



IELTS

READING

2025-2026

**WITH 17 FULL-LENGTH
PRACTICE TESTS**

DR. HIKMET SAHINER

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DR. HİKMET ŞAHİNER

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Dr. Hikmet Şahiner, 2017 yılından bu yana IELTS sınav soruları, bu sınava yönelik kurs kitapları ve materyalleri hazırlamaktadır!

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PREFACE

The first section of the IELTS Reading 2025-2026 book, meticulously prepared over 10 years by IELTS Preparation expert Dr. Hikmet Şahiner and focusing on the Reading section of the IELTS exam, provides the necessary strategies and techniques for answering all question types in the IELTS Reading section accurately and quickly. Each question type is followed by explanations and then real IELTS Reading questions specific to that type for practical purposes.

The second section of the IELTS Reading 2024-2025 book includes 17 full-length REAL IELTS Reading Tests, allowing candidates to apply and reinforce the strategies and techniques they learned in the first section.

GETTING TO KNOW THE IELTS READING TEST

The IELTS Reading Test has two formats: Academic and General Training.

TIME ALLOWED

60 minutes

PROCEDURE

The Reading Test is the second section of the IELTS test. It is held in an examination room. You are given a question booklet and an answer sheet. As you complete each section, you write your answers directly onto the answer sheet.

NUMBER OF QUESTIONS

40 questions, 1 mark per question

Each section contains 12 to 14 questions.

TYPES OF QUESTIONS

Multiple-choice
Identifying information
Identifying writer's views/claims
Matching headings
Matching sentence endings
Labelling a diagram
Summary/note/table/flow-chart completion
Identifying information
Matching information
Matching features
Sentence completion
Short-answer questions

STRUCTURE

In both Academic and General Training there are three sections of increasing difficulty.

READING PASSAGES

Three passages from magazines, books, journals or newspapers on topics of general interest and of increasing difficulty. Each text may provide information and include description as well as analysis and evaluation. At least one text presents a detailed logical argument.

SKILLS FOCUS

There will be a range of question types tested over each of the three texts.

SCORING

You will receive a band score between 0 and 9 depending on how many questions you answer correctly, Scores can be reported in whole or half band scores, e.g. 8.0 or 7.5.

TEST-TAKING TIPS

What should you do when you take the IELTS Reading Test? Here are some suggestions about how to manage the test as successfully as possible.

BE PREPARED

Make sure you arrive at the examination centre early so that you are relaxed and calm. Dress comfortably. Bring pencils, as answers to the Reading Test must be written in pencil.

MANAGE YOUR TIME

The Reading Test requires careful time management and self-discipline. It is a good idea to look quickly through the whole test first before you start. There may be recommendations for how long you spend on each passage or section. If there are, you should plan out your time so you can stick to them. If there aren't, decide yourself how much time you need for each section. Remember that the sections increase in difficulty. For example, if more than about 15 minutes is spent on Section 1, then you will have less time for later and more difficult sections.

Read actively and quickly, using the skills introduced in this book, and try to predict answers.

Make sure you read the questions carefully- each needs a different approach so use the different skills you will learn in this book. When answering the questions you should spend no more than about a minute on any one question. If you cannot answer a question within this time, you should move on to tackle the next question. See the tips below for further advice.

GUESS

Try to answer all the questions. If necessary, guess the answer. There are no penalties for wrong answers. Finalise all your answers as you complete each section - don't wait until the end of the test, as it will be difficult to go back to earlier sections and guess answers then.

WRITE ACCURATELY

Although this is a reading test, your ability to write accurate answers is also relevant. Incorrect grammar or spelling in your answers will be penalised. Remember to write your answers directly onto the answer sheet. As you write them, check whether you are using correct grammar and spelling. Make sure you write your answer next to the correct number. Also, do not write 'true', 'false' or 'not given' if 'yes', 'no' or 'not given' are required. You can cross out and change your answers - untidiness is not penalised, as long as your writing can be clearly understood.

IELTS READING TEST QUESTION TYPES

The IELTS Reading Test assesses your general and specific reading ability, using eleven types of question. Each of these question types requires a different approach or strategy.

Multiple-choice questions
Identifying information
Identifying writer's views or claims
Matching headings
Matching sentence endings
Diagram label completion
Summary/note/table/flow-chart completion
Matching information
Matching features
Sentence completion
Short-answer questions

Knowing how best to handle these different kinds of questions is essential to performing well in the test. To familiarise yourself with these question types, work through exercises 1 to 12 in this section.

In some question types (for example, identifying information) the questions follow the same order in which the information occurs in the passage; in other question types (for example, matching information), the answers might be located anywhere in the text or texts.

Remember for all questions to write your answer directly onto the answer sheet. Always attempt all questions, even if you have to guess, because wrong answers are not penalised.

UNIT 1. MULTIPLE-CHOICE**WHAT DO I HAVE TO DO?**

With multiple-choice questions, you need to select the best answer from a list of options. You may have to choose one answer from four options, or choose two or three answers from a longer list of options.

In some multiple-choice questions, you are given the start of a sentence (known as a sentence 'stem') and you have to choose the best sentence ending from three choices.

Multiple-choice questions may be either about specific information from the text or about the author's purpose overall. Multiple-choice questions that refer to the text overall are known as global multiple-choice questions.

Multiple-choice questions test your understanding of specific points or of the main points of the text.

HOW DO I APPROACH MULTIPLE-CHOICE QUESTIONS?

Multiple-choice questions will be presented in the order the answers appear in the text, so, to save time, make sure you answer the questions in order. Don't answer the questions based on your own personal opinions or knowledge. For all multiple-choice questions begin by:

- skimming the whole passage quickly for an overview
- checking whether you have to select one option only or several
- identifying and underlining key words in the question or sentence stem.

From there, you have a choice of approaches. One is to read the question or sentence stem carefully and predict what you think the answer could be without looking at the options. Scan to locate the section of the text where the answer can be found. There will be word clues, such as synonyms (words with the same meaning as key words), to help you. Read that section carefully to check if your prediction about the answer is correct. Now read the four options and select the one that matches the answer in the text.

Another approach is to read the options straight away after reading the question or stem, identify the correct section of the text and find the option that best matches the information in the text.

Watch out for synonyms and remember that the correct answer may paraphrase or summarise the information in the text.

Check each of the possible answers for words that qualify or change the meaning of nouns or verbs (for example, *all, never, some*) and also for logical connectors (for example, *and, or, not*) that change meaning.

Global multiple-choice questions test your understanding of the whole text. You will not find the exact answer written in the text, but it will be inferred. Make sure you are familiar with the whole text before answering global multiple-choice questions. Use one of the above approaches.

Exercise 1. Multiple-choice questions

Read the following text and answer the questions that follow.

Seven ways to fast track success

1 Optimism: Simply put, if you do not believe that some things can get better, you will have no reason to try wholeheartedly. The idea of 'positive psychology' has been around at least since the 1950s and we are in the grip of it once more, but don't let that put you off. Aside from some of the overblown claims and simplicities, learning how to reframe your thinking into a positive cast of mind is a useful skill.

2 Openness: The curse of clever people is they too readily analyse new information and categorise it into their existing schemas and frameworks. In this way they can be blind to nuances and nuggets that can change their lives. The curse of stupid people is that they don't bother analyzing new information in the first place. The result in both cases is a kind of content and complacent maintenance of the status quo.

3 Self-efficacy: This is a concept pioneered by psychologist Albert Bandura and relates to one's belief that you can do something or achieve something. People who believe they can successfully complete a training course or diet are more likely to do so than those without this self-belief. Self-efficacy is not just about positive self-talk (though this can help) but also about engaging in action steps set out, to provide the proof to yourself that you really can do it.

4 Vision: Vision has received bad press because it has been overused and devalued in numerous vision statements. However, vision is creating something akin to a mental movie in which you can see yourself doing whatever it is you seek. Can you see yourself acting and interacting with the other people in this desired domain? Are you succeeding? The other point to make is I am not advocating some form of visual goal-setting. The purpose of envisaging is to create some active engagement that may lead to other opportunities as you act.

5 Playfulness and risk: Children will often test their toys to destruction, or use them in 'inappropriate' ways. It means coming to an idea without preconceptions to see it for what it is. It is a bit like throwing away the instruction manual. The Zen Buddhist term for this concept is Shoshin.

6 Flexibility: This is perhaps best summed up by Groucho Marx's quote: 'These are my principles and if you don't like them, don't worry, I've got others!' It means most diamonds have flaws as well as brilliance and it depends on how you hold them up to the light as to what you will see.

7 Persistence: I'll bet the most important things you've done in your life involved a degree of risk that met with resistance from some quarters. It is amazing how many people fail simply because they lose the courage of their convictions. It's therefore important to recognise that giving in is ultimately your choice and yours alone.

Questions 1-9

Choose the correct letter, **A, B, C** or **D**.

1 The author believes that 'positive psychology'

- A has been around for too long.
- B is effective if caution is taken.
- C is far too simple to be good.
- D detracts because of overblown claims.

2 It is suggested that the difference between the most and the least intelligent people relates to

- A their analysis or non-analysis of information.
- B their blindness to nuances and life-changing nuggets.
- C the different ways that they change and hope.
- D one group being more content with the status quo.

3 Albert Bandura's concept for self-efficacy encourages people to

- A commence a training course or diet successfully.
- B engage predominantly in positive self-talk techniques.
- C develop a positive self-belief in achieving success.
- D engage in several steps including the provision of proof.

4 Vision relates to

- A creating opportunities through being actively engaged.
- B developing forms of visual goal-setting in a desired domain.
- C making positive statements of honesty and integrity.
- D feeling comfortable and successful through interaction.

5 Children are mentioned because they

- A use their toys inappropriately.
- B throw away the instruction manual.
- C engage in spontaneous play.
- D have preconceptions about their toys.

6 Flexibility relates to

- A maintaining the principles one has learnt.
- B looking at issues differently.
- C assessing how diamonds are valued.
- D seeing the flaws in brilliance.

7 The idea of persistence suggests that

- A there is usually widespread opposition to an idea.
- B failing to achieve has a number of causes.
- C taking responsibility for one's own convictions is key.
- D giving in has some element of resistance from others.

8 The writer's overall purpose is to

- A suggest methods of becoming successful.
- B warn about potential negative factors.
- C give information about the idea of action steps.
- D identify the mind steps that aid success.

9 From this list of qualities, A-E, select two qualities that the author of this text believes are important.

- A Positively reframing thinking
- B Acting impulsively
- C Being influenced by others
- D Making mind-movies
- E Coming fresh to ideas

UNIT 2. IDENTIFYING INFORMATION**WHAT DO I HAVE TO DO?**

For questions that require you to identify information, you need to decide whether a statement is true or false according to the information given in the text, or whether no information about the statement is given. Your answer will be either 'true', 'false' or 'not given'. True statements agree with the information in the text. False information contradicts or is the opposite of the information in the text. If there is no information about the statement in the text, or if it neither agrees with nor contradicts the information in the text, the correct answer is 'not given'. It is particularly important not to confuse 'not given' statements with 'false' statements.

This question type tests your ability to identify specific information.

HOW DO I APPROACH IDENTIFYING INFORMATION?

- Identifying information questions will be presented in the order the answers appear in the text, so make sure you answer the questions in order to save time.
- The questions will relate to two to five paragraphs.
- Read the statement and underline key words. Try to predict synonyms of these words which may be used in the text.
- Scan to the section where the information related to the statement begins by identifying key information.
- Read that section carefully to check whether the statement:
 - agrees with or supports the information in the text (using synonyms)
 - disagrees with or contradicts the information in the text
 - neither agrees nor disagrees with the information in the text because the relevant information is not present
- Remember that the question may paraphrase the relevant information.
- If the correct answer is 'false', the statement will explicitly contradict the information in the text (possibly using a paraphrase).
- If you can't find the information in the text, the correct answer is probably 'not given'.
- It is unusual for the first question to be 'not given'.

Exercise 2. Identifying information

Read the following text and answer the questions that follow.

The world the box made

On April 26, 1956, a crane lifted fifty-eight aluminium truck bodies aboard an ageing tanker ship moored in Newark, New Jersey, USA. Five days later, the Ideal-X sailed into Houston, where fifty-eight trucks waited to take on the metal boxes and haul them to their destinations. Such was the beginning of a revolution.

Decades later, when enormous trailer trucks hauling nothing but stacks of boxes rumble through the night, it is hard to fathom just how much the container has changed the world. In 1956, China was not the world's workshop. It was not routine for shoppers to find Brazilian shoes and Mexican vacuum cleaners in stores in the middle of Kansas. Japanese families did not eat beef from Wyoming, and French clothing designers did not have their clothes sewn in Vietnam. Before the container, transporting goods was so expensive that it did not pay to ship many things halfway around the world.

What is it about the container that is so important? Surely not the thing itself - an aluminium or steel box with two enormous doors at one end. The value of this utilitarian object lies not in what it is, but in how it is used. The container is at the core of a highly automated system for moving goods from anywhere to anywhere with a minimum of cost and complication.

The container made shipping cheap and by doing so changed the shape of the world economy. The thousands of ill-paid workers who once made their livings loading and unloading ships in every port are no more, their tight-knit waterfront communities now just memories. Cities that had been centres of maritime commerce for centuries, such as New York and Liverpool, saw their waterfronts decline with startling speed. At the same time, the manufacturers located near them for convenience moved away. Venerable ship lines were crushed by the enormous cost of adapting to container shipping. Merchant mariners, who had shipped out to see the world, had their shore leave reduced to a few hours ashore in a remote parking lot for containers, their ships ready to leave as soon as high-speed cranes finished moving the giant boxes off and on the ships.

Even as it helped destroy the old economy, the container helped build a new one. Sleepy harbours such as Pusan and Seattle moved into the front ranks of the world's ports and massive new ports were built in places like Felixstowe in the UK and Tanjung Pelepas in Malaysia, where none had been before. Small towns with cheap land and low wages enticed factories away from the old harbours. Sprawling industrial complexes employing thousands to manufacture products from start to finish gave way to smaller, more specialised plants that shipped half-finished goods to one another in ever-lengthening supply chains.

Poor countries could realistically dream of becoming suppliers to wealthy countries far away. Huge industrial complexes mushroomed in places like Los Angeles and Hong Kong only because the cost of bringing raw materials in and sending finished goods out had dropped like a stone.

Do the following statements agree with the information given in the reading passage? *Write*

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 In the mid-1950s, the transportation of metal containers using vessels and heavy vehicles was common.

.....

2 Containers, like many other goods, are made in China.

.....

3 The container enabled trade in goods that were previously too expensive to sell in distant countries.

.....

4 The value of the container lies in its efficient structure.

.....

5 The container allowed the continuing employment of armies of waterside workers.

.....

6 Sailors hoping to visit exotic locations found that this did not happen in the way they expected.

.....

7 Singapore, like other Asian ports, expanded from a sleepy harbor to a massive new port.

.....

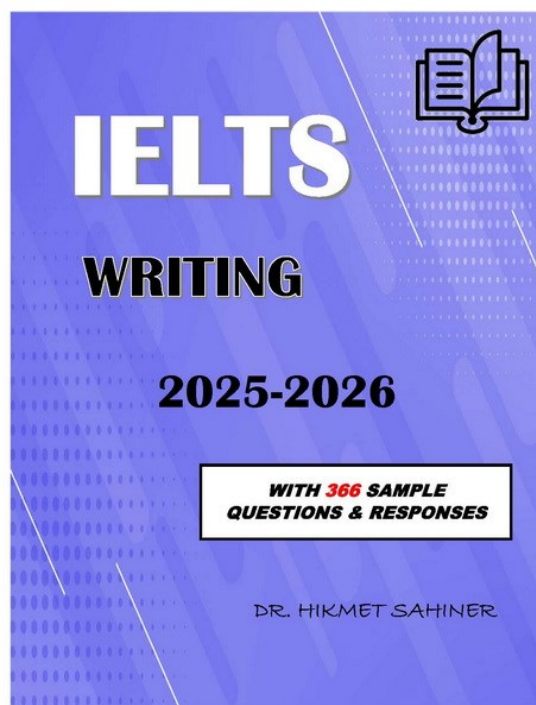
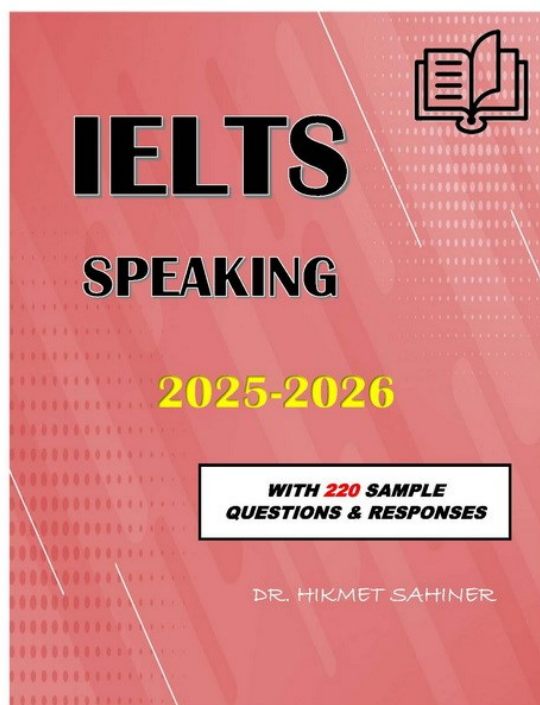
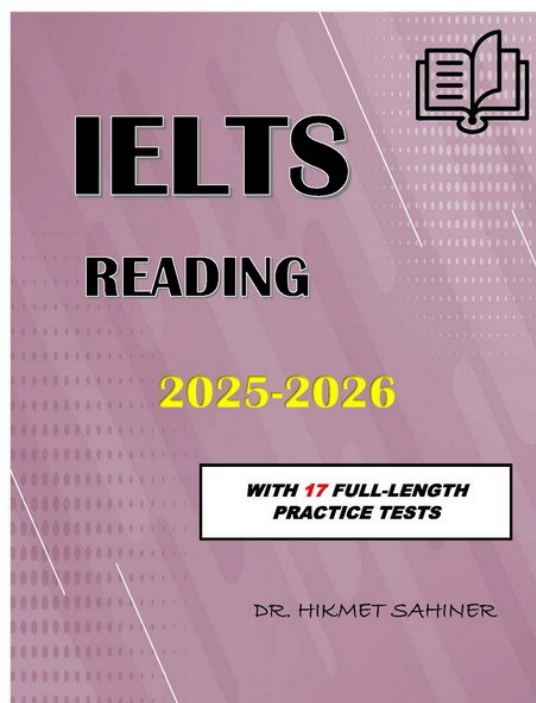
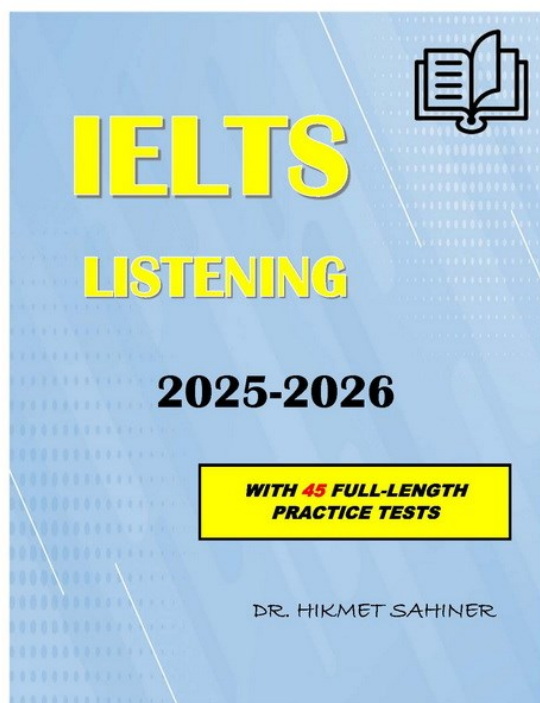
8 There was considerable downsizing of factories, as supply chains altered in size.

.....

9 Los Angeles and Hong Kong are given as examples of industrial complexes with mushrooming costs.

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