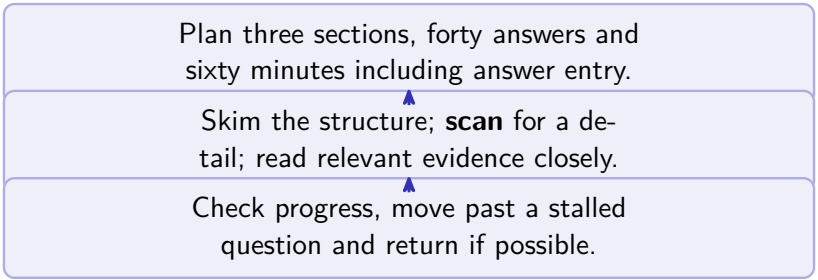
IELTS Reading: Text Evidence and Worked Decisions

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

Plan reading and answer entry together



Separate contradiction from missing information

Relationship	Required factual label
Text supports the claim	TRUE
Text contradicts the claim	FALSE
Neither relationship is stated	NOT GIVEN

Use the evidence

Use the task's requested labels; writer-view tasks use YES / NO / NOT GIVEN.

Find the main idea before choosing a heading

Main idea

What does the whole paragraph do?

A **heading** should cover that purpose.

Supporting detail

A date, example or name can support the point.

One shared word does not establish a suitable heading.

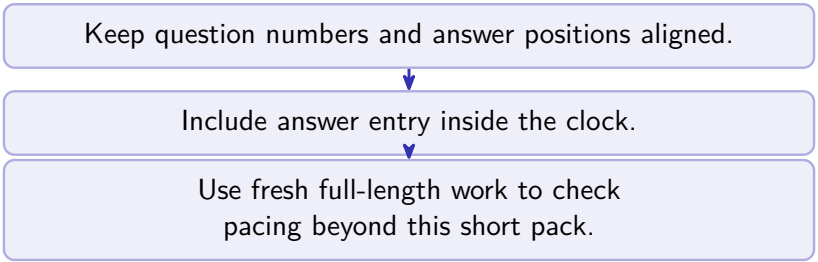
Check the gap and the answer source

1. **Instruction** Words from text or supplied options? What limit?
2. **Gap** Check the requested information and grammar.
3. **Evidence** Use the actual supporting text, not a plausible **synonym**.

Track the detail, name and relationship

Task / cue	Relationship to check
Information matching	A particular detail → paragraph.
Feature matching	Named researcher → their actual action.
Word meaning	Word parts suggest; surrounding text verifies.

Practise the full clock after learning the process



Evidence must settle the actual claim

Unsupported shortcut

An advert for everyone does not prove every visitor used the service.

One reason gives no ranking by itself.

Evidence decision

Find agreement or **contradiction** for the actual claim.

Without either, consider Not Given rather than invent the opposite.

Library paragraph A: aim and borrowing conditions

Original library passage · 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.

Library paragraph B: make selection easier

Original library passage · 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.

Library paragraph C: three methods of investigation

Original library passage · 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.

Library paragraph D: results and remaining limits

Original library passage · 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.

Question 1: choose the supported purpose

Your turn

1. Why did the library start the tool service? Choose ONE letter.

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.

Question 1: explain the purpose answer

A: stated purpose

Help residents with occasional repairs.

Paragraph A gives that aim.

Unsupported alternatives

B: replace shops; C: lend large machines.

D: sell drills, although the passage describes lending.

Question 2: prepare two choices

Your turn

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.
E. Members could borrow without any safety briefing.

Question 2: explain B and C

Options	Evidence
B and C	Tools grouped by job; picture cards show their use.
A and E	Conflict with continued printed instructions and briefing.
D	Turns the earlier brand problem into the new solution.

Questions 3–4: joining and deposit are separate

Claim	Label / evidence
3 Joining cost nothing	TRUE: membership was free during the trial.
4 Deposit kept after an undamaged return	FALSE: the deposit was returned.

Use the evidence

Joining and borrowing have separate conditions.

Question 5: loans do not equal different borrowers

1. **Claim** Exactly 240 different people borrowed tools.
2. **Evidence** 240 loans; some members borrowed more than once.
3. **Relationship** The claimed person count contradicts the passage.

Decision

Question 5: FALSE.

Question 6: missing distance is not a contradiction

1. **Claim** Most users lived within one kilometre.
2. **Search** No home-distance information is supplied.
3. **Relationship** Neither support nor **contradiction** is stated.

Decision

Question 6: NOT GIVEN.

Read a separate writer's view

Separate original 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.

Questions 7–9: use the writer-view labels

Writer-view claim	Label / evidence
7 Large count alone proves success	NO: writer rejects it.
8 Check safety and easy returns	YES: writer recommends both.
9 Tool lending costs less	NOT GIVEN: no cost comparison was made.

Questions 10–12: find a particular detail

Requested detail	Paragraph / evidence
10 Return-processing time	C: Rosa recorded checking time.
11 Loans differ from individuals	D: some members borrowed repeatedly.
12 No other-library comparison	D: explicit limit.

Use the evidence

This task permits letter reuse; two D answers are allowed.

Prepare the heading choices

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

Use the evidence

Use each **heading** at most once; one is unused.

Explain the four heading matches

Paragraph	Heading / main idea
A → iii	Aim and borrowing conditions.
B → iv	Easier tool selection.
C → i	Different research methods.
D → v	Results and unresolved limits.

Use the evidence

Heading ii invents a final commitment; D says no decision yet.

Questions 13–15: match each researcher's action

Question	Researcher / supporting action
13 User descriptions	B Malik: asked users about their experience.
14 Weekly loan counts	A Chen: counted and compared loans.
15 Damage at return	C Rosa: checked returned items.

Prepare the sentence endings

Beginning	Choose a matching ending
16 Borrow only after they...	A knew every tool brand.
17 Changes helped visitors who...	B paid the deposit.
18 Longer study before staff...	C decided on permanent service.
	D did not know a tool's name.

Use the evidence

Use each ending at most once; check grammar and passage meaning.

Questions 16–18: meaning completes the sentence

Question	Completed meaning
16 → B	Borrowing required paying the deposit.
17 → D	Selection worked without knowing a tool's name.
18 → C	Study was needed before a permanent decision.

Questions 19–20: complete with exact text words

Sentence gap	Text answer
19 Trial continued for ____	twelve weeks
20 Staff gave a short ____	safety briefing

Use the evidence

No more than two words and/or a number. Do not repeat the printed article.

Questions 21–22: answer the requested fact

Short question	Requested answer
21 What was arranged by brand name?	tools
22 How many loans were recorded?	240

Use the evidence

Answer the fact asked for; do not add a full explanation.

Questions 23–24: summary order can change

Summary completion

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

Notice

23 safety briefing; 24 picture cards. The summary changes the paragraph order.

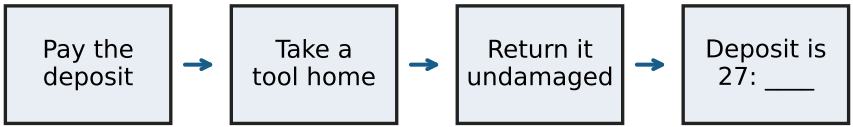
Questions 25–26: notes and table rows ask different things

Gap / heading	Answer
25 Initial shelf system	brand names
26 Rosa: place observed	return desk

Use the evidence

A row asking where cannot be answered by what she counted.

Question 27: complete the described borrowing process



Complete the last deposit stage with one word from paragraph A: returned.

Questions 28–29: supplied options change answer entry

Option-based summary

Researchers used different 28 ____. The report did not make a 29 ____ decision.

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

Notice

28 B; 29 C. Use letters, because this instruction supplies options.

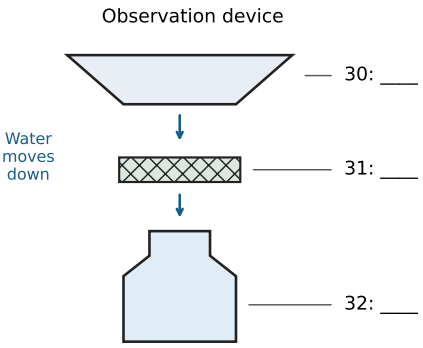
Read the observation-device description

Original classroom 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.

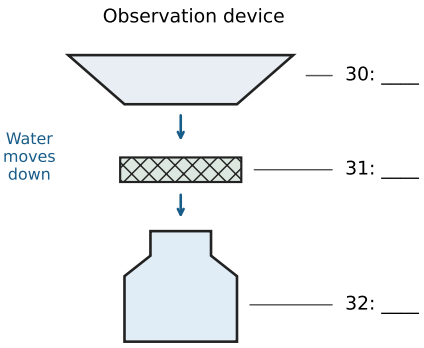
Water moves downward through these three parts. The device does not measure water safety.

Diagram labels: map position to description



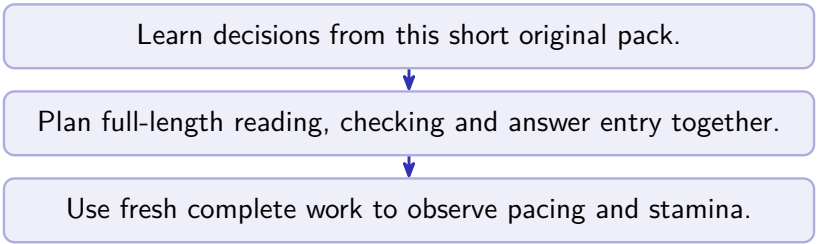
Match top, middle and bottom; use ONE WORD from the text.

Questions 30–32: explain tray, mesh and bottle



30 tray; 31 mesh; 32 bottle. Wide tray is too long; filter is absent from the text.

Use fresh practice to check the complete reading load



Choose a next exercise from the error's cause

Cause	Next focused work
Evidence	Track correct person, time, quantity and inference.
Task / form	Main idea, reuse, response labels and word limit.
Time	Review stalls and incomplete answer entry.

Review decisions 1–6

Review decisions	Explanation
1–2	Free joining still requires borrowing deposit; one reason gives no ranking.
3–4	Repeated loans differ from people; missing distance is Not Given.
5–6	Writer view needs NO; D may repeat where permitted.

Review decisions 7–12

Review decisions	Explanation
7–8	No final commitment; a grammatical ending can still be unsupported.
9–10	A safety briefing has three words; **summary** order can differ.
11–12	Top label is tray; short uncalibrated practice does not establish a band.

Check yourself

1. **Evidence** Explain each answer across the eleven task families.
2. **Instruction** Check quantity, source, labels, reuse and word limits.
3. **Transfer** Choose a fresh task to address the recorded cause.