Today, we will...

- rediscover some public secrets about the reading and listening paper
- consider characteristics of four different groups of IELTS students
- explore some practical resources, activities and approaches which can be used when teaching different kinds of students.
Stand up… Sit down

True for you

False for you

KWL charts
How much do you know about the IELTS Listening and Reading?

Find the two wrong answers

1. B
2. C
3. A
4. C
5. F
6. A
7. A
8. E
9. C
10. C
Different needs…

…different approaches
Ideas for…

Apply!
Ideas for...

Road to IELTS
Exam familiarity

Complete the sentence with your own ideas.

Exam training aims to _________ so that candidates _________.

Now, experience an exam familiarity activity.

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Task Types

labelling  short answer questions
multiple choice  form completion
classification
matching  note completion
sentence completion  matching headings
summary completion
table completion  T / F / NG
flow-chart completion

Which tasks are your students most familiar with?
Which tasks would your students need training on?
Gaining marks

Candidates can easily miss out on getting marks by making mistakes when filling in the answer sheet.

Check your knowledge of How to gain marks.

Activities for the classroom

Let’s do some practical activities that help develop different skills related to this topic.

First, experience the activity. Then, let’s discuss what you noticed about the activity.
Anagram strips

Global problems
VILCI RAW CIVIL WAR
QUAREKATHE EARTHQUAKE
GOODFLIN FLOODING
MEANIF FAMINE
THRUGOD DROUGHT

Memory game

Example: Types of criminal
vandal shoplifter
kidnapper mugger
burglar terrorist
pickpocket murderer
thief fraudster
Silly stories

Task: Write a story using ‘L’ as many times as possible. For example,

*Once upon a time there was a little Lord who lied to his lawyer about liking his pet lion. The lion lived in London and had a large leopardskin lamp in his living room...* = 10 points!

Rules:
- the story must make sense.
- one point for each word beginning with the letter.
- repeated words only get one point.
- no points if the spelling is incorrect.

Reflecting on...

1. Anagram Strips
2. Silly Stories
3. Memory Game

Think about the activities you just completed (above) and discuss these questions in groups:

- The main purpose is spelling. Could students learn or improve anything else from these activities?
- Are the activities useful for reading, listening or both?
- How might you use the activities with your learners? How can you adapt the idea of the activity for your learners?
Anagram Strips

Purpose

Ss get the opportunity to review some new vocabulary as well as practising spelling it

Reading, Listening or both?

Both – spelling is important in both tests

Suggestions for how to use/adapt activity

• A calmer (but less fun) way to do this is give teams all the mixed up words on a worksheet. They have a time limit to unscramble them.
Memory Game

Purpose
• Students get the opportunity to review some new vocabulary as well as practising spelling it
• Introduces technique of seeing words as pictures to improve spelling

Reading, Listening or both?
Both – spelling is important in both tests

Suggestions for how to use/adapt activity
• Adapt for weaker/stronger classes by having fewer/more words or a longer/shorter time limit for memorising.
Silly Stories

Purpose

This is a more creative and entertaining way of practising spelling. Grammar, punctuation, writing and reading skills (when they mark other groups’ stories) are also involved.

Reading, Listening or both?

Both – spelling is important in both tests

Suggestions for how to use/adapt activity

• Use regularly as a warmer/filler so spelling becomes part of every lesson

• Encourage creativity by awarding extra points/voting for the funniest story

• Award extra points for using longer words e.g. words with seven or more letters.
Ideas for...

Skills and systems
Odd one out

Which term is the odd one out and why?

e.g. noun ~ verb ~ syllable

1. scanning ~ sub-skills ~ topic sentences
2. predicting ~ paraphrasing ~ existing knowledge
3. parts of speech ~ key words ~ linking/signposting
4. distractors ~ deducing meaning of lexis ~ skimming

Odd one out

Which terms from the last exercise are being discussed?

1. “Well, these two words both refer to processes whereas this word refers to a feature of written language”
2. “Now, how about these words here…well, this one is the odd one out as it’s not a sub-skill”
3. “Perhaps this word is the odd one out as it’s more to do with word form and less to do with meaning”
4. “It could be this word as it’s the only one directly connected to testing. What do you think?”
Decide if the words below relate to **reading**, **listening** or **both skills**. Explain your decision.

- parts of speech / key words
- scanning / topic sentences
- predicting / paraphrasing
- existing knowledge
- deducing meaning
- linking (signposting)
- skimming / distractors

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**Reading, listening or both skills?**

When listening, we do ‘scan’ (= listen for specific information) and ‘skim’ (= listen for general understanding). IELTS listening tasks require these skills (particularly the former).

Spoken English is generally less organised than written English so topic sentences are not appropriate to listening (except possibly presentations or speeches, etc). Topic sentences are, of course, very appropriate for the IELTS writing test.
Reflecting on…

Think about the activities you just completed (above) and discuss these questions in groups:

• The main purpose is vocabulary. Could students learn or improve anything else from these activities?
• Are they useful for developing any other skills?
• How might you use the activities with your learners? How can you adapt the idea of the activity for your learners?

Odd one out

Purpose
Challenges students to process vocabulary beyond basic meaning. This is important in learning vocabulary.

Opportunities to practise other skills and language?
Done as a group, students must explain ideas and justify their ideas. In doing so, they have to speak and listen to others …and pronounce the words!

This activity also provides opportunities for paraphrasing, speculating, comparing, changing topics (now, well, …).
Sorting

Purpose

Challenges students to process vocabulary beyond basic meaning. This is important in learning vocabulary.

Opportunities to practise other skills and language?

If students do the activity as a group, they must explain ideas and give reasons for their decisions. In doing so, they have to speak and listen…and also pronounce the words.
bleak
dull
serene
peaceful
picturesque
boring
remote
breath-taking
rural
unpolluted
unspoilt
remarkable

IELTS Reading
Where should I start?
How is he starting?

My goal is to get an overview of the text...I’m looking at the titles, headings, pictures...I’m locating the topic sentences and reading those... I’m asking myself the question... What is this text about?

Scanning

Look for specific information
Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

<table>
<thead>
<tr>
<th>1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
</tr>
<tr>
<td>13%</td>
</tr>
<tr>
<td>16%</td>
</tr>
<tr>
<td>75%</td>
</tr>
</tbody>
</table>
Before arriving at university students will have been powerfully influenced by their school’s approach to learning particular subjects. Yet this is only rarely taken into account by teachers in higher education, according to new research carried out at Nottingham University, which could explain why so many students experience problems making the transition.

Historian Alan Booth says there is a growing feeling that the shift from school to university-style learning could be vastly improved. “School teachers commonly blame the poor quality of university teaching, citing factors such as large first-year lectures, the widespread use of inexperienced postgraduate tutors and the general lack of concern for students in an environment where research is dominant in career progression,” Dr Booth said.

Many university tutors on the other hand claim that the school system is failing to prepare students for what will be expected of them at university. A-level history in particular is seen to be teacher-dominated, creating a passive dependency culture.

Dr Booth devised a questionnaire to test the views of more than 200 first-year history students at Nottingham over a three-year period. The students were asked about their experience of how history is taught at the outset of their degree programme. It quickly became clear that teaching methods in school were pretty staid. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Booth found students and teachers were frequently restricted by the assessment style which remains dominated by exams. Of the students in the survey just 13 per cent felt their A-level course had prepared them very well for work at university. Three-quarters felt it had prepared them fairly well.

**Spoons-fed feel lost at the cutting edge**

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**Scanning**

Look for specific information

**What do the numbers given in the table refer to?**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>Engaged in role play</td>
</tr>
<tr>
<td>2%</td>
<td>Experienced field trips</td>
</tr>
<tr>
<td>13%</td>
<td>Felt AL prepared very well for university</td>
</tr>
<tr>
<td>16%</td>
<td>Used audio/video</td>
</tr>
<tr>
<td>75%</td>
<td>Felt AL prepared fairly well for university</td>
</tr>
</tbody>
</table>
National parks in the UK

In total, there are 15 National Parks. Ten of these are in England, two are in Scotland and three are in Wales. The size of the parks varies from 305 to 3,800 square kilometres and they constitute 9% of the land.

A lot of the land within the National parks is privately owned by farmers and the many people who live in the villages and towns there. Landowners also include organisations such as the National Trust. The government-funded National Park Authorities (who work alongside the landowners to preserve the landscape and protect its natural beauty, wildlife and historic sites) sometimes own parts of the land, too. It is also the responsibility of park authorities to educate visitors about the parks and facilitate their enjoyment of them.

The first National Parks, which were designated in 1951, include the Peak District, Lake District, Snowdonia and Dartmoor. The most recent National Park to gain its status was the South Downs in 2010.

Every year over 70 million people take advantage of the national parks for a variety of activities, ranging from peaceful, relaxing breaks, to action-packed holiday. Regardless of your preference you can be assured that you’ll see beautiful scenery and remarkable wildlife.
Scanning

Did you find these…?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>The number of national parks in the UK.</td>
</tr>
<tr>
<td>305</td>
<td>The size in square kilometres of the smallest national park.</td>
</tr>
<tr>
<td>1951</td>
<td>The year in which the first parks were established.</td>
</tr>
<tr>
<td>70</td>
<td>The number of visitors in millions each year</td>
</tr>
</tbody>
</table>

Scanning

How did you find these answers

• Read word by word?  **Unwise**

• Read only from left to write?  **Unwise**

• Read from left to right and right to left (zig-zag)?  **Wise**

• Read from beginning of text?  **Debatable**
Encourage students to do this skimming/surveying part first then look at the questions.

Activities for the classroom

Let’s do some practical activities that help develop different skills related to this topic.

First, experience the activity. Then, let’s discuss what you noticed about the activity.
Think of a heading

Your trainer will give you a section from a text called *The US City and the Natural Environment.*

1. With a partner, read the section and write a heading which summarises the section.

2. Compare headings with your group and choose the best.

3. Read the other groups' headings and match to a section from the full text.

4. Compare the headings you wrote with the List of Headings (A = iii, B = iv, C = viii, D = ix, E = v, F = i, G = ii).

Don’t get distracted!

Read the extract and answer the multiple choice question below.

**Investigating Children’s Language**
For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use.

*Extract taken from IELTS Scores Explained Sample Academic Reading B*

Choose the correct letter A, B, C or D. **When did detailed investigation of children’s language become possible?**

- A  200 years ago
- B  the end of the 19th century
- C  the middle of the 20th century
- D  the end of the 20th century
How many ways can you say it?

Rewrite the statement below using different words:
I really like beach holidays.

Example: I like seaside vacations a lot.

POINTS
Your statement has similar meaning = 10 points
You use a noun / verb that no other teams have used = 20 points
You repeat an underlined word = minus 5 points
Your statement has a different meaning = minus 10 points

Rewrite this statement using different words:
These days it’s common to work abroad.

Reflecting on…

1. Think of a heading.
2. Don’t get distracted!
3. How many ways can you say it?

Think about the activities you just completed and discuss these questions in groups:

• What is the purpose of each activity? Which IELTS Reading / Listening-related skills would they help with?

• Are they useful for reading, listening or both?

• How might you use or adapt the activities with/for your learners?
Think of a heading

Purpose

• Reading for general understanding (understanding topic of a paragraph).
• Practise identifying **topic sentences** and summarising information.

Reading, Listening or both?

Reading

Suggestions for how to use/adapt activity

• Extend activity – ask students to compare their headings with pre-prepared list of headings (written by teacher or headings from an IELTS *paragraph headings* question).
Don’t get distracted!

Purpose

• Make students more aware of how multi-choice questions might encourage you to choose the wrong answer.
• Practise answering multi-choice questions and avoiding distractors.
• Practise reading for detail.

Reading, Listening or both?

Both

Suggestions for how to use/adapt activity

• It’s also possible with a listening text – give different (groups of) students sections of an audio script. Students write questions based on their audio script. Then, they share the questions with all the other groups and everybody listens together.
How many ways can you say it?

Purpose

• Make students more aware of importance of synonyms / **paraphrasing** in IELTS reading and listening.
• Increase/practise vocabulary.

Reading, Listening or both?

Both

Suggestions for how to use/adapt activity

• The teacher might need to help students with grammar and word choice.

• More challenging - could use paraphrased info from IELTS exams – students get extra points if they use words which IELTS used.
Deducing meaning

What do you do if you face unfamiliar words?

• Word building clues – way word is formed
• Relations between words – synonyms, antonyms
• Clues in the context – knowledge of world

Word building

<table>
<thead>
<tr>
<th>Subject</th>
<th>•Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>??</td>
</tr>
<tr>
<td>History</td>
<td>??</td>
</tr>
<tr>
<td>???</td>
<td>Engineer</td>
</tr>
<tr>
<td>Economics</td>
<td>??</td>
</tr>
<tr>
<td>???</td>
<td>??</td>
</tr>
</tbody>
</table>

What generalisations for guessing meaning can be drawn from these examples?
Using context: word attack

Task: Guess meaning – what “real” word helps?
Talkette  Short talk – like kitchenette
Readeress  Female reader – like waitress/actress
Lunocracy  Rule by lunatics – like democracy/autocracy
Toolery  Place tools made/kept – like bakery/armoury

What generalisations for guessing meaning can be drawn from these examples?

Using context to understand

_I did not sleep well because my neighbour’s dog was yapping all night!_

• What does “yapping” mean?
• If sleep is affected, how might dogs wake you up?
• Is this dog near you?
• Yapping is some kind of loud noise
Using context to understand

- Punctuation clues
- Definition clues
- Example clues
- Comparison clues
- Contrast clues
Reflecting on…

1. Word building
2. Word relations/false words
3. Contextual clues

Think about the activities you just completed (above) and discuss these questions in groups:

• What is the purpose of each activity?
• Are they useful for Reading, Listening or both?
• How might you use the activities with / adapt the activities for your learners?

How to read better

Some ideas…

Reading regularly  Reading clubs
Interesting topics  Reading speed
A range of topics  Sub-skills / techniques
Graded readers
Any Talking Wall Questions?

IELTS Listening
Where should I start?
In the IELTS Listening test, candidates have time to look at the questions before listening.

• Why does this happen?
• What would you suggest candidates focus on during this time?

Preparing to Listen

1. Look at the IELTS Listening notes completion task.

2. In pairs, consider:
   • How many people might be speaking?
   • What might the situation/context be?
   • What kind of information might you hear?
   • Can you guess what kind of information will fill the gaps (e.g. question 15, a name? a job title?)

3. Now listen and check.
Preparing to Listen: video

Purpose

• practising prediction skill
• giving students a reason to listen
• mirroring an important IELTS listening skill.

Reading, Listening or both?

Both – making predictions about what you will read (e.g. based on title) helps prepare for the content.

Suggestions for how to use/adapt activity

• Use with videos from youtube / learnenglish teens on topics that interest students
• Vary how students predict. Look at these instructions:
  “The topic is ______. Which topic words might you hear?”
  “Look at these six words. How will they be used?”
  “Two friends in a cafe – what will they talk about?”
How to listen better

Some ideas…

• Reading regularly
• Interesting topics
• A range of topics
• Graded readers
• Reading clubs
• Reading speed
• Sub-skills / techniques

Which of the ideas for how to read better could also apply to listening? Can you add any ideas?
Which of the ideas in your booklet did you mention?

Key words

Advice about key words…

Which advice is better and why?

A  A key word is the most important word in the question / statement, e.g. a place, a name, etc.
Underline the key word then read / listen for it. This will help you find the answer.

B  There are likely to be a number of key words in the question / statement. Underline the words which carry the main meaning. This tells you what kind of information you need for your answer.
What are the **key words**?

**Board Run**

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN (thing)</th>
<th>NOUN (person)</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>training</td>
<td>• trainer</td>
<td>trained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• trainee</td>
<td></td>
</tr>
<tr>
<td>manage</td>
<td>management</td>
<td>manager</td>
<td>managerial</td>
</tr>
<tr>
<td>employ</td>
<td>employment</td>
<td>• employer</td>
<td>employed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• employee</td>
<td></td>
</tr>
<tr>
<td>interview</td>
<td>interview</td>
<td>• interviewer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• interviewee</td>
<td></td>
</tr>
<tr>
<td>qualify</td>
<td>qualification</td>
<td>qualified</td>
<td></td>
</tr>
<tr>
<td>compete</td>
<td>competition</td>
<td>competitor</td>
<td>competitive</td>
</tr>
<tr>
<td>organise</td>
<td>organisation</td>
<td>organiser</td>
<td>organised</td>
</tr>
<tr>
<td>apply</td>
<td>application</td>
<td>applicant</td>
<td></td>
</tr>
</tbody>
</table>
Say *Stop!*

Look at the table for Sample Listening B: Questions 17 – 20

What kind of information is contained in the table?

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>VENUE</th>
<th>PRICE</th>
</tr>
</thead>
</table>

Say ‘*STOP! – DAY*, ‘*STOP! – PRICE*’, etc.

---

**Signposting**

<table>
<thead>
<tr>
<th>An example</th>
<th>An opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something unexpected</td>
<td>Saying it in a different way</td>
</tr>
<tr>
<td>Changing the topic</td>
<td>The first point</td>
</tr>
<tr>
<td>The final point</td>
<td>Adding another point</td>
</tr>
<tr>
<td>An opposite point of view</td>
<td>Talking about the result</td>
</tr>
</tbody>
</table>
Reflecting on…

1. Board Run
2. Say Stop!
3. Signposting

Think about the activities you just completed (above) and discuss these questions in groups:

• What is the purpose of each activity? Which IELTS Reading / Listening-related skills would they help with?
• Are they useful for Reading, Listening or both?
• How might you use the activities with / adapt the activities for your learners?

Board Run

Purpose

• Identifying which part of speech is needed to fill a gap
• Listening for detail
• Word building

Reading, Listening or both?

Both
Board Run

Suggestions for how to use/adapt activity

• For lower level groups, use only two parts of speech, e.g. noun and adjective.

• Create word building tables for typical IELTS topics, such as environment, education, technology, etc.

• Students try to write their own gapped sentences then they swap their sentences with other students.

Say Stop!

Purpose

Listening for specific information

Reading, Listening or both?

Both – when we read, this is called scanning.
Say Stop!

Suggestions for how to use/adapt activity

• For lower levels - only listen for one category. Play several times using a different category each time.

• Reading text - find as many words as you can related to given categories, e.g. dates, weather, etc. (categories will depend on content of text).

Signposting

Purpose

• Helping students to use **signposting words** as a way to understand what will come next.
• Developing students' range of signposting words.

Reading, Listening or both?

Both – most useful for monologues. Sequencing words (*firstly, next*, etc.) most useful for flow charts.
Signposting

Suggestions for how to use/adapt activity

• Large groups - put into smaller groups and nominate a ‘teacher’ for each group. He/she calls out signposting phrases from a given list.

• Give Ss categories and ask them to supply appropriate signposting words. Create a table and use this to play the game with.
Where should they start?

Integrated teaching

Similar concepts in papers e.g. paraphrasing and key words

Vocabulary development is important to all areas

Literacy

Oracy
### Task Types

<table>
<thead>
<tr>
<th>Multiple Choice</th>
<th>Labelling</th>
<th>Form Completion</th>
<th>Short Answer Questions</th>
<th>Classification</th>
<th>Matching</th>
<th>Matching Headings</th>
<th>Note Completion</th>
<th>Sentence Completion</th>
<th>Summary Completion</th>
<th>Table Completion</th>
<th>Flow-Chart Completion</th>
</tr>
</thead>
</table>

**Which tasks are the toughest for your students? Why?**
**What techniques can you share to better tackle challenging task types?**

### T / F / NG

- If the fact given is clearly in L/R text: **True**
- If L/R text says opposite of given fact: **False**
- If neither T / F applies, it is **Not given**
- Only use info in text – not your own knowledge
- If you cannot find an answer in two minutes, select Not given and move on.
Completion tasks

• Grammar is important – consider the part(s) of speech required

• Following instructions is vital e.g. what is maximum number of many words or if words must be from passage or not

• Spelling also important

Matching headings

• Skim read to get global idea of text

• Do this first before other reading tasks

• Identify/underline topic sentences – match heading

• Don’t be distracted/worried by unfamiliar words

• Note possible synonyms or paraphrasing for key words in headings, but be clear on the main idea of the paragraph

• If you cannot complete the matching task, return to it after completing other questions. It might be clearer by then.
Go left/right

Do you prefer ______ or ______?

- teaching listening
- practising every day
- teaching skills
- do exam training
- thinking then talking
- checking with a dictionary
- feeling relaxed

or

- teaching reading
- practising only when needed
- teaching systems
- learner training
- talking then thinking
- using context to guess meaning
- feeling energised

Revisiting your KWL charts
Before you go...

QUESTIONNAIRE

Very often

Often

Sometimes

Rarely

Online resources

[QR codes for online resources]
THANK YOU