reading speed; using repeated reading procedures as an intervention approach for struggling readers; extending growing fluency through wide independent reading; and monitoring fluency development through appropriate assessment procedures. The position taken throughout the piece is that teaching, developing, and assessing fluency must always be done in the context of reading comprehension. Matching headings, techniques and sample text. In the IELTS reading section there are usually 14 different types of questions but for each reading text you may get 3 or 4 different types to answer. You might get True False Not Given, Yes No Not Given, completing a sentence, matching a heading or multiple choice to name just a few. 1. Matching heading questions are not in order in the text, unlike True False Not Given or Yes No Not Given which are always in order. 2. You can’t just get the meaning by skimming alone, you need to understand the paragraph by reading in detail if you are unsure of the answer. Advantage=Benefit Difficulty = Problem Aim=Purpose Factor=Influence Disadvantage=Downside Risk=Hazard Role=Part Issue=Problem Organise = Co-ordinate. Extensive reading helps them become fluent and develop speed at reading different texts, a competency much needed for academic success and in students' future careers. How to teach reading skills. How to teach reading skills depends on which objectives the teacher aims at developing in his/her students and on how lesson plans are structured. Reading is a great opportunity for vocabulary and grammar practice, which contribute, to a better understanding of the text. Here are some examples of these activities. Vocabulary work. Matching synonyms or opposites; Filling the gaps with the appropriate words from the text. Grammar work.