



ثانوية التكنولوجيا التطبيقية
Applied Technology High School

IELTS
Academic Reading
Lesson Plans

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****Note – All materials in this document originate from the IELTS.org website. The information was made freely available to teachers and students.***

1) IELTS Academic Reading Overview Activity

Aim:	to familiarise teachers/students with IELTS Academic Reading
Target Audience:	teachers/students
Relevance to IELTS:	Academic Reading
Organisation:	pairs
Materials needed:	Worksheet

- 1) Distribute worksheets, or draw attention to the board.
- 2) Ask pairs to guess which of the words/figures in the box would be most likely to fit in each gap.
- 3) Ask pairs to swap partners with another pair to compare answers and discuss any differences.
- 4) Ask students for their answers and discuss any queries.

IELTS Academic Reading Overview Activity – Worksheet

Find out how much you know about IELTS Academic Reading. Fill in the gaps in this text with one of the words/figures from the box below.

IELTS Academic Reading is made up of (1) passages with a total of (2) items (questions). Each item is worth (3) mark. The total word count for all the passages together is between (4) and (5) words. Candidates have (6)..... minutes to complete the test. Passages are based on (7)..... texts, and are taken from sources such as magazines, journals, books and newspapers. The passages may be written in a variety of narrative styles, for example (8)..... or discursive/argumentative. They may also contain non-verbal material such as (9)..... or (10).....

Choose from:

three
diagrams
60
40
2000
authentic
one
graphs
descriptive
2750

IELTS Academic Reading Overview Activity - Answers

1	three
2	40
3	one
4	2000
5	2750
6	60
7	authentic
8	descriptive
9	<i>in either order</i>
&	diagrams
10	graphs

2) Developing Academic Reading Skills

Aim:	to reinforce teachers' understanding of the strategies and skills in order to assist in preparing students for IELTS Academic Reading tasks
Target Audience:	teachers/students
Relevance to IELTS:	Academic Reading
Organisation:	pairs
Materials needed:	Worksheet

- 1) Ask the teachers to work through the quiz on their own initially and then to compare their answers together in small groups.
- 2) Ask the teachers to now read through Developing Academic Reading Skills.

Developing Academic Reading Skills - Worksheet

Decide if these statements are true or false:

- 1) Daily news articles are the most appropriate part of a newspaper for use in Academic Reading classes as well as short articles you might find in some journals.
- 2) Test practice is more valuable than general reading in preparing students for IELTS Academic Reading.
- 3) Reading habits learnt by students while at school may need to be changed.
- 4) Classroom activities which involve words which are made-up may play a role in changing student attitudes.
- 5) Teachers should challenge students by giving them reading tasks far beyond their ability level.
- 6) Understanding how writing is structured may enable students to read more quickly.
- 7) Bilingual dictionaries may deprive students of practice in a useful skill.

Developing Academic Reading Skills – Answers

- 1) False. Daily news articles are unlikely to appear in IELTS Academic Reading. Serious magazines, journals, books or feature articles would be better sources for classroom practice.
- 2) False. Many students may feel that this is true, but general reading tasks that raise the level of the students' reading ability will probably help more than practising tests over and over again.
- 3) True. Students may not be familiar with such skills as skimming to get the general meaning and scanning to locate particular information.
- 4) True. Use of activities such as [I've Never Seen That Word Before!](#) may help students to deal better with unfamiliar vocabulary.
- 5) False. Giving students tasks which are much too difficult for them will probably lower their confidence and slow them down.
- 6) True. Helping students to understand the different text types in writing lessons will also help the development of their reading skills.
- 7) True. Using English-English dictionaries will give students a lot of practice in paraphrasing and recognising paraphrase.

3) IELTS Academic Reading DOs and DON'Ts Activity

Aim:	to help students remember things they should or shouldn't do in IELTS Academic Reading
Target Audience:	teachers/students
Relevance to IELTS:	Academic Reading
Organisation:	pairs
Materials needed:	DOs and DON'Ts Information Sheet, Worksheet

- 1) Ask students to read through the DOs and DON'Ts statements and discuss any queries they may have.
- 2) Ask students to work through the worksheet and answer the questions individually.
- 3) Ask students to work in pairs and compare their answers.
- 4) Finally check through the whole set and discuss any queries students may have.

IELTS Academic Reading DOs and DON'Ts Information Sheet

✓	Keep an eye on the time: it will probably seem to pass very quickly, so take care not to spend too much time on any one passage or question. Remember that you only have 60 minutes to answer the questions and to transfer your answers to your Answer Sheet.
✓	Start at the beginning of the test and work through it. If you cannot do a particular question, leave it and go on to the next. You can then return to that question later if you have time. Put a mark next to this question on the Question Paper so that you can find it again quickly.
✓	Answer as many questions as you can.
✓	Look carefully at the title of the passage and any subtitles and illustrations it may have. You can get a quick idea of what the passage is about from these.
✓	Read the instructions for each set of questions very carefully: it is important to do exactly what you are asked to do
✓	Where appropriate remember to skim the questions before reading the passage so that you have a purpose for reading.
✓	Make sure you give the passage a quick read through so that you are familiar with the topic and how it is developed in the passage. An understanding of the text structure can be very helpful in answering the questions.
✓	Use the glossary, if there is one provided, to help you understand unfamiliar words.
✓	Pay attention to any examples that are provided.
✓	Make sure that your answers keep to the word limit asked for: if you are asked for 'NO MORE THAN THREE WORDS', for example, then do not write more.
✓	Make sure that you copy words accurately from the text: spelling mistakes will mean that you will lose the mark for that question.
✓	Make sure that where you have to write an answer yourself, your answer is grammatically correct, (e.g. Short-answer Questions, Sentence Completion, Summary Completion).
✗	Don't waste time reading the whole passage each time for each set of questions. Remember that many task types ask you to locate or check details in the text. In cases like this you need to skim quickly through the passage rather than read it all carefully.
✗	Don't go back to the beginning of the passage for each question when you know from the task type that the answers will come in the order of the information in the passage.
✗	Don't forget that questions can come before the reading passage as well as after.
✗	Don't become anxious if there are questions you cannot answer. Leave them and move onto the next questions. You can always come back to the ones you couldn't answer at the end of the test if you have time.
✗	Don't worry if you don't understand every word. It may not be necessary to understand all the words in order to answer the questions correctly.
✗	Don't forget that you must write your answers on your Answer Sheet. You will not be given extra time to do this at the end of the test.
✗	Don't write more than one answer when only one is required; even if one of your answers is correct, you will not receive a mark.

You can check how much you and your students know about these DOs and DON'Ts by doing the [activity](#).

IELTS Academic Reading DOs and DON'Ts Activity - Worksheet

Read about these candidates and the things they did when they took IELTS Academic Reading. What advice would you give them? Choose the correct advice from the options.

Yukiko finds one of the questions in Part 2 of her test very difficult; she spends more than ten minutes looking for the answer. She should

- A) move on to the next question immediately.
- B) read the whole passage carefully again.
- C) look calmly for another few minutes before moving on.

Mei-li has been asked to answer a question in three words or less. She is not sure of the answer and writes four words. She should

- A) leave it. - the correct three words will probably be among the four.
- B) quickly check the passage to find a way to eliminate one word.
- C) read the whole passage carefully again.

Aziz copies the word 'student' onto his answer sheet, but he writes 'sdunet' by mistake. He should

- A) leave it - it is clear what he means.
- B) draw lines to show which letters should be moved to correct the spelling.
- C) rub it out and write it again.

Satindra does not feel confident unless he reads the passage carefully for each set of answers. He should

- A) remember that time is limited and use reading strategies to save time.
- B) try to read the whole passage more quickly.
- C) underline any words he does not understand so that he can find them quickly.

Natalia becomes very upset because she thinks that one of her answers is wrong. She should

- A) give two answers just in case.
- B) rub it out and leave it blank.
- C) forget about it and move on.

IELTS Academic Reading DOs and DON'Ts Activity - Answers

- 1) A
- 2) B
- 3) C
- 4) A
- 5) C

4) Put It Together

Aim:	to give students practise in recognising paragraph structure; to help students distinguish main ideas from detail by familiarising them with paragraph structure
Target Audience:	students
Relevance to IELTS:	Academic Reading
Organisation:	pairs or threes
Materials needed:	simple paragraphs (not more than 5 or 6 sentences) cut into separate sentences (1 set of each paragraph for each pair or three); paragraphs from textbooks etc will need to be retyped or written out onto slips of paper

- 1) Introduce the concept of topic and supporting sentences; discuss the purpose of each, and their relation to each other (one topic sentence per paragraph to introduce the main idea; supporting sentences to add more detail, give examples, develop the argument, give supporting evidence etc).
- 2) Give a cut-up paragraph to each pair or three and ask them to find the slip with the topic sentence.
- 3) Pairs or groups to check with others and reach agreement.
- 4) Pairs or groups then continue to reassemble paragraphs.
- 5) Final check (in some cases more than one order of supporting sentences may be possible).
- 6) Feedback on clues which helped students to decide which was the topic sentence.

5) Paraphrase Quiz

Aim:	to give students practice in locating/recognizing paraphrases
Target Audience:	students
Relevance to IELTS:	Academic Reading
Organisation:	teams of three or four
Materials needed:	an article from a magazine or newspaper

- 1) Select a list of words and phrases from the article and prepare paraphrases for them, choosing items that suit the level of your students. (For an easier version, underline all the target phrases in the text; make sure that you read the paraphrases out in random order!) Give students a copy of the article.
- 2) Divide your students into teams of three or four.
- 3) Ask the teams to choose a team name.
- 4) Write the team names across the top of the board and draw a column for each team.
- 5) Explain to the students that they will hear a word or phrase similar in meaning to a word or phrase in an article.
- 6) Tell them that they can win a mark for their team by correctly locating the word or phrase in the article.
- 7) Tell them that they must not call the target word or phrase out, but must raise their hands when they think they have located it.
- 8) Give the copies of the article out and allow students 2 minutes to glance through it.
- 9) Read the paraphrases out in random order, awarding a mark to the first team to locate the target words or phrases.

6) What's It About?

Aim:	to give students practice in locating the main idea in a paragraph/article
Target Audience:	students
Relevance to IELTS:	Academic Reading
Organisation:	initially in pairs or groups of three
Materials needed:	paragraphs or short articles ; slips of blank paper

- 1) Give each group a different paragraph or short article. Tell students that their task is to locate the main idea of the paragraph or short article. They should work with their partner(s) to locate the main idea as quickly as possible.
- 2) When most of the groups are ready, ask each group to check with another group.
- 3) Ask the students to tell the class the answer that they have found, if possible in their own words. Ask them not to read from the article.
- 4) When the class has agreed on the correct answer, ask them how they decided what the main idea was.
- 5) Discuss the idea of topic sentences, and of distinguishing detail from the main idea.
- 6) Give out other articles and the slips of paper.
- 7) Ask groups again to find the main idea, and then to write it down on a piece of paper in their own words.
- 8) Give assistance if their vocabulary is not sufficient to allow them to do this.
- 9) Put one copy of each article on a table, on the floor or on the wall.
- 10) Collect and shuffle the pieces of paper on which the students have written their answers.
- 11) Give these out, making sure that no group receives its own slip back.
- 12) Ask groups to move around and read the texts that other groups worked on, identifying the text that matches the slip of paper that they are holding.

7) I've Never Seen That Word Before!

Aim:	to give students practice in guessing unknown words and increase their confidence; providing students with an effective way of dealing with words they don't know
Target Audience:	students
Relevance to IELTS:	Academic Reading
Organisation:	students work individually on the worksheet and then check with a partner
Materials needed:	Worksheet

- 1) Ask students how they feel when they meet an unknown word in a test, and what they can do to work out the meaning.
- 2) Give out the worksheet and ask students to complete it and then check with a neighbour.
- 3) Go through the worksheet and discuss why students chose the answers they did.
- 4) Ask students to take turns to write a sentence (on the board, if possible), with one word replaced by a nonsense word.
- 5) The rest of the class guesses the meaning of the nonsense word. This could be done in teams and points awarded for correct (or plausible) guesses.

Notes/Variations:

You could target more difficult words depending on the level of your students.

I've Never Seen That Word Before! – Worksheet

Read the sentences and choose the most likely meaning for the underlined 'word' from the four possibilities:

Yukiko xxxyl lifted the tiny kitten from the basket.

- A) hotly
- B) noisily
- C) gently
- D) smartly

The water xxxyl problem in some industrialised countries has been gradually worsening for some time.

- A) collection
- B) drowning
- C) drinking
- D) pollution

Xxxyls were used to transport goods in many countries before the introduction of the petrol engine.

- A) Horses
- B) Aeroplanes
- C) Bicycles
- D) Elephants

Most cultures xxxyl marriage with some sort of party.

- A) enforce
- B) love
- C) find
- D) celebrate

In my opinion, there is no question that xxxyls are a better source of daily news than television.

- A) magazines
- B) radio
- C) newspapers
- D) the Internet

Xxxyls who got to live abroad often experience some degree of culture shock.

- A) Students
- B) Inhabitants
- C) Institutions
- D) Neighbours

I've Never Seen That Word Before! - Answers

- 1) C
- 2) D
- 3) A
- 4) D
- 5) C
- 6) A

8) Where Does It Fit?

Aim:	to familiarise students with the idea of categorising by dividing a list of words into four categories
Target Audience:	students
Relevance to IELTS:	Academic Reading
Organisation:	pairs or groups of three or four
Materials needed:	Worksheet

- 1) Give out the worksheets and explain the task. Students should work to divide the words into four groups, and should then decide on a name for each category.
- 2) Ask students to work in their groups.
- 3) When they have finished, check their work and discuss any questions students may have.

Notes/Variations:

You could give students the following categories if they are finding the activity difficult.

Categories:

Feelings
Government
Study/Education
Newspapers

Where Does It Fit? – Worksheet

Look at this list of forty words and divide them into four categories with ten words in each category. Give a name to each of your categories. You may use an English-English dictionary if necessary.

parliament, business, publisher, curiosity, restlessness, mathematics, wonder,
caption, cabinet, pharmacy, hope, medicine, minister, law, seat, anger,
classifieds, member, surprise, opposition, column, anxiety, banner, enthusiasm,
science, editor, representative, history, vote, printer, boredom, accountancy,
electorate, journalist, languages, referendum, joy, philosophy, photographer, reporter

Where Does It Fit? – Answers

Things that people might feel	Things connected with government	Things that people might study	People and things connected with a newspaper
hope	parliament	medicine	journalist
anger	representative	law	editor
surprise	electorate	business	publisher
joy	vote	accountancy	reporter
curiosity	referendum	science	photographer
wonder	cabinet	mathematics	printer
anxiety	minister	languages	column
boredom	member	history	banner
restlessness	opposition	philosophy	caption
enthusiasm	seat	pharmacy	classifieds

9) Find It Fast

Aim:	to give students practice in locating detailed information fast
Target Audience:	students
Relevance to IELTS:	Academic Reading
Organisation:	three or four teams
Materials needed:	a magazine article or a feature article from a newspaper similar in length and tone to Academic Reading texts; question sheet

- 1) Go through your selected article and make a list of 15 – 20 pieces of information that students will be asked to find. To make the task easier, you could use some of the words from the text in your questions; to make it harder, use paraphrases.
- 2) Make a list of the questions on a sheet of paper to copy or on an OHT (or write them on the board when students are not present and cover the board, so that everyone will begin the task at the same time).
- 3) Divide class into teams and ask each team to choose a team name. (This helps with motivation).
- 4) Give students the article and question sheet.
- 5) Tell teams that the aim of this quiz is to find the correct answers as fast as possible, and that there will be a small prize for the team who finishes first, and whose answers are correct.

10) Reading Strategies Activity

Aim:	to make students/teachers think about the different reading strategies they use in everyday life
Target Audience:	teachers/students
Relevance to IELTS:	General Training Reading
Organisation:	teachers or students in pairs
Materials needed:	Worksheet

- 1) Distribute worksheets, or draw attention to the board.
- 2) Ask pairs to read through the worksheet and discuss which strategies they would use in each of the situations.
- 3) Ask pairs to swap partners with another pair to compare answers and discuss any differences.
- 4) Ask students for their answers and discuss any queries they may have.

Reading Strategies Activity - Worksheet

Think about the reading strategy you would use in these different situations?

- 1) You want to find out, from the newspaper, the starting time for a film at a particular cinema.
- 2) You are using an instruction manual to help you assemble a piece of equipment.
- 3) You are in a bookshop and you are trying to decide whether you will buy a certain book or not.
- 4) You are given a pile of popular magazines to read while you are waiting for an appointment with the dentist.
- 5) You are looking at a department store guide in order to find out the location of the food section.
- 6) You have received a letter with news from a very good friend you have not seen for some time.

Now match these strategies to each of the situations above.

A scanning B skimming C reading for detail

Write Your Answers Here

1		4	
2		5	
3		6	

Reading Strategies Activity - Answers

- 1) A
- 2) C
- 3) B
- 4) B
- 5) A
- 6) C