

Sample lesson plan for *Reading for IELTS* Unit 9

Student preparation for this class: Have students complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out for one per group of four students. (15 mins)

Part 1: Vocabulary (15–25 mins)

FOCUS

These exercises introduce common words and expressions associated with neighbourhoods and communities, and focus on collocation and word building.

Spot check 1:

To revise vocabulary associated with Vocabulary exercise 1, do the following pair activity.

1. Learners label the seven pictures.
2. They then discuss differences between the seven images in the pictures and the places where they live.
3. Continue as a class discussion, helping with any new vocabulary learners need to describe differences.

Spot check 2:

To broaden understanding of vocabulary connected with communities and neighbourhoods, have learners discuss the places they live in groups of six.

1. As a class, elicit what learners remember about the two texts in Vocabulary exercises 4 & 5.
2. In groups, have learners find out from each other if anything similar happens in their own communities.
3. They continue the discussion by talking about what sorts of events they would like to see in their own communities.
4. Have feedback as a class.

Part 2: Practice exercises (50 mins for Exercises 1–4; 30 mins for Exercise 5 & 6)

FOCUS

These exercises train learners to match information to its location in a text. Exercise 1 focuses on identifying what sections of text are about. Exercises 2 & 3 focus on identifying types of information. Exercise 4 focuses on the function of paragraphs. Exercises 5 & 6 focus on reading strategies relevant to this type of exercise.

Exercise 1

Direct learners' attention to the Exam information box at the top of page 81. Have them complete the activity according to the instructions and discuss their answers in pairs.

Typical mistakes: Learners are often distracted by detail in a short text and lose sight of the overall meaning. It is worth pointing this out after learners have completed the exercise if they had trouble identifying the correct answers.

Exercise 2

This exercise helps learners focus on the function of different types of information. Direct learners' attention to the Exam tip at the top of page 82. Books closed, write the functions **a–f** from column 2 on the board. Elicit what type of information learners would expect to see in each case and any language associated with it. Have learners complete the activity according to the instructions and discuss their answers in small groups.

Typical mistakes: Although this exercise might seem straightforward, there are some aspects that could confuse your learners. First of all, *an explanation* refers to clarifying information or providing further detail and not to giving an explanation *why* – which is the purpose of *a reason*. Secondly there is an absence of signposting words to indicate the function: there is no *i.e.* to signal an explanation, or *because* to signal a reason, etc. The only signpost is the word *like* in sentence 6 to indicate a comparison. For this reason, it is useful to have learners discuss their answers in groups while you go round the class clarifying where appropriate.

Exercise 3

Having completed Practice exercise 2, learners should be ready to complete this exercise without any support. However, you might like to highlight that the types of information appear in the same order as the texts. Have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 4

This exercise focuses on the main topics of paragraphs. Have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 5

Exercises 5 & 6 focus on reading strategies relevant to matching information. This exercise is an opportunity for learners to reflect on how to improve their ability

in matching by thinking about the list of six possible strategies. When they have checked their answers, have them reflect on what they do themselves and to what extent they follow the four useful strategies proposed. Have them discuss their views in small groups.

Exercise 6

Have learners complete the activity according to the instructions. When they have finished, organise them to work in the same groups as in Exercise 5. They discuss how easy or difficult they found the task, whether they used the strategies proposed and, if so, whether they were helpful.

EXTENSION ACTIVITY (30 MINS)

To provide further practice in identifying information, organise learners in groups of 6.

1. Refer to the seven types of information in Practice exercise 3. Tell learners to find and underline any examples of these from the text.
2. Refer to Practice exercise 6 and highlight the type of language used to identify two different types of information:
an example of ... (example)
a reason why ... (reason)
 Point out that other information types can often be identified by simply referring to something specific in the text:
a countryside issue
a well-known person
3. Have groups write similar phrases about the information they have underlined in the text.
4. They transfer them all onto one sheet, keeping a separate answer key.
5. Swap lists of information between groups and have them answer each other's questions.

Part 3: Exam practice (40 mins)

This can be assigned for homework. Remind students to look again at the Exam information and tip boxes before completing the Exam practice section.

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