

Things to avoid in IELTS Reading giving reasons practice with useful language for IELTS Writing Task 2 and Speaking Part 3

Choose something in the left-hand column of the next page below, say why that might be bad for IELTS Reading and/ or why something different would be better to do instead. See if your partner agrees. If they aren't sure and/ or you can't agree, circle that one to ask your teacher about later, then your partner will do the same with something else from the left column. Take turns doing the same with different things to avoid until your teacher stops you. Note that some are only wrong because of how often they say to do something, e.g. the sentence says "often" but you should only do it sometimes or rarely. If your teacher tells you to, try to use different reasons language each time, ticking things off in the right-hand column as you use them.

Ask about any which you can't think of reasons for, ones you don't know what to do instead of, reasons language that you couldn't use, etc, discussing as a class each time.

Use the same language to give recommendations on doing and preparing for other parts of IELTS such as:

- Writing Task 1
- Writing Task 1 flowchart tasks/ process tasks
- Writing Task 1 map tasks
- Writing Task 1 line graph tasks/ trends tasks
- Writing Task 1 bar chart tasks
- Writing Task 1 table tasks
- Writing Task 1 tasks with past data
- Writing Task 2
- Writing Task 2 look at both sides tasks
- Writing Task 2 to what extent tasks
- Writing Task 2 cause and effect tasks/ problems and solutions tasks
- Speaking
- Speaking Part One
- Speaking Part Two
- Speaking Part Three
- Listening
- Listening Part One
- Listening Part Two
- Listening Part Three
- Listening Part Four
- Listening gapfill tasks
- Listening multiple-choice tasks
- Listening map tasks

<p>Starting each text or task</p> <ul style="list-style-type: none"> - reading the whole text through before looking at the questions - underlining what seem like key words as you read through the text before looking at the questions - reading exactly one sentence at the beginning of each paragraph - underlining every word in the questions <p>Doing the reading tasks</p> <ul style="list-style-type: none"> - underlining words which you don't know as you read - underlining key words in the question then usually scanning for those words - looking above and below the answer to multiple-choice question 5 to find the answer to multiple-choice question 6 - spending a long time searching for the information related to the next question before you move on to the following one - searching until you find something that refers to every yes/ no/ not given question or true/ false/ not given question - spending much longer on text 1 than on text 3 - rushing through text 1 to leave more time for texts 2 and 3 - double-checking that the other multiple-choice options are wrong after you have selected one option - changing your answer if you think that it might be wrong - reading the text again if there is a summary question at the end (e.g. about the purpose of the text or the writer's overall opinion) - writing your answers directly on your answer sheet <p>At the end of the test</p> <ul style="list-style-type: none"> - writing your answers in pen - leaving blanks on your answer sheet - transferring all your answers to the answer sheet at the end - sitting and waiting until the end of the test if you finish early <p>After you finish a whole practice test</p> <ul style="list-style-type: none"> - going straight onto the next practice test after checking your answers with the answer key - learning every new word in an IELTS Reading test after you finish it <p>Preparing for the test</p> <ul style="list-style-type: none"> - only practising the most common reading tasks - usually doing untimed IELTS Reading practice - taking a break after each IELTS Reading section - mainly reading newspapers - reading aloud (e.g. shadow reading) - reading published academic papers as prep for IELTS Reading - often reading the same IELTS Reading texts again - doing an IELTS Reading on the morning before the test 	<p>a major... affect as as a result bad point because because of cause disadvantage downside drawback due to effect for have a bad effect have an effect on impact in case in order to influence justification lead to make mean negative aspect reasons why result in since so so that the chief the main therefore This is to</p>
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