

IELTS Reading: Text Evidence and Worked Decisions

Eleven task families through original classroom passages; no official band calibration.

Plan reading and answer entry together

- Three sections; forty questions; sixty minutes.
- Skim for structure, scan for a detail, then read the evidence closely.
- Treat twenty minutes per passage as a planning starting point.

Separate contradiction from missing information

- TRUE: the text supports the factual claim.
- FALSE: the text contradicts it; NOT GIVEN: neither relationship is stated.
- Use the response labels requested by the task.

Find the main idea before choosing a heading

- A heading covers the main idea of a paragraph.
- Distinguish the main idea from a supporting detail.
- Read beyond the first sentence when the point develops.

Check the gap and the answer source

- Use the stated word or number limit.
- Choose text words or supplied options according to the instruction.
- Check meaning as well as grammar.

Track the detail, name and relationship

- Information matching asks for a particular detail.
- Feature matching connects the right person with the right activity.
- Word parts can suggest meaning; the surrounding text checks it.

Practise the full clock after learning the process

- Keep question numbers and answer positions aligned.
- Move past a stalled item and return if time remains.
- Use fresh full-length practice to check pacing.

Evidence must settle the actual claim

- An advert does not establish what every visitor did.
- “One reason” gives no ranking by itself.
- A highlighter can colour the page; it cannot choose the answer.

Library paragraph A: aim and borrowing conditions

- Aim: help residents with occasional repairs.
- Twelve-week trial; free membership; a deposit before borrowing.
- Return an undamaged tool and the deposit is returned.

Library paragraph B: make selection easier

- Old arrangement: tools grouped by brand names.
- New arrangement: tools for the same job together, with picture cards.
- A short safety briefing did not replace printed instructions.

Library paragraph C: three methods of investigation

- Chen counted loans and compared weeks.
- Malik asked users about their experience.
- Rosa recorded checking time and damage at the return desk.

Library paragraph D: results and remaining limits

- 240 loans; some members borrowed more than once.
- No comparison with another library.
- A longer study was needed before a permanent-service decision.

Question 1: choose the supported purpose

- Choose one letter: why was the service started?
- A Occasional repairs; B Replace shops; C Large machines; D Sell drills.
- Answer A: paragraph A states the aim.

Question 2: prepare two choices

- Which TWO changes does paragraph B describe?
- A Remove written instructions; B Group by use; C Add picture cards.
- D Search only by brand; E Borrow without a briefing.

Question 2: explain B and C

- B and C describe the stated shelf and card changes.
- A and E conflict with the continued safety requirements.
- D presents the earlier difficulty as the new solution.

Questions 3–4: joining and deposit are separate

- 3 Free membership during the trial: TRUE.
- 4 Keep the deposit after an undamaged return: FALSE.
- The passage distinguishes joining from borrowing.

Question 5: loans do not equal different borrowers

- Claim: exactly 240 different people borrowed tools.
- The passage states 240 loans and repeated borrowing by some members.
- Answer: FALSE.

Question 6: missing distance is not a contradiction

- Claim: most users lived within one kilometre.
- No home-distance information is supplied.
- Answer: NOT GIVEN.

Read a separate writer's view

- A loan count alone does not prove success.
- The writer recommends checking safety and easy returns.
- A longer review is needed; no running-cost comparison was made.

Questions 7–9: use the writer-view labels

- 7 A large total alone proves success: NO.
- 8 Check safety and easy returns: YES.
- 9 Tool lending costs less than book lending: NOT GIVEN.

Questions 10–12: find a particular detail

- 10 Return-checking time: C, Rosa's method.
- 11 Loans versus individuals: D; 12 No other-library comparison: D.
- Repeated D is allowed by this task's instruction.

Prepare the heading choices

- i Study methods; ii Final permanent commitment.
- iii Purpose and borrowing conditions; iv Easier selection.
- v Results that leave questions open; use each heading at most once.

Explain the four heading matches

- A–iii: aim and borrowing conditions; B–iv: easier selection.
- C–i: research methods; D–v: results and limits.
- Heading ii is unused because no final commitment was made.

Questions 13–15: match each researcher's action

- A Chen: weekly loan counts; B Malik: users' descriptions.
- C Rosa: checking time and damage at returns.
- Answers: 13-B; 14-A; 15-C.

Prepare the sentence endings

- 16 Borrow only after...; 17 Visitors helped because they...
- 18 A longer study was needed before staff...
- A Know every brand; B Pay deposit; C Decide permanently; D Lack a tool name.

Questions 16–18: meaning completes the sentence

- 16-B: pay the deposit before borrowing.
- 17-D: selection without knowing a particular tool's name.
- 18-C: study before deciding on a permanent service.

Questions 19–20: complete with exact text words

- Limit: no more than two words and/or a number.
- 19 Trial continued for: twelve weeks.
- 20 Staff gave a short: safety briefing.

Questions 21–22: answer the requested fact

- 21 What was arranged by brand name at first? tools.
- 22 How many loans were recorded? 240.
- Write the requested short answer, without an added explanation.

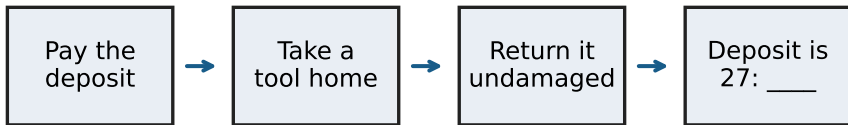
Questions 23–24: summary order can change

- Use no more than two words from paragraph B.
- 23 Short: safety briefing; 24 Added: picture cards.
- The summary places safety before the shelf detail.

Questions 25–26: notes and table rows ask different things

- 25 Initial arrangement: brand names.
- 26 Rosa's observed place: return desk.
- A table heading tells you the kind of missing information.

Question 27: complete the described borrowing process

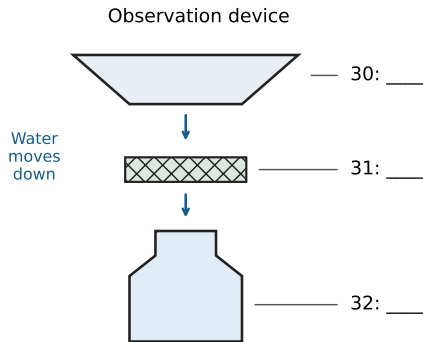


- Use no more than two words from paragraph A.
- The last gap needs what happens to the deposit.
- Answer: returned.

Questions 28–29: supplied options change answer entry

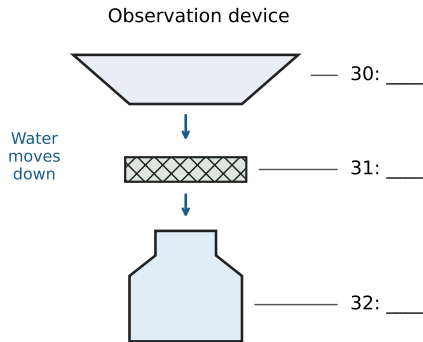
- Options: A totals; B methods; C final; D damaged.
- 28 Different methods: B; 29 No final decision: C.
- Use letters for this option-based task.

Diagram labels: map position to description



- Use one word from the description; label the top, middle and bottom.
- Follow described positions, not the order parts are mentioned.

Questions 30–32: explain tray, mesh and bottle



- 30 tray; 31 mesh; 32 bottle.
- “Wide tray” is too long; “filter” is not in the text.

Use fresh practice to check the complete reading load

- The short pack teaches decisions; it does not establish a band.
- Plan, check progress, move on when stalled and return if possible.
- Include answer entry in your timing.

Choose a next exercise from the error's cause

- Evidence: wrong person, time, quantity or unsupported inference.
- Task or form: detail versus main idea, reuse, labels, word limits.
- Time: stalled item or unfinished answer entry.

Review decisions 1–6

- Separate free membership from the borrowing deposit.
- Explain one reason, repeat loans and missing home distance.
- Use the writer-view labels and the stated reuse rule.

Review decisions 7–12

- Reject a final-commitment heading when the decision is open.
- Check meaning, word limits, summary order and diagram position.
- Keep classroom accuracy separate from an official band.

Check yourself

- Can you use all eleven Reading task families with text evidence?
- Can you follow answer quantity, source, labels and word limits?
- Can you explain an error and select fresh practice for its cause?