twenty minutes per passage is a starting plan, not an instruction for every question or a guarantee of difficulty. Check progress, move past a question that has stalled, and return if time remains. Keep answer entry within the test time. Follow the actual screen or answer-sheet instructions for your test.

After practice, label each error by its cause:

- **Evidence:** a wrong person, time, quantity or unsupported inference.
- **Task:** a main idea confused with a detail, or an option reused without permission.
- **Answer form:** the wrong response labels, too many words or incorrect spelling.
- **Time:** too long on one item, or unfinished answer entry.

Choose a specific next exercise for that cause. Repeating a known answer tests memory more than new reading. A dictionary can help during review; a fresh timed attempt serves a different purpose.

Practice and explained answers

Use the passages and tasks above. Explain each decision before reading its answer.

1. A classmate says free membership means no deposit was needed. Is that supported?
2. Does "one reason" alone prove that a reason was not the main one?
3. Can 240 loans be treated as 240 different users in this passage?
4. Why is the one-kilometre claim Not Given rather than False?
5. Why does writer-view question 7 require NO rather than FALSE?
6. May D be used for both information-matching questions 11 and 12?
7. Why does heading ii fail for paragraph D?
8. Could a grammatical sentence ending still be wrong?
9. Why does "a safety briefing" fail question 20?
10. Must the summary answers follow the paragraph's order?
11. Why is the first diagram label not bottle?
12. Can this thirty-two-question classroom pack establish an official band?

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■ Explained answers

1. No. Joining was free, but borrowing still required a deposit. They are different requirements.
2. No. It gives no ranking by itself. Check for agreement or contradiction; otherwise consider Not Given.
3. No. Some people borrowed more than once. The passage explicitly separates loans from users.
4. No distance evidence supports or contradicts it. Lack of support is not a stated opposite.
5. The task asks about the writer's view and requires Yes/No/Not Given labels.
6. Yes, because this task explicitly permits reuse. Check the instruction for each new task.
7. It claims a final commitment, but D says the decision had not yet been made.
8. Yes. Grammar checks sentence form; the passage must also support its meaning.
9. It has three words and repeats the article already present. The limit permits two words.
10. No. This summary changes the order. Match meaning, not a fixed search direction.
11. Label 30 is at the top. The description puts the tray there, although it mentions the bottle first.
12. No. It is original, short and uncalibrated. Use it to learn from raw answers and reasons.

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