



朗阁IELTS 应试系列

朗阁海外考试研究中心

Research Academy for Foreign Language Examinations

雅思冲刺系列教程

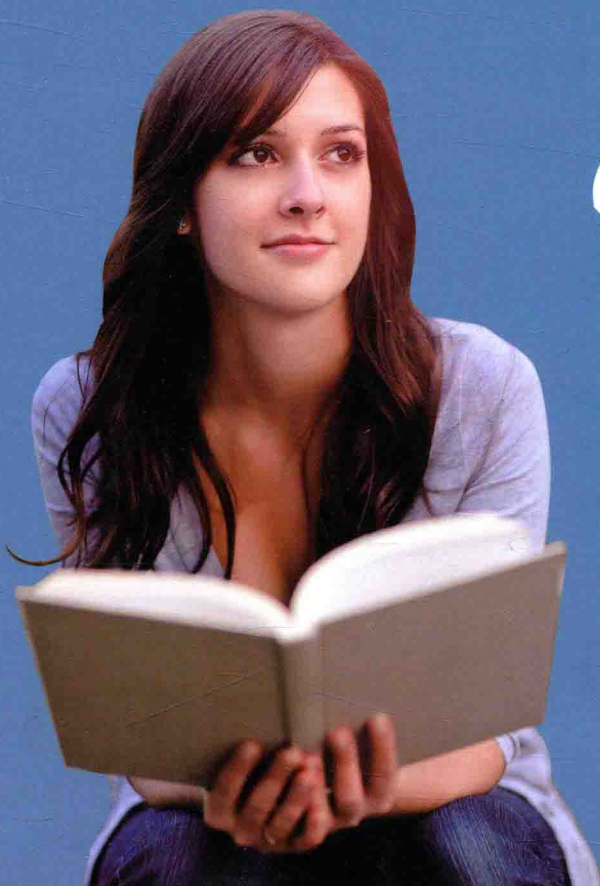
# IELTS

## 雅思冲刺

贾若寒 任丽 编著

- 考题分析互通有无
- 考点直击一览无遗
- 题型技巧信手拈来
- 模拟考卷重点训练

# 阅读



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS



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## 内容提要

本书提供全方位阅读训练材料、原汁原味的真题和全真式模拟训练以及丰富多彩的活动式练习。同时,编者根据雅思阅读考试所涉及的主要话题,按照功能模块的方式将全书串联起来,使学生在熟悉话题的同时把握雅思阅读考试的出题思路并深入领会正确的阅读解题技巧,最终获得考试高分及海外学习真正需要的阅读技能。

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# 总 序

朗阁海外考试研究中心(Research Academy for Foreign Language Examinations, 简称 RAFLE)成立于1999年,是朗阁教育集团旗下的专业学术机构,是针对各类海外语言考试及教学进行系统性研究的专业研发机构。RAFLE 研发团队拥有上百位资深中外研究人员,他们遍布全国36个大中型城市,并长期活跃在雅思、新托福、SAT、ACT、GRE、GMAT、TOEFL Junior、SSAT 等各大教学领域,对提升朗阁教育集团整体教学水平和研发实力起着重要的作用。

雅思冲刺阶段系列丛书是由朗阁海外考试研究中心的资深研究员老师通过多年一线教学经验的总结,结合雅思考试的最新趋势所创作出的一套适合雅思考生备考的实用系列教材。该套教材旨在帮助中国考生在熟悉、适应雅思考试中各种题型的特点的基础上,针对最新雅思考试的趋势和难点,运用必要的考试技巧,进一步提高应试能力。书中的内容讲练结合,难度贴近考试,适合具有大三、大四英语程度,已通过大学英语六级考试,英语水平较高,但针对雅思考试还需要进一步提高英语能力的考生。学习完该系列教程及相关课程,考生可以达到雅思6.5分及以上水平。

本系列丛书由朗阁海外考试研究中心教材编写团队共同制作完成。编写团队深谙雅思官方的出题思路,对教材的定位、全书的框架结构、重点难点、题目、解析及答案、冲刺系列与其他系列教材之间的通路等各个方面都进行了深入细致的探讨。教材从拟写草稿到初稿,再到后面的二稿和定稿,编写团队的老师们经过反复推敲,最终确定了最适合最实用的版本。

本书在使用的过程中,学生可以根据教材的章节顺序进行学习,也可根据自己的实际情况进行调整:

雅思听力由4个部分组成,我们称为4 sections。每个 section 都有各自的场景特点、常见题型和技巧。考试官方为何如此设计?每个 section 的出题思路、核心解法是什么?在这本教材中,我们逐一来探讨雅思听力从 section 1 到 section 4 每个部分的情况。我们

从真题和机经中抽丝剥茧、捕捉到最核心的出题点,并总结出最高效的技巧和方法,希望助想取得雅思听力高分的考生一臂之力。

冲刺口语教材中囊括了近几年雅思口语考试中常出现的所有话题。同学们可以通过完成“词汇加油站”板块来补充话题词汇,可以通过进行“思路拓展”和“头脑风暴”板块的练习来扩充答题思路。教材中还提供了大量的范文,供同学们学习和借鉴。此外,教材中对范文的评分板块,也是值得同学们仔细阅读的部分,通过研究评分标准,同学们能更加清楚地知道雅思口语到底考什么。

雅思阅读考卷分成两类:学术类考试或称留学类考试(Academic),以及普通培训类考试或称移民类考试(General Training)。考生根据其不同出国的目的来选择考卷。本书收录的文章题材和内容主要针对学术类考试。收录的分类话题,几乎囊括了雅思阅读真题中所有的话题,按照功能模块的方式将全书串联起来,使学生在熟悉话题的同时把握雅思阅读考试的出题思路并深入领会正确的阅读解题技巧,最终获得考试高分及海外学习真正需要的阅读技能。

写作教材一共有10个章节,前7个章节是A类写作考试中的大小作文交叉学习。交叉学习可以避免学习过程中枯燥和效率低下的问题。对于G类的考生来说,本书的第9章有针对性地讲解了信件写作的要点。也建议G类考生多关注大作文方面。书中有设置练习,可以帮助考生进一步巩固所学内容。

本系列教材的主要编写者有:任丽、贾若寒、曹燕、张月、王华、黄尔宾、杨超、赵沧海、张曦、李赫、黄斐琦、崔明媛、张姝姝、袁敏敏。谨在此向各位老师致以最衷心的感谢!

朗阁海外考试研究中心

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# Chapter 1 IELTS Reading Overview

## 雅思阅读综览

阅读考试中所出现的文章是由真实的文章改写而成的。这些文章来源于诸如杂志、期刊、书籍和报纸等途径,与考生在大学课程中阅读到的文章极为相似。文章还包括了非文字性的内容,比如图表、曲线图以及画图等。文章的写作方式多样,比如记叙文、说明文或者议论文等文体。文章的内容包含学习本科、研究生课程或进行职业注册的考生所感兴趣的、与其认知程度相符的常见话题。其中,至少一篇文章会出现详尽的论述形式。所有文章总计长度约在 2 000 到 2 750 词之间。

IELTS 考试学术类的阅读主要是关于历史中的重要人物、事件、发明、科学现象、学科最新动向、地理现象以及社会发展和经济状况等。其中大部分文章选自国外人文类、经济类和科学类的知名报纸、杂志或各政府、组织的研究报告。如: *National Geographic*、*New Scientist*、*Financial Times*、*The Economist*、*Popular Science*、*Scientific American* 等。

IELTS 考试普通培训的阅读中第一篇文章通常是实用性强的功能性短文,如菜单、产品说明、通知、住宿安排和广告等,贴近西方的日常生活。第二篇文章一般和教育或培训有关,而最后一篇文章的风格很接近学术类的阅读。

### Features of IELTS Reading 雅思阅读考试特点

#### 1. 时间永远是您最大的敌人

在 IELTS 阅读测试中,TIME 对绝大部分学生,特别是英文阅读水平相对一般的学生来说,尤为至关重要。即使是英语为母语的人(Native-English Speakers)也无法在 IELTS 测试规定的时间内完全理解所有的词汇。因此,一定控制好 Timing。

#### 2. 所问所答

首先,要完全了解问题的类型,及根据所提供的信息,再去回答问题。有的学生在参加完 IELTS 测试后总感觉所得分数与自己估算的分数相差甚远,原因无它,就在于对问题理解不够彻底,因此,也就无法对所提问题做到精确回答。

#### 3. 系统地制定学习计划

必须尽量每天安排一定的时间,比如说每天一小时,并根据自身英文情况制定一个学习计划,稳步、系统地学习。阅读训练:争取每天阅读一定量的原版英文报刊、书籍,并非要读懂每一个词,或完全理解,只要能理解其中大至含义既可。可采取 3 : 1 的比例进行

泛读与精读。

#### 4. 增加阅读速度

要增加英语阅读的速度,当然并非一朝一夕即可达到。通常需要相当长一段时间的学习及训练。但无论如何,应加强英文基础训练,掌握必要的测试技巧,从而在现有的英文基础之上取得最好的成绩。

#### 5. 答案一定填在“答题纸”上

在 IELTS 考试时,所有答案务必要填在所给的“ANSWER SHEET”纸上。否则,即使您完成了全部问题,也是没有任何分数。雅思机考时,则需要通过鼠标和键盘输入内容。

#### 6. 带着问题阅读所给文章

在开始阅读所给文章前,应首先弄清下列问题再带着这些问题有的放矢地去读那些与答题有关的部分,有些部分则完全不看,这样就可以节省出更多时间,达到事半功倍的效果。

#### 7. 查看试题布局

查看: 阅读试题三部分的每一部分的开头与结尾;每部分有多少道题;每部分(或每组题)的答题时间;先回答哪些题型。

#### 8. 查看问题中的关键词及短语

问题中总会有些词或短语与文章中的某些词、短语完全相同,词义相近或者相关。IELTS 测试有时采用完全相同的词,有时则采用同义词、近义词,甚至一些相关词,这就需要考生要有一个良好的英文基础。

寻找关键词语的逻辑顺序如下:

问句主语中的名词→谓语动词(行为动词)→宾语部分的名词

上述三个关键词 keywords 可用作 signpost 答案标示牌,在文章中找出答案的所在位置。一些介词短语或惯用表达法也可用作关键词语。特别是粗体字专有名词(表明数字、日期、时间、地点的词)均可用作关键词。

#### 9. 围绕关键词及短语找出答案

很多情况下,利用在问句中找到的关键词及短语与文中的词及短语相匹配即可得出答案,而无须细读。具体方法如下:

先在文中找到问句中的关键词及短语的相应位置。仔细读这些关键词语所在的句子,很多情况下即可找到答案。如果根据关键词语所在的句子无法确定答案,可再读上一句及随后一句就基本上能找出其答案。采用这种方法可直接、快速地找出答案。

#### 10. 查找同义词、近义词、相关词

在 IELTS 阅读考试中,能否准确找出正确答案很大程度上取决于能否辨认出同义

词、近义词、相关词及不同形式的短语。

- a) 词形完全相同
- b) 词义相同,即同义词
- c) 词义相近,但并非同义
- d) 词义相关

上述四种词汇/短语表达方式中,第一种当然容易辨认,第二种同义词也相对不难,但第三种与第四种形式则不易辨认,所以要在阅读过程中多加比较练习。如能攻破这一关,则一定能够取得好的考试成绩。

### 11. 猜读词义

IELTS 测试时没有必要去读懂每一个词。如所遇到的词对理解全文及答题不构成任何困难,则不必理会它的词义,但所碰到的词使你在理解全文,甚至回答问题时出现困难,则要设法去猜测其词义。猜测词义要从两方面着手:

- a) 根据其所在句子的上下文,及前后的词语,探其究竟。
- b) 如果根据上下文及前后词语还是无法确切了解其真正含义,你可以再看一下这个词对整个句子所构成的影响是肯定的(Positive),还是否定的(Negative),实际上这对你理解作者的意图已足够了。

### 12. 优先查看数字

在文章中,数字是极容易找到的,如果在问句中出现数字时,可优先将数字作为标示牌在文章中找出答案的位置。需注意有时问句中的数字在文章中可能会用文字形式表达。

## IELTS Reading Question Types 雅思阅读题型概览

### Task type 1 — Multiple choice

#### Task type and format

In this task type, test takers are required to choose the best answer from four alternatives A, B, C or D, or the best two answers from five alternatives A, B, C, D or E, or the best three answers from seven alternatives A, B, C, D, E, F or G. Test takers write the letter of the answer they have chosen on the answer sheet. The questions may involve completing a sentence, in which the 'stem' gives the first part of a sentence and test takers choose the best way to complete it from the options, or could involve complete questions, with the test takers choosing the option which best answers them. The questions are in the same order as the information in the text; that is, the answer to the first question in this group will be located in the text before the answer to the second question, and so on. This task type may be used with any type of text.

续表

Task focus	This task type tests a wide range of reading skills including detailed understanding of specific points or an overall understanding of the main points of the text.
No. of questions	Variable

## Task type 2 — Identifying information

Task type and format	The test takers will be given a number of statements and asked: 'Do the following statements agree with the information in the text?' Test takers are required to write 'true', 'false' or 'not given' in the boxes on their answer sheets. It is important to understand the difference between 'false' and 'not given'. 'False' means that the passage states the opposite of the statement in question; 'not given' means that the statement is neither confirmed nor contradicted by the information in the passage. (Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.)
Task focus	This task type assesses the test takers' ability to recognise particular points of information conveyed in the text. It can thus be used with more factual texts.
No. of questions	Variable

## Task type 3 — Identifying writer's views/claims

Task type and format	The test takers will be given a number of statements and asked: 'Do the following statements agree with the views/claims of the writer?' Test takers are required to write 'yes', 'no' or 'not given' in the boxes on their answer sheet. It is important to understand the difference between 'no' and 'not given'. 'No' means that the views or claims of the writer explicitly disagree with the statement, i. e. the writer somewhere expresses the view or makes a claim which is opposite to the one given in the question; 'not given' means that the view or claim is neither confirmed nor contradicted. (Students needs to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.)
Task focus	This task type assesses the test takers' ability to recognise opinions or ideas, and is thus often used with discursive or argumentative texts.
No. of questions	Variable

**Task type 4 — Matching information**

Task type and format	In this task type, test takers are required to locate specific information in the lettered paragraphs/sections of a text, and to write the letters of the correct paragraphs/sections in the boxes on their answer sheet. They may be asked to find: specific details, an example, a reason, a description, a comparison, a summary, an explanation. They will not necessarily need to find information in every paragraph/section of the text, but there may be more than one piece of information that test takers need to locate in a given paragraph/section. When this is the case, they will be told that they can use any letter more than once. This task type can be used with any text as it may test a wide range of reading skills, from locating detail to recognising a summary or definition, etc.
Task focus	This task type assesses the test takers' ability to scan for specific information. Unlike task type 5 (Matching headings), it is concerned with specific information rather than with the main idea.
No. of questions	Variable

**Task type 5 — Matching headings**

Task type and format	In this task type, test takers are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii, etc.). A heading will refer to the main idea of the paragraph or section of the text. Test takers must match the heading to the correct paragraphs or sections, which are marked alphabetically. Test takers write the appropriate Roman numerals in the boxes on their answer sheets. There will always be more headings than there are paragraphs or sections, so that some headings will not be used. It is also possible that some paragraphs or sections may not be included in the task. One or more paragraphs or sections may already be matched with a heading as an example for test takers. This task type is used with texts that contain paragraphs or sections with clearly defined themes.
Task focus	This task type tests the test takers's ability to recognise the main idea or theme in the paragraphs or sections of a text, and to distinguish main ideas from supporting ones.
No. of questions	Variable

## Task type 6 — Matching features

Task type and format	In this task type, test takers are required to match a set of statements or pieces of information to a list of options. The options are a group of features from the text, and are identified by letters. Test takers may, for example, be required to match different research findings to a list of researchers, or characteristics to age groups, events to historical periods, etc. It is possible that some options will not be used, and that others may be used more than once. The instructions will inform test takers if options may be used more than once.
Task focus	This task type assesses the test takers' ability to recognise relationships and connections between facts in the text and their ability to recognise opinions and theories. It may be used both with texts dealing with factual information as well as opinion-based discursive texts. Test takers need to be able to skim and scan the text in order to locate the required information and to read for detail.
No. of questions	Variable

## Task type 7 — Matching sentence endings

Task type and format	In this task type, test takers are given the first half of a sentence based on the text and choose the best way to complete it from a list of possible options. They will have more options to choose from than there are questions. Test takers must write the letter they have chosen on the answer sheet. The questions are in the same order as the information in the passage; that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.
Task focus	This task type assesses the test takers's ability to understand the main ideas.
No. of questions	Variable

## Task type 8 — Sentence completion

Task type and format	This task type requires test takers to complete sentences in a given number of words taken from the text. Test takers must write their answers on the answer sheet. The instructions will make it clear how many words/numbers test takers should use in their answers, e. g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the
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Task type and format	passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The questions are in the same order as the information in the passage; that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.
Task focus	This task type assesses the test takers's ability to locate detail/specific information.
No. of questions	Variable

**Task type 9 — Summary, note, table, flow-chart completion**

Task type and format	<p>With this task type, test takers are given some type of summary of a section of the text, and are required to complete it with information drawn from the text. Note that the summary will usually be of only one part of the passage rather than the whole. The given information may be in the form of: several connected sentences of text (referred to as a summary), several notes (referred to as notes), a table with some of its cells empty or partially empty (referred to as a table), a series of boxes or steps linked by arrows to show a sequence of events, with some of the boxes or steps empty or partially empty (referred to as a flow-chart). The answers will not necessarily occur in the same order as in the text. However, they will usually come from one section rather than the entire text.</p> <p>There are two variations of this task type. Test takers may be asked either to select words from the text or to select from a list of answers. Where words have to be selected from the passage, the instructions will make it clear how many words/numbers test takers should use in their answers, e. g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark.</p> <p>Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words.</p> <p>Where a list of answers is provided, they most frequently consist of a single word.</p> <p>Because this task type often relates to precise factual information, it is often used with descriptive texts.</p>
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Task focus	This task type assesses the test takers' ability to understand details and/or the main ideas of a section of the text. In the variations involving a summary or notes, test takers need to be aware of the type of word(s) that will fit into a given gap (for example, whether a noun is needed, or a verb, etc.).
No. of questions	Variable

### Task type 10 — Diagram label completion

Task type and format	In this task type, test takers are required to complete labels on a diagram which relates to a description contained in the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e. g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The answers do not necessarily occur in order in the passage. However, they will usually come from one section rather than the entire text. The diagram may be of some type of machine, or of parts of a building or of any other element that can be represented pictorially. This task type is often used with texts describing processes or with descriptive texts.
Task focus	This task type assesses the test takers's ability to understand a detailed description, and to relate it to information presented in the form of a diagram.
No. of questions	Variable

### Task type 11 — Short-answer questions

Task type and format	<p>This task type requires test takers to answer questions, which usually relate to factual information, about details in the text. Thus it is most likely to be used with a text that contains a lot of factual information and detail.</p> <p>Test takers must write their answers in words or numbers on the answer sheet.</p> <p>Test takers must write their answers using words from the text. The instructions will make it clear how many words/numbers test takers</p>
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Task type and format	should use in their answers, e. g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. The questions are in the same order as the information in the text.
Task focus	This task type assesses the test takers's ability to locate and understand precise information in the text.
No. of questions	Variable

### IELTS Reading Scoring 雅思阅读评分

雅思官网具体评分信息：

IELTS Reading paper contains 40 items and each correct item is awarded one mark; the maximum raw score a test taker can achieve on a paper is 40. Band scores ranging from Band 1 to Band 9 are awarded to test takers on the basis of their raw scores.

The tables below indicate the mean raw scores achieved by test takers at various levels in each of the Academic Reading and General Training Reading tests. They provide an indication of the number of marks required to achieve a particular band score.

#### Academic Reading

Band Score	Raw Score out of 40
5	15
6	23
7	30
8	35

#### General Training Reading

Band Score	Raw Score out of 40
4	15
5	23
6	30
7	34