

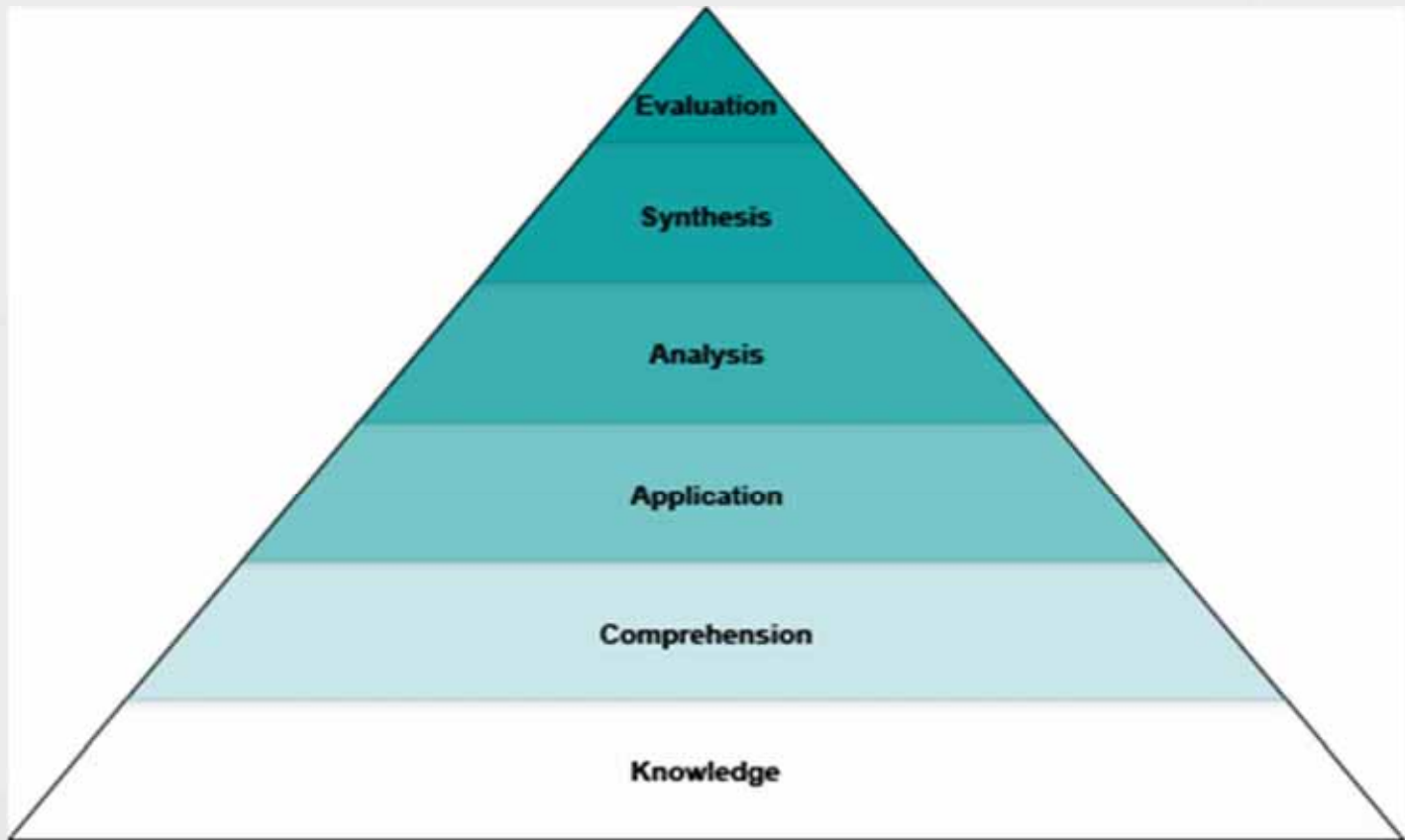
Golden Tips for IELTS

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Reading

Students' attitudes to reading

- students' barriers
- building students' confidence in reading
- deciding what to focus on
- not 'killing students' interest in reading by 'doing a text to death'
- transferring (reading) skills across different texts/ skills
- 'reading gears'



Bloom's Taxonomy of learning. Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

- Theme- unlimited?
- Organization – range finite?
- Types of discourse – text features/markers in reading
- Discourse range in all modules
- What/ How to test
- Relevant functions in a text
- Grammar/ vocabulary range/ use

- **Types of Reading Questions**

- Global vs. Discrete

- **Approaches**

- Top-down

- Bottom-up approach

Efficient reading/ fluency in IELTS in general

General techniques in reading

- Noticing/ recognizing/ predicting organization/ function/ language
- Activating schemata
- Surveying
- Teaching students what not to read
- Skimming -How?
- Scanning - How?
- Length of texts
- Different speeds
- Studying/ learning/ testing/ leisure?
- Slow/ close

- 90 seconds per question
 - Learning to juggle idea/ concepts/- how many?
 - Page turning
 - Title/ sub-headings
 - Prediction or guessing?
 - Brainstorming
- word level/ association/ ideas/ organization*

Confidence building

- Questions/ Passage first? Summary of passage
- Questions/ Passage only
- Question analysis/ 'grammar features/ vocabulary
- Finite?
- Critical thinking- 'frames' and questions to ask re particular questions
- Relevance to other modules

Paragraph/ Section Headings

- Predication through title and 'text type' etc
- Order of headings
- Grammar of headings – noun phrases/ clause

- Awareness/ use of noun phrases/ nominalization
- Dictation of words – non-content words
- Dictation of content words/ideas from the first paragraph and then create a paragraph
- Content discussion from ideas
- Possible headings given or created by students then read
- Verb/ tense sequence e.g. hedging- map

Fluency in reading/ understanding headings

General/ Summary/ Cohesive/ Shell/ Carrier nouns in 'text'

- causes/ effects/ solutions
- benefits/ advantages
- disadvantages/ drawbacks/ downsides
- measures/ proposals/ suggestions

Function in nominalization

Features of questions

- Sentence completion
- True/ False/ Not Given
- Yes/ No/ Not Given
- MCQs

- Students write the questions
- Training in holding/ juggling information-turning over/ OHP/ Interactive whiteboard
- Relationship between global and discrete and questions generally – schema(ta)
- Checking answers at random
- Reading - filling in the answer sheet
- Student/ teacher role reversal

Time management and reading

- Stopwatch
- Reducing exposure to the text-decrease time
- Time limit with short text on screen or just on paper- with and without questions
- Analyse techniques – predicted organisation/ location of information

- Give students comprehension questions or have them react to the text
- Ask them to write their own questions in groups or longer text
- Keep copy of questions
- Evaluation – role reversal

- Map a paragraph functionally – multi-functionally
- Remove key words like ‘general/ shell/ carrier nouns’ in a text
- Gapped or not gapped: *Once a location is established as a main tourist destination, the (_____) on the location are profound.*

- Short extract in isolation – predicted location
- Organization: why
- Content: What happens before/ after this? Is it always the same?
- Student/ teacher role-reversal
- Ask students to write the questions for analysis – keep a record

- Gradually improve prediction in text/ reading speed
- Old and new information
- Inserting new information into a text
- Tense development- range- real v hypothetical
- Scan the beginnings of the sentences in the paragraph
any changes – quick reaction

Anaphoric reference

EAP vs EFL

- Lexical cohesion
- It/ This
- text with references changed – pronouns etc

Information sequences

- cause effect/ problem solution
- problem cause solution (illness cause treatment)
- features causes types
- time -present past future
- classification
- processes

Writing

Tasks 1 and 2

Task 1 Language features checklist

- Simple Present/ Past/ Present Perfect/ Simple Future/ Future Perfect
- Comparison
- Complex sentences: conjunctions/ adverbs
- Verbs of rise/ fall
- Trends/ writing introductions
- Noun phrases/ nominalization– synonyms/ paraphrases
- Singular/ plural
- Active/ Passive
- General v specific

Techniques

- Data manipulation
- Draw your own graphs and dictate
- Partial dictation
- Information gap
- Create data with students
- Short exposure to data
- No writing
- General statements -no data
- Complete frames
- Focus on part of the writing process e.g. introductions
- Dictate the map/ process/ data

Writing Task 2 Techniques

- Question types
- Preventing over-generalization
- Aim for organization
- Rubric: Give reasons for your answer and include any relevant examples from your own knowledge or experience.

- Safe frames – created/ supplied
- Checklists
- Models or samples ?
- Categorize ideas
- True/ False Statements
- Irrelevant statements
- Frames

LISTENING

Section 1

- Simplicity
- Accuracy
- Range of question types
- Rubrics
- Dialogue
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Section 2

- Monologue
- Apparent speed
- Concentration
- Vocabulary range
- Intonation / stress/ pausing

Section 3

- Dialogue
- Apparent complexity

Section 4

- Monologue
- Nominalization
- Note-taking no questions
- Transfer of questions

- Transfer to sheet- mistakes
- Practice and close monitoring
- Use consistently
- Score Bands

Speaking

- Personal to abstract
- Part 1
- Part 2
- Part 3

Part 3/ Task 2

- Knowing what is required
- Basic Critical thinking in writing and speaking

Techniques

- Preventing over-generalization
- Visuals
- Fluency vs accuracy
- Reaction/ memory
- Creating spontaneity/ flexibility

- Triggers- three-way role-play
- General/ shell nouns
- Part 2-Note taking
- Understanding the structure – personal to abstract
- Blooms taxonomy