

Test section – Reading

General Training Reading

Activities

1. Multiple-choice – what is the General Training Reading test?
2. Surveying / skimming texts
3. Identifying key words
4. Completing a multiple-matching question
5. Test practice

Aims

- to provide students with information about the GT Reading test
- to give practice in dealing with multiple texts as in Sections 1 and 2
- to give practice in dealing with multiple-matching questions

Learning outcomes

- Students will have found out the main information about the GT Reading test.
- Students will have practised a full Section 1 of the test with multiple texts.
- Students will have practised identifying key words.

Information about this section of IELTS

In the Reading test there are 40 questions, designed to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical arguments and recognising writers' opinions, attitudes and purpose. The test takes 60 minutes.

The IELTS General Training Reading Test has three sections. Section 1 may contain two or three short texts or several shorter texts. Section 2 comprises two texts. In Section 3, there is one long text. These texts include extracts from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines. These are materials you are likely to encounter on a daily basis in an English-speaking environment.

Time	60-70 minutes
Level	B1+
Class	Suitable for groups / large classes, F2F / Online
Interaction	Individual / pair work
Materials	Worksheet x2 attached

Material: Worksheet 1

Time: 10-15 minutes

Procedure:

- introduce the focus of the lesson – the format and context of the General Training Reading test.
- elicit what they already know about the test. Write their ideas on the board but don't correct at this stage.
- put students into pairs. Tell them to read the statements about the test and to choose the best answer A, B or C.
- get class feedback.

Answers

1 **B** 60 minutes.

2 **B** 40 questions – point out that this means there will be different numbers of questions per section.

3 **C** There is no time for transferring answers at the end of the test. Advise students to transfer their answers after each group of questions e.g. Multiple-questions 1-6, then Short answer questions 7-12 etc. It is not advisable that they put their answers on the answer sheet after each individual question as this takes up more time. Also advise them to put something in each answer box, for example, a question mark if they are not sure of the answer, or a guess. They can then go back to this if they have time.

4 **B** There are 3 sections.

5 **C** Section 1 can vary between two and several short texts.

6 **B** Section 2 always has two texts.

7 **A** Section 3 always has one long text.

8 **B** This first section is based on the practicalities your students will have to deal with living in an English-speaking country with tasks mainly about retrieving and providing general factual information, for example, notices, advertisements and timetables.

9 **C** This second section is based on the practicalities of working in an English-speaking environment, for example, job descriptions, contracts and staff development and training materials.

10 **A** The third section involves reading more extended prose with a more complex structure. Here, the emphasis is on descriptive and instructive rather than argumentative texts, in a general context relevant to the wide range of test takers involved, for example, newspapers, magazines and fictional and non-fictional book extracts.

Material: Worksheet 2

Time: 45-50 minutes

Procedure:

- with long texts, students are encouraged to survey the text to get a general idea of the extent of the task etc., then skim by reading the topic sentences and final sentences of each paragraph, then reading the questions before scanning for key words. With shorter texts that are not in paragraphs, the surveying acts as the skimming skill.
- introduce the focus of the lesson/exercises – dealing with multiple texts.
- draw attention to Exercise 1 and explain that students will have to survey/skim the texts in 20 seconds.
- get students to turn over the page to Exercise 2. They should work through the questions alone and then compare their answers in pairs.
- get class feedback.

Answers

1 5, 2 advertisements, 3 language courses/lessons, 4 Australia

- draw attention to Exercise 3.
- put students into pairs to read the instructions and discuss which instruction is most important. Of course, all the instructions are important but it is essential that students notice that they can use the letters A-E more than once.
- get class feedback.

Answer

NB You may use any letter more than once.

- put students into pairs or small groups for Exercise 4.
- tell them to underline or highlight the most important (key) words in questions 1-8. The first one has been done as an example. Explain that 'key' words (or their synonyms) are the ones that they will need to find in the texts.
- get class feedback.

Answers

- 1 up-to-date teaching systems
- 2 that the institution has been established for a significant time
- 3 examination classes
- 4 that arrangements can be made for activities outside class

- 5 the availability of courses for **school students**
- 6 language teaching for **special purposes**
- 7 a wide **variety** of language **choice**
- 8 **evening** classes

- students stay in their pairs for Exercise 5, making notes of synonyms or other ways of saying the key words. Explain that often in the IELTS Reading test, the words in the questions are not exactly the same as the words in the text.

Possible answers

- 1 modern / the latest
- 2 important/notable period / number of years
- 3 exam / test / oral / paper
- 4 things to do/entertainment / pastimes in free time / not in school
- 5 pupils / children under 18
- 6 particular reasons / uses
- 7 different pick / available
- 8 after work / school

- draw attention to Exercise 6, where students work alone and answer questions 1-8. Encourage them to put their answers into the partial answer sheet. Give them 10 minutes to complete the task.
- set up the peer check, Exercise 7.
- get class feedback and then give the correct answers.

Answers

1 B, 2 E, 3 E, 4 C, 5 D, 6 B, 7 A, 8 D

- draw attention to Exercise 8.
- put students in pairs and get them to go through the texts and highlight/underline the key words or synonyms that they noted in Exercise 4. The synonym of 'up-to-date' has been highlighted as an example.
- get class feedback

Answers are highlighted in the text.

A

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to mix with Australian students

The General Training Reading Test

Work with a partner. Choose the best answer A, B or C.

- 1 The test takes A 90 minutes.
 B 60 minutes.
 C 45 minutes.

- 2 There are A 60 questions.
 B 40 questions.
 C 20 questions.

- 3 You have A 10 minutes to transfer or check your answers at the
 B 2 minutes end of the test.
 C 0 minutes

- 4 The test has A 2 sections.
 B 3 sections.
 C 4 sections.

- 5 The first section has A one long text.
 B two shorter texts.
 C two or more shorter texts.

- 6 The second section has A one long text.
 B two shorter texts.
 C two or more shorter texts.

- 7 The last section has A one long text.
 B two shorter texts.
 C two or more shorter texts.

- 8 The first section is about A general reading.
 B social survival in an English-speaking country.
 C workplace survival.

- 9 The next section is about A general reading.
 B social survival in an English-speaking country.
 C workplace survival.

- 10 The final section is about A general reading.
 B social survival in an English-speaking country.
 C workplace survival.

General Training Reading

Worksheet 2

Dealing with multiple texts

- 1 *You have 20 seconds to survey the texts from General Training Reading Test Section 1.*
- 2 *Answer the questions.*
 - 1 How many texts are there?
 - 2 What form are they in?
 - 3 What are they offering?
 - 4 What country are they from?
- 3 *Work with a partner. Look at the instructions. Tell each other what you think the most important part of the instructions is.*

SECTION 1 Questions 1-8

Questions 1-8

Look at the five advertisements, **A-E**.

Which advertisement mentions the following?

Write the correct letter, **A-E**, in boxes 1-8 on your answer sheet.

NB You may use any letter more than once.

- 1 up-to-date teaching systems
- 2 that the institution has been established for a significant time
- 3 examination classes
- 4 that arrangements can be made for activities outside class
- 5 the availability of courses for school students
- 6 language teaching for special purposes
- 7 a wide variety of language choice
- 8 evening classes

<https://s3.eu-west-2.amazonaws.com/ielts-web-static/production/Sample-tests/ielts-general-reading-sample-tasks-2023.pdf>

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- * government owned TAFE Colleges
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- * maximum flexibility
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4 *Work with a partner. Underline or highlight the most important (key) words in questions 1-8.*

5 *Make quick notes on other ways of saying these words.*

- e.g. 1 **up-to-date** – modern / the latest
- 2
- 3
- 4
- 5
- 6
- 7
- 8

6 *You now have 10 minutes to answer questions 1-8. Put your answers in the partial answer sheet below.*

IELTS Reading Answer Sheet

Candidate Name

Candidate No. Centre No.

Test Module Academic General Training Test Date Day Month Year

	Reading	Reading	Reading	Reading
1	<input style="width: 95%; height: 25px;" type="text"/>	1	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2	<input style="width: 95%; height: 25px;" type="text"/>	2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3	<input style="width: 95%; height: 25px;" type="text"/>	3	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4	<input style="width: 95%; height: 25px;" type="text"/>	4	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5	<input style="width: 95%; height: 25px;" type="text"/>	5	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6	<input style="width: 95%; height: 25px;" type="text"/>	6	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7	<input style="width: 95%; height: 25px;" type="text"/>	7	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8	<input style="width: 95%; height: 25px;" type="text"/>	8	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

7 *Compare your answers with a partner.*

8 *Work with a partner. Go through the texts underlining or highlighting the synonyms or rephrasing of the key words from the questions.*