

About *Get Ready for IELTS Reading*

Collins Get Ready for IELTS series has been designed to help learners at a pre-intermediate level (equivalent to band 3 or 4) to acquire the skills they need to achieve a higher score. It is easy to use, whether by learners studying at home on their own or in a classroom with a teacher:

- Instructions are easy to follow
- Exam information and study tips are presented in an easy-to-read format
- Exercises are carefully arranged from simpler to more difficult
- Review units allow for systematic revision
- Answer key is clear and comprehensive

With these fundamentals in place, classroom teachers can focus on ensuring learners understand how the IELTS test works and acquire the right skills. This resource will explain how best to use the material and how it can be adapted to make the most of the classroom learning context. It shows you how you can maintain interest and motivation, deal with common errors, and facilitate pair and group work so that more interactive practice can take place.

Each chapter in *Get Ready for IELTS Reading* has a similar three-part structure, which can form the basis of regular classroom routines. It will provide 3–4 hours of content, 2 of which we recommend doing in class and 1–2 of which will make ideal homework tasks.

Part 1: Vocabulary

We recommend that selected vocabulary exercises be done at home before the lesson.

- This preparation will get learners thinking about the topic and will introduce them to relevant vocabulary (activate schemata) without eating up classroom time.
- As repeated exposure to new vocabulary is required for mastery, the first 10–15 minutes of the lesson can be spent doing a 'spot check' of a selection of the vocabulary for homework. The remaining vocabulary exercises can be done with the teacher in class.

Part 2: Skills development

This part provides practice on the task types commonly encountered in the IELTS test.

- Each chapter provides an explanation of each task type followed by exercises of increasing difficulty. The exercises break down each exam task into component skills so that learners can acquire the necessary underlying competencies.
- The lesson plans provided for each unit concentrate on this section and offer roughly two hours of material, including suggestions for optional extension activities.
- Most exercises can be done individually and checked in pairs or small groups. This trains learners to reflect on how they have approached the task. Along with the exam tips provided in each chapter, it will help them develop a better understanding of exam strategies.
- Watch out! boxes highlight common pitfalls; for more complex tasks, the answer key provides information about why certain answers are correct or incorrect.

Part 3: Exam practice

This can be done in class or given as homework.

- Exam practice provides realistic exam practice and allows learners to integrate the skills learned.
- A checklist summarises the key learning points in the unit and gives learners a framework for assessing their development.
- These exercises will help learners assess their readiness for the actual exam.

Sample lesson plan for *Get Ready for IELTS Reading* Unit 1

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (20 mins)

Teacher preparation: none

Part 1: Vocabulary (30 mins)

Focus: Exercises 1 & 2 introduce the gerund and common words and verb-noun collocations associated with leisure time; Exercise 3 provides practice in working out the meaning of words from context.

Spot check 1:

To reinforce verb-noun collocations for leisure activities:

1. Divide the class into groups of five or six and designate one member of each group to act as facilitator.
2. On a blank sheet of paper, each student copies and completes the following sentence stems using the collocations listed in Vocabulary exercise 2:
My three favourite activities are...
My three least favourite activities are...
3. Facilitators gather and without indicating names read aloud their group's responses.
4. The other group members listen and guess who wrote which responses.

Exercise 3a

Explain to students the importance of being able to work out the meaning of words from context. Remind them that they will not be allowed to use a dictionary in the exam.

Have them do the exercise individually and compare their answers in pairs.

Exercise 3b

Have learners do the exercise in pairs. As you circulate and monitor their work, ask them to explain how they worked out the correct definitions.

Part 2: Skills development (45 mins)

Focus: These exercises train learners to answer multiple choice questions.

Exercises 1 & 2

Go over the Exam information on multiple choice questions at the top of page 10. Give students a few minutes to discuss what they find difficult about multiple choice questions and the strategies they use to answer them. Have learners do the exercise following the instructions in the book. As you check their answers, challenge them to explain why options a-c are incorrect. This will help them learn to recognise common pitfalls.

Typical mistakes: Learners may pick (b) or (c) because they are superficially similar to key phrases in the text (e.g. the expressions *computer gadgets* and *relationships with people* also appear in the text). Remind them to focus on the meaning of the phrase as the correct response is likely to be a paraphrase of a portion of the text.

Exercise 3

Draw learners' attention to the Exam tip box on page 11. Learners do the exercise individually and check their answers in pairs. Point out that the key words in each question/sentence stem are verbs and nouns.

Exercise 4

Ask learners to do the exercise following the instructions in the book and compare their answers in groups of five. Once they have determined the correct answers, ask each member in the group to choose one of the questions and explain why all of the other responses are incorrect. Then refer them to the explanations in the answer key.

Typical mistakes: Students who habitually read texts intensively from first word to last may be reluctant to read selectively from the text in order to answer the questions. Remind them to use the key words they have underlined to skip to the relevant sections. This will save them time.

Learners who answer the questions incorrectly often do so because they rely on their general knowledge or opinion. Explain that for each correct answer they should be able to underline a portion of the text which means the same thing.

EXTENSION ACTIVITY

1. To provide further practice in working out the meaning of words from context, ask learners to locate the words *possessions*, *gadgets*, *skateboarding*, *sailing*, and *rugby* in the reading text on page 10 and work out what they mean. Then have them check their definitions in the dictionary.
2. To help them develop a better understanding on multiple choice questions, have them work in groups of three to write their own questions. Ask each member of the group to write a question relating to one section of the text (e.g. paragraphs 1 & 2, 3 & 4, and 5 & 6.) When they have finished ask them to answer one another's questions. Gather good examples (e.g. questions with tricky distractors) to share with the class. (40 mins)

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Remind learners to study the Exam tip at the top of page 12. To review the strategies they should use, ask them to read the progress check on page 13 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading* Unit 2

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (30 mins)

Teacher preparation: For Vocabulary spot check 2, prepare sets of cards with words listed in Vocabulary exercise 2 (one word per card). Create sufficient for one set per group of four students. For the extension activity, source and photocopy two health-related texts of an appropriate level of difficulty (300–400 words each). (30 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercise 1 introduces words related to sports; Exercise 2 introduces words describing feelings; Exercise 3 focusses on adjectives ending in *-ed* and *-ing*.

Spot check 1:

To reinforce vocabulary related to sport:

1. Divide the class into groups of four.
2. Have each member take it in turn to choose one of the sports listed in Vocabulary exercise 1c and without naming the sport, describe it to the other group members (e.g. for tennis, they might say: *Two or four people can play this sport. You can play it inside or outside. You need a ball and rackets.*)
3. Listeners try to guess the sport being described.

Spot check 2:

To reinforce vocabulary for describing feelings, play the following game.

1. Give learners one minute to revise the words in Vocabulary exercise 2.
2. Divide the class into teams of four.
3. Place face down in front of each team a set of cards with words from Vocabulary exercise 2.
4. Each player takes it in turn to select the top card and mime the feeling for the other players in the team to guess.
5. The team that correctly guesses the most words in 10 minutes wins.

Exercise 3

Draw students' attention to the Watch out box on page 15 and explain the difference between feeling related words ending in *-ed* and *-ing*. Learners do the exercise individually and compare their answers in pairs.

Part 2: Skills development (40 mins)

Focus: These exercises train learners to answer short-answer questions and keep to word limits.

Exercise 1

Go over the Exam information on short-answer questions at the top of page 16. Give students a few minutes to discuss what they find difficult about short-answer questions and the strategies they use to answer them. Then have learners do the exercise following the instructions in the book.

Exercise 2

Draw learners' attention to the Exam tip box on page 16. Learners do the exercise individually and check their answers in pairs.

Exercise 3

Ask learners to do the exercise following the instructions in the book and compare their answers in groups of three or four. To follow up, ask each group member to write a question for the other members to answer in no more than three words.

Typical mistakes: Students who have difficulty expressing themselves within the word limit can be encouraged focus on key content words, especially nouns, verbs, adjectives and adverbs.

Exercise 4

Explain the importance of using the most appropriate reading strategies for the task in the reading exam. Then have learners do the exercise in small groups.

Typical mistakes: Students who are very text- focussed rather than task-focussed may need to be persuaded of the utility of strategies such as scanning. Explain that the kind of reading they need to do for the exam is more like reading for 'research' (i.e. reading to find answers to questions) than reading a text book, which typically involves comprehensive learning of information.

Exercise 5

Learners do the exercise following the instructions in the book.

Exercise 6

Learners do the exercise individually then check their answers in pairs. Accept reasonable alternative responses (e.g. *definitions of health* for *health definitions* or *manage everyday tasks* for *ability to cope*).

EXTENSION ACTIVITY

To provide further practice in answering short-answer questions have learners write exam questions for each other.

1. Distribute one of the texts you have sourced to one half of your students and the other text to the other half.
2. Have learners read their text carefully, and, in pairs or small groups, write five short-answer questions along with answers of no more than three words each. Circulate as they work, checking for accuracy.
3. Have groups with different texts swap reading texts and questions. See which group can correctly answer all five questions fastest. (40 mins)

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Remind learners to study the Exam tip at the top of page 18. To review the strategies they should use, ask them to read the progress check on page 19 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading Unit 3*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (30 mins)

Teacher preparation: For Vocabulary spot check 1, prepare sets of cards with words listed in Vocabulary exercise 2 (one word per card). Create sufficient for one set per group of eight students. (10 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercises 1 & 2 introduce words related to education; Exercise 3 introduces words describing country and nationality; Exercise 4 focusses on two commonly confused words: *remember* and *remind*.

Spot check 1:

To reinforce vocabulary describing level of education:

1. Divide students into groups of eight and have them stand up – ensure that there is sufficient space to move around the classroom.
2. Give each member of the group one of the cards with words from Vocabulary exercise 2 (in random order).
3. Each group must assemble themselves into a line from low (nursery school) to high (PhD). See which group can rank itself in the correct order fastest.

Spot check 2:

To reinforce vocabulary for describing country, language, nationality and city:

Give learners two minutes to revise the words in Vocabulary exercise 3, then close their books. Ask questions 1–5.

1. Which of the counties listed are in the Far East? (Answer: *Vietnam* and *Japan*)
2. Three of the countries listed all share a border; which are they? (Answer: *Germany, the Netherlands, Belgium*)
3. German is spoken in Germany and in which other country? (Answer: *Switzerland*)
4. In which two countries is French spoken as a main language? (Answer: *Belgium* and *Switzerland*)
5. Name two university cities in Saudi Arabia? (Answer: *Riyadh* and *Jeddah*)

Exercise 4

Draw students' attention to the Watch out box on page 21. Learners do the exercise individually and compare their answers in pairs. Follow up by dividing students into groups and asking each group to use their dictionaries to investigate one other pair of commonly confused words: e.g. *accept/except*; *affect/effect*; *altogether/all together*; *conscience/conscious*; *lie/lay*; *loose/lose*; *precede/proceed*; *principal/principle*. Ask a spokesperson from

each group to present their explanation to the rest of the class giving one example sentence for each word in the pair.

Part 2: Skills development (40 mins)

Focus: These exercises train learners to scan for information and complete tables and flow charts.

Exercise 1

Go over the Exam information at the top of page 22 referring learners to the flow chart on page 24 as an example. Then direct learners' attention to the Exam tip box and have them do the exercise following the instructions in the book.

Exercise 2

Learners do the exercise individually following the instructions in the book, then compare their answers in pairs. Follow up by asking learners to identify what features of the text helped them to complete the exercise. Direct their attention to the Exam tip box.

Exercise 3

Ask learners to do the exercise following the instructions in the book and compare their answers in groups of three or four.

Exercise 4

Learners do the exercise following the instructions in the book.

Typical mistakes: Students who are reluctant to scan should be given a time limit to complete the exercise.

Exercise 5

This can be done a small group discussion.

EXTENSION ACTIVITY

To help learners have a better understanding of how flow charts can be used to represent processes:

1. Ask one half of the class to write a description of what they did to complete Vocabulary spot check exercise 1 at the beginning of the class. The other half writes a description of what they did to for the follow up vocabulary exercise 4.
2. Pair up learners from different groups and have them swap their texts.
3. Ask them to represent the information in their partner's text as a flow chart. (40 mins)

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 25 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading Review 1*

Student preparation for this class: Have students complete Review 1. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out. Prepare a sufficient number of hand outs for students to work in groups of 4. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. (10 mins)

Focus: : Exercise 1 revises language from Units 1–3 and practises keeping to word limits; Exercise 2 practises matching sentence stems to correct endings; Exercise 3 revises verb + noun collocations; Exercise 4 practises editing and error correction; Exercise 5 revises vocabulary from Unit 2 related to feelings; Exercise 6 revises vocabulary from Unit 3 connected with education.

Spot check 1 (20 mins)

To revise vocabulary from Units 1–2, have the learners test each other on words from Part 1:

1. Learners work in pairs; one student chooses eight words from Unit 1 and the other student chooses eight words from Unit 2.
2. Students copy their list of words from into their notebooks, but without vowels, as in Review 1 Exercise 6.
3. They swap lists with their partner and then have three minutes to try to complete the words they have been given.
4. They then check the words their partner has written for correct spelling.

Spot check 2 (30 mins)

To check the learners' recall of language from Units 1–3, have them write and do a quiz in groups of 4.

1. Demonstrate the activity using Question 1 as an example. Write Question 1 on the board and follow these steps:
2. Students to work in teams of four to prepare their own quiz questions using the prompts. They should refer back to Part 1 of Units 1–3 for ideas.
3. Have each team swap quizzes with another team and answer the questions the other students have written.
4. After the quizzes have been completed, they can be marked by the team that originally wrote the questions.

PHOTOCOPIABLES

Review 1: Language development spot check 2

1. What is the difference between _____ and _____?
2. Write five adjectives that describe _____
3. Name four sports that _____
4. Name four things that _____
5. Why is it important to _____?
6. What language is spoken in _____?
7. Which school subject involves learning about _____?
8. Make three collocations with the verb _____.
9. Complete the sentence below with the correct word(s). _____
10. Correct the mistake in this sentence. _____

Sample Lesson plan for *Get Ready for IELTS Reading* Unit 4

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–2. (20 mins)

Teacher preparation: Photocopy and cut up Language development spot check 2 definitions, one set per group for Vocabulary spot check 2. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. For the Extension activity, source and photocopy two technology-related texts of an appropriate level of difficulty (200–300 words). (25 mins)

Part 1: Vocabulary (25 mins)

Focus: Exercise 1 introduces words for kitchen equipment; Exercise 2 practises deducing meanings of scientific words by focusing on word parts, e.g. *hydro-*, *-ology*.

Spot check 1:

To check learners' understanding of vocabulary related to equipment, science and technology.

1. Divide the class into two teams.
2. Write the first three or four letters of a word from Exercise 1 or 3 on the board, e.g. *ther-*. The first team to complete the word with correct spelling, e.g. *thermometer*, wins a point.
3. Teams can also try to think of other scientific words that start with the same letters for extra points e.g. *thermal*, but they should be able to give the meaning and correct spelling of the word.

Spot check 2:

To reinforce the scientific vocabulary used in the word building exercise.

1. Divide the class into teams of four.
2. Place face down in front of each team a set of cards with the definitions from Exercise 2a.
3. Each player takes it in turns to select the top card and read the definition of the word.
4. The team that correctly guesses the most words wins. If there is a tie, get teams to pronounce one or two of the words. The best pronunciation wins.

Exercise 2b

Clarify that there is more than one possible way of defining the words. Have learners do the exercise individually, comparing their answers in pairs. Correct any errors and have them compare their answers with the ones in the key.

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to answer exam questions that involve completing sentences with words from a passage.

Exercises 1 & 2

Go over the exam information on completing sentences and draw attention to the Exam tip at the top of page 30. Give students a few minutes to discuss whether they find synonym and antonym exercises difficult and whether they have any strategies for doing them. Learners do the exercises individually and check their answers in pairs. Encourage them to do the exercises without using dictionaries as in the exam. As you monitor, find out and discuss any strategies the students are using.

Typical mistakes: Some students may be confused by words that have more than one meaning such as *remote* and *deliberate*. Encourage them to match the more obvious pairs first, e.g. *lost* and *found*, and to guess the pairs that they are uncertain about using strategies such as matching the same parts of speech.

Exercise 3

Point out that reference to information in a text can use longer phrases or definitions. Explain that these are not necessarily synonyms or antonyms, but may just be different ways of referring to the same thing – as in the example. Sometimes these references explain what the more difficult words mean so they may be similar to dictionary definitions. Ask learners to do the exercise following the instructions in the book and compare their answers in groups of three or four, checking answers in a dictionary if necessary.

Exercise 4

Remind learners of the scanning they did in Unit 3 and emphasize that it is a key skill needed for the exam. Draw their attention to the Exam tip box at the top of page 31. Ask them to do the exercise individually, following the instructions in the book. Give them 90 seconds to scan the text and then see how many words they have managed to find. It will help to underline each word in the text as they find it. Follow up by dividing learners into groups and asking them to identify what helped them find the words or synonyms.

Typical mistakes: Depending on their first language, learners may have difficulty finding the answers to 7 (*plate*) and 14 (*fabric*), as they are false friends in some languages. Remind them not to spend too long on the answers that they cannot immediately find, but to come back to them after finding the rest of the words.

EXTENSION ACTIVITY (30 MINS)

1. To provide further practice in scanning a text to find words in a text, ask learners to select ten words from another reading text. The class should be divided into two and each half given a different text that you have brought along to class.
2. Students should write down the ten words they have chosen in a list to give to another student.
3. Pair up each learner with someone who looked at the other text, and have them swap word lists and texts. They then work individually try to find all the words on their partner's list in 60 seconds.
4. Have a discussion about what sort of words they selected and whether their partner found them easy or difficult to find in the text and why that is. Have them think about strategies that can help to locate words – such as focusing on the first two or three letters of words as they search rather than trying to look for whole words.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Remind learners to study the Exam tip at the top of page 32. To review the strategies they should use, ask them to read the progress check on page 33 before they do the exercise as well as after.

PHOTOCOPIABLES

Unit 4: Language development spot check 2

An extremely accurate clock that is used especially by sailors at sea.	The science related to the study of living things.
The study of relationships between plants, animals, people and their environment, and the balances between these relationships.	An instrument that measures air pressure and shows when the weather is changing.
The study of the Earth's structure, surface and origin.	An instrument for measuring temperature, usually consisting of a narrow glass tube containing a thin column of a liquid which rises and falls as the temperature rises and falls.
The study of the countries of the world and of such things as the land, seas, climate, towns and population.	The study and recording (mapping) of the oceans, seas and rivers.
The scientific study of animals.	The study of the distribution, conservation, use etc. of the water of the Earth and its atmosphere.

Sample lesson plan for *Get Ready for IELTS Reading Unit 5*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. Ask them to research the three different stages of a river on the Internet and make notes on each stage. (30 mins)

Teacher preparation: Photocopy Language development spot check 1 photos for Vocabulary spot check 1, one set per student. Alternatively, select your own pictures or electronic images of coastal landscapes (x4). They should include the geological features covered in the lesson, e.g. the Jurassic coast in Dorset (Lyme Regis), Mediterranean cliffs and the Galapagos Islands. (15 mins)

Part 1: Vocabulary (40 mins)

Focus: Exercises 1 & 2 introduce words related to the natural world; Exercise 3 focuses on linking words and practise finding the meanings of difficult or new words in texts; Exercise 4 focusses on the correct use of *in fact*.

Spot check 1:

To reinforce vocabulary related to the natural world.

1. Divide the class into groups of three.
2. Show the pictures of the coastal landscapes that you have brought in. Stick or project them onto the board and label them A, B, C, D. Alternatively give out the photocopied hand out to each student.
3. Students take it in turns to describe what they can see in one of the pictures. The others must guess which picture they are describing.
4. Groups can then discuss which place they would like to visit.

Exercise 3a

Have learners do the exercise individually and check their answers in pairs. Review the different words and expressions to describe the natural world and go through the linking words. Clarify any vocabulary that is unfamiliar.

Exercise 3b

Explain to students the importance of looking for definitions and explanations of unknown words in the text. Clarify that the definition sometimes follows the word itself (it may be in brackets), or there may be a relative clause or synonym that explains the word. Have them do the exercise individually and compare their answers in pairs, checking answers in a dictionary if necessary.

Exercise 4

Draw students' attention to the Watch out box on page 35. Have learners do the exercise individually and check their answers in pairs. Follow up by having students write their own sentences using the following sentence stems: *In the past, people thought... / Many people believe... / Some people argue...*

They should read out their sentences to a partner who must respond with a sentence starting *In fact...*

As you circulate and monitor their work, check that they are using the language correctly.

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to read a passage and then complete a diagram, flowchart or picture.

Exercise 1

Go over the Exam information on completing diagram labels at the top of page 36. Have learners do the exercise following the instructions in the book. Remind them to skim the text quickly. Follow up with a short discussion about what helped them find the information, e.g. topic sentences.

Exercise 2

Draw learners' attention to the Exam tip box on page 37. If necessary, remind them that a flowchart is a diagram that shows a process or sequence of events using arrows to indicate the order in which things happen. Learners do the exercise individually and compare their drawings in groups. They can then compare their diagrams with the one on page 37. Point out that there is no single correct way to draw the diagram.

Exercise 3

Ask learners to do the exercise following the instructions in the book and compare their answers in pairs.

Typical mistake: Students who have difficulty with accuracy may lose marks for incorrect spelling or grammar, or may use more than the maximum number of words. Explain that it is important to read both the question and the text carefully and to make sure that the words they use are exactly the same as those in the text.

EXTENSION ACTIVITY (30 MINS)

To provide further practice in completing diagrams and referring to diagrams and flow charts, have learners draw and label their own flow charts or diagrams.

1. Ask learners to refer to the notes they made on the different stages of rivers before the class. If you have access to the Internet, they could do additional research in the lesson.
2. Learners work in pairs to draw a diagram of a river and label it with information about the different river stages.
3. Display the diagrams on the walls and have the learners circulate, looking at the different diagrams.
4. Follow up with a few discussion questions: *'What makes a diagram clear and effective?', 'What sort of language is used in labels and explanations?'*

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 39 before they do the exercise as well as after.

PHOTOCOPIABLES

Unit 5: Language development spot check 1

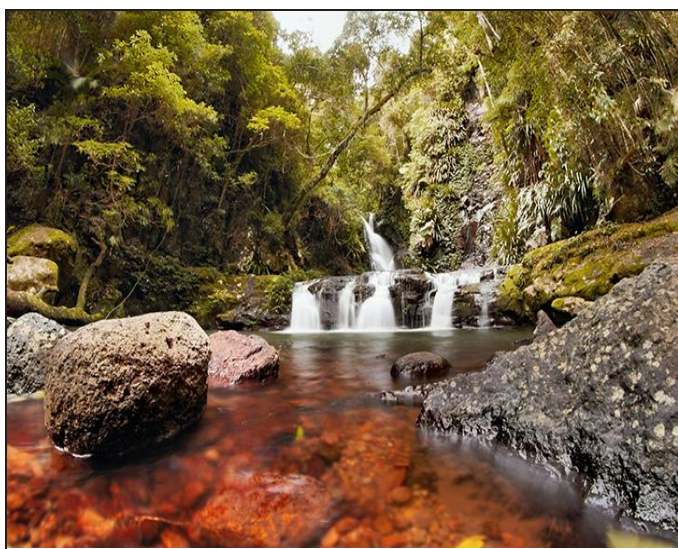
A



B



C



D



Sample lesson plan for *Get Ready for IELTS Reading* Unit 6

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (20 mins)

Teacher preparation: For Language development spot check 2, collect five or six interesting or well-known English advertising slogans (or use the ones given in the spot check). Choose slogans that include the definite / indefinite / zero article. For the Extension activity, select two short news items from the Internet or local newspaper (approximately 200 words) and label them A and B. Photocopy enough for each student to have a copy of either A or B. (30 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercises 1 & 2 introduce words and collocations related to communication and advertising; Exercise 3 focusses on correct use of the definite (*the*) and indefinite (*a*) article.

Spot check 1:

To reinforce vocabulary related to advertising:

1. Ask learners to think of an interesting slogan, logo or advertisement they have seen recently.
2. Divide the class into groups of three or four. Learners take it in turns to draw the logo, say the slogan or describe the advert for the other players in the team to guess.
3. When they have finished, have them discuss where they see advertisements and what types they think are most effective.

Spot check 2:

1. Dictate the advertising slogans that you collected before the lesson, or use the ones below:
A diamond is forever.
It's the real thing.
The best to you each morning.
We keep your promises.
Use natural speech, including contractions and weak forms.
2. Learners underline all the articles in the sentences. They work in pairs to check they have written the slogans correctly and think about why there are *definite / indefinite* or no articles in each one.

3. They then guess the products that the slogans refer to (Answers: *De Beers diamonds; Coca-Cola; Kellogg's cereals; DHL*)

Typical mistakes: Learners may omit the indefinite article because they do not hear it in connected speech where it is nearly always pronounced in its weak form as a *schwa* /ə/. Draw attention to this sound and encourage learners to listen for it in spoken English as well as noticing how articles are used in written English. When they learn new nouns, learners should also record information about agreement and articles.

Exercise 3a

Remind learners to identify the parts of speech of the words in the box and to notice whether each one is singular or plural to help them focus on verb/noun agreement and decide which one fits in each gap. Ask them to do the exercise individually following the instructions in the book, and then check answers in pairs. As you check their answers, challenge them to explain why each word fits in a particular gap. Draw their attention to how the indefinite article gives a clue to the words that can fit answers (2), (5) and (7). Then direct attention to the Watch out box on page 41.

Exercise 3b

Learners do the exercise individually following the instructions in the book, then compare their answers in pairs. Follow up by asking learners to explain their choices.

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to answer exam questions that involve completing a summary of, or notes about, a text.

Exercise 1

Go over the Exam information on completing notes and summaries and draw attention to the Exam tip box at the top of page 42. Learners complete the table individually and compare their answers in pairs. Give the correct feedback to the class and tell them that identifying the correct part of speech will help them complete the exercises in the rest of the unit.

Exercise 2

Ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Exercise 2 encourages them to use grammatical clues to predict the missing word and is useful preparation for Exercise 3.

Exercise 3

Have learners read the instructions for this exercise carefully. Check that they understand the word limit and that 'no more than TWO words' means that either one or two words are possible for each gap. They should complete the exercise individually and compare answers in groups, discussing what helped them choose the correct answers.

Typical mistakes: Students may find it hard to find the correct word to put in the summary, particularly if the information comes in a different order to the text. This is why it is important to skim the text first. Also the words surrounding the missing word may be different, e.g. *the business world* is used here in the text but the summary refers to *a business environment*. Remind learners that although the missing words they write should be from the text, the summary may contain synonyms for some of the key terms in the text.

EXTENSION ACTIVITY (40 MINS)

1. To provide further practice in predicting missing words in a gapped sentence or paragraph, have learners test each other in groups of three. One student should choose a short text to read aloud (e.g. one of the texts on page 34–35) but should pause half way through some of the sentences for the other group members to guess the next word.
2. To encourage better understanding of gapped texts, divide the class into two groups, A and B, and give each group copies of the news items that you prepared before the class. Have learners read the news item and blank out five words to create their own gapped texts. As and Bs should then swap texts and try to guess the blanked-out words in the text they have been given.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. Remind learners to study the Exam tip at the top of page 44. To review the strategies they should use, ask them to read the progress check on page 45 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading Review 2*

Student preparation for this class: Have students complete Review 2. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out. Prepare sufficient for one hand out for each student. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. (15 mins)

Focus: Exercise 1 revises language from Units 4–6 and practises keeping to word limits; Exercise 2 revises text structure and linking words; Exercise 3 revises multiple-choice questions; Exercise 4 revises collocations from Units 4–6; Exercise 5 revises vocabulary related to the natural world; Exercise 6 practises editing and error correction.

Spot check 1 (20 mins)

To check learners' recall of compound nouns and collocations related to science and technology and communication:

1. Divide the class into groups of 3 or 4 students.
2. Tell learners that they will test the other groups on collocations, similar to those in Exercise 4. Each group finds nine adjective + noun collocations using the key vocabulary from Units 4–6 (three from each unit) and write them down in a list with two columns: the adjectives on the left and the nouns (jumbled) on the right.
3. Groups then swap lists and try to match up the collocations correctly.
4. The quickest group to match the collocations correctly is the winner.

Spot check 2 (25 mins)

To check learners' understanding of how linking words help to structure a paragraph, have them look at the Spot check 2 hand out.

1. Demonstrate how the first two sentences could be linked by writing them on the board and asking for suggestions, e.g. *There needs to be a plan for any meeting and there should also be a clear agenda.*
2. Have learners read through the remaining sentences individually and think how they could be made into a paragraph (without changing the sentence order) by adding suitable linking words and changing some of the nouns to pronouns. When they have done this, get them to write out the full paragraph.
3. Encourage learners to compare what they have written: put them into groups to read their paragraphs aloud, or display the paragraphs on the walls of the classroom.

PHOTOCOPIABLES

Review 2:**Language development spot check 2**

1. There needs to be a plan for any meeting.
2. There should be a clear agenda.
3. Meetings can be conducted with two people.
4. Meetings can involve a larger group.
5. The group should not be too large.
6. It is important to have a clear idea of what you want to achieve at a meeting.
7. Time management is important.
8. There should be a summary.
9. There should be agreement about future action.

Sample lesson plan for *Get Ready for IELTS Reading Unit 7*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (30 mins)

Teacher preparation: For the extension activity, source a reading text on a business topic of an appropriate level of difficulty (200–300 words). Photocopy the text so that there is one copy for each group of students. Cut the text into individual paragraphs. (30 minutes)

Part 1: Vocabulary (35 mins)

Focus: Exercises 1 & 2 introduce words related to money and banks; Exercise 3 focusses on commonly confused words for quantities: *few* and *a few*.

Spot check 1:

To reinforce vocabulary related to money:

1. Divide the class into three teams and give each group one of the following categories: things that you can do in a bank (e.g. open a savings account) / things that you have to pay (e.g. rent) / ways to get money (e.g. cash a cheque)
2. Each team has two minutes to write a list of as many things as they can that fit into their category.
3. Teams take turns to read out their list. The other teams guess what the category is.
4. The teams can then add more ideas to the other teams' lists.

Exercise 3

Draw students' attention to the Watch out box on page 49 and explain the difference between *few* and *a few*. Learners do the exercise individually and compare their answers in pairs.

To reinforce the difference between *few* and *a few*:

1. Divide the class into pairs.
2. On a blank sheet of paper, each student writes five questions starting: *How many ...? / How often ...? / Who ...? /* The questions should be designed to elicit an answer using *few* or *a few*, e.g. *How many people in the class are wearing red socks?* Answer: *Very few people*.
3. Students should ask their questions to their partner. Their partner should try to answer each question using *few* or *a few*.

Part 2: Skills development (35 minutes)

Focus: These exercises train learners to find and recognize sections of a text that have specific functions, including topic sentences, explanations and examples.

Exercise 1

Go over the Exam information on matching information and draw attention to the Exam tip at the top of page 50. Check that learners are familiar with the headings in the box by giving or asking for examples of the different functions, e.g. *this will happen if* = condition. Learners do the exercise individually and check their answers in pairs. Follow up by asking them what features of the answers helped them decide on their answers.

Exercise 2

Ask learners to do the exercise following the instructions in the book and compare their answers in groups. Exercise 2a encourages them to pick out the topic of the paragraph and helps them to identify the topic sentence in 2b.

Typical mistakes: Students who have difficulty identifying topic sentences may need additional guidance. Explain that although the topic sentence introduces the main topic / idea of the paragraph, it does not always come at the start of the paragraph (paragraph A) and it may be long or extended (paragraph D).

Exercise 3

Have learners underline the key words in the questions and compare ideas in groups. They should check with the Answer key before looking for the answers in the text individually. Encourage them to discuss their answers in groups. Draw their attention to the Glossary box under the reading passage and remind them that skimming the text will ensure they don't miss any boxes like this in the exam.

Typical mistakes: Some students underestimate the need to read exam questions carefully, particularly if they feel they are short of time. This can lead to them misunderstanding the question and losing important marks. Emphasize the importance of looking carefully at certain types of words in exam questions such as: question words (*why, what, when, etc.*); key numbers and adjectives; where you need to look (at a sentence, paragraph or full text).

EXTENSION ACTIVITY (30 MINS)

To provide further practice in identifying key information in paragraphs, have learners analyse the texts that you prepared before the class.

1. Learners work in groups of 4–5 students. Distribute the cut-up paragraphs to each group.
2. Have each group work together to put the paragraphs into the correct order.
3. They then decide on the function of each paragraph and think about what helped them order the sentences.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 53 before they do the exercise as well as after.

Lesson plan: *Get Ready for IELTS Reading* Unit 8

Student preparation for this class: Have students complete

Part 1: Vocabulary exercise 1. (20 mins)

Teacher preparation: Photocopy Language development spot check 1 cards for Vocabulary spot check 1, and both the cards with meeting roles: *chairperson; secretary; student representative; teaching staff; committee member; head teacher* and the corresponding blank cards. You will need one set per group. You will also need strips of paper for the Extension activity (long enough to write sentences on); prepare enough for each pair of students to have six strips. (15 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercise 1 introduces words related to professional meetings and responsibilities; Exercise 2 focusses on sentence structure and subjects that have more than one noun.

Spot check 1:

To reinforce vocabulary related to professional meetings and groups.

1. Give learners one minute to revise the words in Vocabulary exercise 1.
2. Divide the class into groups of four students and give out a set of the cards you prepared before the class to each group (six cards with roles on and six blank cards).
3. The group discuss what they think each role involves and write a definition for it on one of the blank cards, e.g. *This person belongs to a group with special responsibilities at a meeting.* (committee member)
4. Each group mixes up the cards and swaps cards with another group.
5. Students match the roles to the definitions that the other group wrote.
6. Groups discuss whether the definitions on the cards they have matched are similar to the definitions that they wrote themselves. Ask them if they can think of any other roles or responsibilities that students and teachers might have at school (e.g. mentor; head boy or girl; deputy head).

Exercise 2

Review the subject-verb structure of English sentences and explain that a subject can be just one word, or it can be a long or short phrase. Write examples of short sentences on the board, e.g. *The staff members are not here. The decision is not popular.* Draw students' attention to the Watch out box, which shows similar, but longer, sentences.

Have learners do the exercise individually, answering the questions and comparing their answers in pairs.

Spot check 2:

To check the learners' understanding of sentences with long or complex subjects:

1. Divide the class into two or three teams depending on the size of the class. Choose one of the sentences from Exercise 2 and write it on the board.
2. Teams should take turns to delete 1–3 words of the sentence, ensuring that it still makes sense and has correct grammar. They score a point for each word they delete.

Example:

The secret of a successful career, according to my mother, is to have children first, when you are still young.

Team 1: The secret of a successful career, according to my mother, is to have children ~~first~~ when you are ~~still~~ young. (2 points)

Team 2: The secret of a successful career, according to my mother, is to have children ~~when you are~~ young. (3 points)

Team 1: The secret of a successful career, according to ~~my~~ mother, is: ~~to~~ have children young. (2 points)

Team 2: The secret of a successful career ~~according to mother~~ is: have children young. (3 points)

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to complete multiple choice items by choosing the correct sentence endings.

Exercise 1

Go over the Exam information on matching sentence endings and draw attention to the Exam tip at the top of page 56. Check understanding of the word *charter* by explaining or giving some examples of different charters, e.g. *government charter; human rights charter; school charter*.

Ask learners to do Exercises 1a and 1b individually, following the instructions in the book and compare their answers in groups. Follow up by asking them what features of the answers helped them decide on their answers (e.g. an adjective precedes a noun.)

Typical mistakes: Students may be confused by *needs to be* in Exercise 5 items 5 and 6 because it is followed by an adjective (in 5) but a passive verb form (in 6). Explain that all forms of the verb *to be* can be followed by a passive form or adjective (or an adverb or preposition).

Exercise 2

Draw learners' attention to the Exam tip box at the bottom of page 56. Exercise 2 involves looking closely at the information in the text as well as the grammar of the sentence endings. Have learners do the exercise individually, following the instructions in the book. As you check their answers, challenge them to explain why the other answers were incorrect. This will help them recognize typical features of distractors (wrong answers).

EXTENSION ACTIVITY (30 MINS)

To provide further practice in choosing correct sentence endings, have pairs write sentence halves for another pair to match.

1. It would be useful to demonstrate the activity by writing a sentence on the board and then dividing it into two suitable sections. Example: *One of the most basic human rights is / to have clean drinking water.*
2. Have learners work in pairs. Give each pair six strips of paper. They read the text on page 57 again and decide on six sentences of at least eight words to write on the strips of paper (one sentence per strip).
3. They then cut each sentence into two parts and swap strips with another pair.
4. Pairs look at the sentence openings and guess the likely endings of the sentences they have been given (without looking back at the text).
5. Pairs look at the sentence endings and match them to the correct opening.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 59 before they do the exercise as well as after.

PHOTOCOPIABLES

Unit 8: Language development spot check 1

chairperson	
secretary	
student representative	
teaching staff	
committee member	
head teacher	

Sample lesson plan for *Get Ready for IELTS Reading Unit 9*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (20 mins)

Teacher preparation: For the Extension activity, cut up strips of paper (long enough to write sentences on); prepare enough for each student to have three strips. (10 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercise 1 introduces words related to groups and types of community; Exercises 2 & 3 focus on word building and ways of categorising words; Exercise 4 focusses on compound nouns connected with groups of people

Spot check 1:

To reinforce vocabulary related to community groups:

1. Divide learners into teams of four students.
2. Give them one minute to write down as many compounds and phrases as they can containing the word 'community' (without looking in their books).
3. After one minute see which team has the longest list. Have them read out their list and write the phrases on the board.
4. Ask learners to open their books and review the expressions in Exercise 1. Additional phrases can be added to the list on the board.

Exercise 3

Introduce the exercise and clarify that some of the given words may fit in two categories, e.g. *criminal* can be a noun and an adjective, so learners should tick both columns. They complete the exercise following the instructions in the book and compare their answers in pairs.

Exercise 4

Have learners do the exercise following the instructions in the book and compare their answers in groups of three or four. Encourage them to check their answers in a dictionary.

To check their ability to distinguish between different, but related, concepts and parts of speech do the following activity: Write a list of word pairs on the board as follows: *commune / community; voluntary / voluntarily; organizer / organization; reside / residence;*

Have learners work in pairs. They should practise saying each pair of words with the correct stress patterns and discuss the difference in their meanings.

As you circulate and monitor, check their understanding and pronunciation, modelling the correct pronunciation and stress where necessary.

Typical mistakes: Students may be confused by the fact that some of the words in Exercise 3 & 4 can be spelt differently depending on whether they are reading a British or US English text e.g. *criminalize* and *organization* can sometimes be spelt *criminalise* and *organisation* in British English.

Part 2: Skills development (45 minutes)

Focus: These exercises train learners to match topics, statements or opinions to particular sections of a text.

Exercise 1

Go over the Exam information on Matching features the top of page 62. Have learners do the exercise following the instructions in the book. As you check their answers, challenge them to explain why they chose to categorize the words as they did.

Exercise 2

Introduce the newsletter and draw attention to the Glossary at the bottom of the page. Ask learners to do the exercise individually and compare their answers in groups before going through the suggested answers in the Answer key. Emphasize that several different answers are possible.

Exercise 3

Ask learners to do the exercise following the instructions in the book and compare their answers in groups.

Exercise 4

Learners do the exercise following the instructions in the book.

Typical mistakes: Some students may spend a long time looking through the whole text for paraphrases of specific sentences. Remind them that Exercises 2 and 3 involved skimming to find the topics and scanning for details of specific paragraphs. They should use this information to help them locate the sentences that need paraphrasing, e.g. Sentence 3 relates to *chocolate eggs*, which have already been identified as the topic of paragraph G.

EXTENSION ACTIVITY (25 MINS)

To help develop further awareness of and confidence in paraphrasing, have them work in groups of three to write their own sentences for paraphrasing.

1. Give each group member three strips of paper. Ask each member of the group to choose and write three sentences from the *Warley Woods* text – each sentence on a different slip of paper.
2. The strips should be placed face-down in a pile. Students take it in turns to take a strip and read out the sentence; the other group members should paraphrase the sentence on the strip.
3. Groups can then discuss which paraphrase they think is better.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 65 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading Review 3*

Student preparation: Have students complete Review 3. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out. Cut up the hand out so there is sufficient for one set of sentence starters for each pair or group of students. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. (10 mins)

Focus: Exercise 1 revises language from Units 7–9; Exercise 2 practises finding synonyms within a time limit; Exercise 3 revises matching sentence endings; Exercise 4 revises sentence completion; Exercise 5 practises editing and error correction; Exercise 6 revises vocabulary from Unit 9 connected with groups and communities.

Spot check 1 (25 mins):

To check the learners' recall of language from Units 7–9, have them test each other in pairs.

1. Get students to work in groups of four to prepare and write six definitions for the key vocabulary from Units 7–9. They can refer back to the language and definitions in the Vocabulary exercises for these units if they have problems with the wording of their definitions.
2. Pair up each learner with someone from a different group and have them test each other.

Spot check 2 (20 mins):

To give further practice in sentence completion, have learners complete sentences using prompts.

1. Get learners to work in six pairs or groups numbered 1–6. Distribute the sets of sentence starters (one set for each pair or group).
2. Each pair copies the starters into their note books and completes the sentences using their own ideas, paying attention to the grammar that needs to follow each starter.
3. Students swap sentence starters with another pair or group who write down their own completed sentences.
4. Pairs can then compare their sentence endings with the sentences the original pair wrote. They can score points each time they find similar ideas and/or words in their sentences.

PHOTOCOPIABLES

Review 3:

Language development spot check 2

<p>Group 1</p> <p>The traditional idea of a community is ...</p> <p>These days communities are more ...</p> <p>Communities need to have ...</p>	<p>Group 2</p> <p>Education needs to be ...</p> <p>People should have the right to ...</p> <p>This would lead to ...</p>
<p>Group 3</p> <p>We should not underestimate ...</p> <p>In the future they might</p> <p>In the meantime, they ...</p>	<p>Group 4</p> <p>Governments can provide ...</p> <p>This is important because ...</p> <p>They should also ---</p>
<p>Group 5</p> <p>In a recession ...</p> <p>We need people who ...</p> <p>In other words ...</p>	<p>Group 6</p> <p>There was a huge response to...</p> <p>Next year ...</p> <p>We are hoping ...</p>

Sample lesson plan for *Get Ready for IELTS Reading* Unit 10

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (20 mins)

Teacher preparation: Photocopy and cut up Language development picture cards for Vocabulary Exercise 3. (10 mins)

Part 1: Vocabulary (40 mins)

Focus: Exercises 1–3 review and extend vocabulary for places, games and food in Britain; Exercise 4 checks understanding of words for different regions in the United Kingdom.

Spot check 1:

To check learners' recall of names for places and food in England, write the 14 words from Exercises 1 & 2 on the board (from *City Hall* to *teapot*).

1. Ask learners to tell you which word(s) go with the definitions you say to them, e.g. *'it's a place that looks like a vegetable'* (the Gherkin), *'it's something you use to boil water'* (a kettle).
2. Ask students to write two definitions for words they pick themselves.
3. Divide the class into groups of three or four. Learners take in turns to read out their definitions; the other group members listen to the definitions and guess the words.

You can make the game harder by removing the words from the board after the students have finished writing the definitions. Give them time to have another look before you do so.

Spot check 2:

To review vocabulary for places and food in England, have a class quiz.

1. Divide the class into teams. Explain that you are going to have a quiz about England and that each team must write 4 questions to ask the other(s).
2. Remind them to refer to the information on page 68–69 when writing their questions. Write some question prompts on the board as follows to help with ideas:

What is [the Gherkin]?

What happens in [the Palace of Westminster]?

What sort of food is [England] famous for?

How do you make [tea] in England?

3. When all the teams have written their questions, they should take it in turns to put them to the other team(s).

Exercise 3

Have learners do Exercise 3a and 3b individually, checking the meanings of new words as necessary. As you go through the answers, use the images on the cards you prepared before the lesson to clarify the food and game vocabulary.

Exercise 4

Draw students' attention to the Watch out box on page 69. Ask learners to do the exercise following the instructions in the book and compare their answers in groups before reading the summary in the Answer key. Encourage them to share what they know about the different countries and parts of the British Isles. Go over the pronunciation of the words paying attention to the stress in the compound words (point out that it goes on the second word).

Typical mistakes: Learners may want to pronounce the 'silent' letter 's' in Isles rather than saying / ɪlɪz/. They may also confuse *island* / ɪlənd/ and *Ireland* / ɪələnd/. Say the words together to highlight the difference between them and also draw attention to the weak vowel sound /ə/ in the second syllable of *Ireland, England, Scotland* and *Britain*.

Part 2: Skills development (45 minutes)

Focus: These exercises train learners to understand text organisation and help them with matching headings to sections of text.

Exercises 1a & 1b

Go over the Exam information on Matching headings at the top of page 70. Explain that Exercise 1 will help them look at the way a text is organised. Have learners do Exercise 1a and 1b individually following the instructions in the book. Discuss their answers, emphasizing that variations to the suggestions in the Answer key are possible. Challenge them to explain why they underlined the sections that they did.

Exercise 1c

Ask learners to do the exercise following the instructions in the book and compare their answers in pairs before they read the information in the Answer key. Explain that these linking words are useful 'signposts' that help to clarify how the text is organized.

Exercise 1d

Ask students to find the examples individually and check their answers in pairs. Follow up by explaining any problems that learners have with the concepts of Victorian, Edwardian and Georgian times.

Exercise 1e

Ask learners to do the exercise following the instructions in the book and compare their answers in groups before comparing their ideas with the Answer key.

Typical mistakes: Students may not have thought carefully about the role of the conclusion in a text and this may mean that they find it hard to identify key features or write effective conclusions to their own essays. Go over the function of the conclusion: draw their attention to examples of effective conclusions and spend some time discussing what makes an effective conclusion.

Exercise 2

Learners do the exercise individually and then discuss their answers in groups, giving reasons for their choice.

Typical mistakes: Students often choose incorrect headings because they do not look carefully enough at all the key words in the heading, e.g. the adjectives. Remind them that they need to find a reference in the text to all the key words or ideas in the heading.

EXTENSION ACTIVITY (25 MINS)

To raise awareness of the type of exam question that involves choosing headings, ask students to look at another text (for example the one on page 18–19) and decide on a heading for each paragraph.

Have them work in groups to compare their headings and choose the one they like best.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 73 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading* Unit 11

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–2b. (25 mins)

Teacher preparation: Photocopy and cut up Language development spot check 1 cards showing the idioms listed in Vocabulary Exercise 2a. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. You will need one set of cards per group of four. (15 mins)

Part 1: Vocabulary (25 mins)

Focus: Exercise 1 introduces words for weapons in a murder mystery game; Exercise 2 introduces and practises idioms related to crime; Exercise 3 introduces expressions that are synonyms of 'in prison'.

Spot check 1:

To reinforce idioms related to crime, do the following activity:

1. Give learners a few minutes to revise the idioms in Vocabulary exercise 2a.
2. Divide the class into teams of four.
3. Place face down in front of each team a set of cards with the idioms from Vocabulary exercise 2a.
4. Each player takes it in turn to select the top card and explain, draw or mime the idiom for the other players in the team to guess.
5. The team that correctly guesses the most words in 10 minutes wins.
6. If you have not photocopied the hand out, get each player to choose an idiom from the board and draw or mime it for the rest of the team to guess.

Exercise 2c

Draw attention to the Exam tip box at the bottom of page 75. Have learners do the exercise individually, comparing their answers in pairs. Go over any problems or misunderstandings that you noticed while monitoring the Spot check and Exercise 2c.

Exercise 3

Learners discuss the expressions in pairs. Follow up by discussing which ones are more formal (e.g. *imprisoned*), which are more historical (e.g. *in gaol*) and which are informal (e.g. *in the slammer*).

Part 2: Skills development (40 minutes)

Focus: These exercises provide further training in choice answering *True/False/Not Given* questions and help learners develop their reading speed.

Exercise 1

Go over the Exam information on *True/False/Not Given* answers at the top of page 76. This exercise raises awareness of when it is necessary to use the option NOT GIVEN. Ask learners to do it individually, following the instructions in the book and then compare their answers in pairs. Have feedback on which questions give full information and which ones involve speculation.

Exercise 2

Have learners to do the exercise following the instructions in the book and compare their answers in pairs before they read the information in the Answer key. Explain that this exercise is preparation for the timed reading in Exercise 3.

Typical mistakes: Students may find this type of question difficult if they don't read the question carefully enough. It is important to read every word in the question and to pay attention to key words such as *sometimes*, *always*, *never*, *all*, *some*, *may*, *must*, etc. to ensure full understanding.

Exercise 3

Learners read Part 1 and answer the questions, timing themselves individually. They then do the same for Part 2. Have them compare answers and discuss any improvement in their reading times for Part 2. Ask them about what prevents them reading quickly such as reading sentences or sections twice. Share ideas on what helps them read quickly.

Typical mistakes: Students may spend too long on this type of question because they waste time searching for information. If the question refers to a topic or opinion that you did not notice when you skimmed the text and that you cannot find when you scan – it is probably a 'Not Given' answer.

EXTENSION ACTIVITY (40 MINS)

To provide further practice in answering *True /False/Not Given* questions have learners write similar questions for each other.

1. Divide the class into groups of three or four and have them look at one of the Exam practice texts from Units 2–10 (a different text for each group).
2. Have learners re-read their text and devise multiple-choice questions; one question for each paragraph. They should think carefully about the wording of each question.
3. Have groups swap reading texts and questions. See which group can correctly answer all the questions fastest.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 79 before they do the exercise as well as after.

PHOTOCOPIABLES

Unit 11:

Language development spot check 1

to keep your nose clean

to get a slap on the wrist

to face the music

to be above board

to do a runner

it was a steal

to get away with murder

it's daylight robbery

Sample lesson plan for *Get Ready for IELTS Reading* Unit 12

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3a. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 sentences on strips of paper, one set per group. Alternatively, if you don't want to photocopy, you could write the sentences from the hand out on the board in advance. For the Extension activity, bring in a magazine article that will be of interest to your students and that states at least four strong opinions (that are not too difficult to follow). (15 mins)

Part 1: Vocabulary (25 mins)

Focus: Exercises 1 & 2 introduce words related to places and travel; Exercise 3 extends travel phrases and focusses on informal phrases; Exercises 4 & 5 focus on distinguishing formal and informal language and genres.

Spot check 1:

To check the learners' understanding of vocabulary connected with travel.

1. Divide the class into five teams. Give each team a category, but tell them that the category is secret. Suggested categories are as follows:

Types of travel problem
Ways of travelling
Things that benefit travellers
Types of road
2. Have each team look back at the text to find and list words and phrases that belong to their category. They can also add other words and phrases they know that fit in the category.
3. Teams take it in turns to read out their lists and the other teams guess what the name of the category is.

Exercise 3b

Have learners do the exercise individually, comparing their answers in pairs. Go over any problems or misunderstandings that you noticed while monitoring and draw attention to the informal language such as *fed up*, *driving me crazy*, *pretty much*, *guys*, etc.

Exercise 4

Have learners read through the Exam tip on page 81. Have a discussion about whether they find texts containing formal or informal vocabulary harder to understand. They should do the exercise individually, following the instructions in the book and compare their answers in groups.

Exercise 5

Ask learners about similarities and differences in the types of texts that they read in English, e.g. emails, social networking posts, newspaper articles. They complete the exercise in pairs and discuss the vocabulary and features of the sentences that helped them identify the text type.

Spot check 2:

To give further practice in identifying text type:

1. Divide the class into groups of three and give them the sentences that you prepared before the lesson.
2. Students sort the sentences into four categories according to the text type.
3. Groups identify what sort of text each pile of sentences comes from. (Possible answers: email or social networking post; formal letter; business report; newspaper article).

[Answers: social networking post: 1, 3, 7; semi-formal letter: 2, 6, 8; news article: 4, 5, 9]

Part 2: Skills development (40 minutes)

Focus: These exercises provide training in answering *Yes/No/Not Given* questions and help learners identify the writer's opinion in a text.

Exercise 1

Go over the Exam information on *Yes/No/Not Given* questions at the top of page 82. Check students understand the difference between these questions and the sort of multiple choice questions that they looked at in Unit 11, which were connected to information rather than opinion.

Exercise 1 encourages learners to look at the language of factual and opinion statements. Ask learners to do the exercise individually following the instructions in the book and compare their answers in groups. Follow up by asking them what features of sentences 4 and 7 helped them decide that they were opinions.

Typical mistakes: Students may mistake opinions for facts unless the writer uses strong opinion language to introduce their opinion. It can be helpful to look at individual words and phrases that indicate opinion language such as evaluative adjectives and adverbs, e.g. *good, well, harmful, badly* and hedging language and modals, e.g. *may, possibly, surely, should*.

Exercise 2

For Exercise 2a, have the learners read and identify the opinions for each text individually and then compare in pairs before moving on to the next one. For Exercise 2b, have them underline the key words in the text before checking with their partner. They then compare their answers with the ones in the key.

Exercise 3

Draw attention to the Exam tip above Exercise 3 before you move on to the exercise. Learners should do the exercise and then check answers in groups, referring back to the language in the text that helped them choose their answers.

EXTENSION ACTIVITY (40 MINS)

To provide further practice in locating opinions in a text, have learner read the text you have sourced and brought to class.

1. In groups of three, have them write down eight sentences on a piece of paper: four sentences that paraphrase opinions from the text and four sentences that give opinions that are NOT in the text.
2. Have groups swap sentences and find and tick the four sentences that match the opinions stated in the text.

Part 3: Exam practice (Homework – 30 mins)

This can be done in class or assigned for homework. To review the strategies they should use, ask them to read the progress check on page 85 before they do the exercise as well as after.

PHOTOCOPIABLES

Unit 12:

Language development Spot check 2

1. Is it just me, or is anyone else fed up with the TV news?
2. I wish to complain about the delays on the Central line last month.
3. My neighbours are driving me crazy with their loud music!
4. Traffic jam chaos in Beijing is likely to continue for three more weeks.
5. Truck driver Juang Xao expressed his frustration with the situation.
6. I would be grateful if you could inform me when next course will run.
7. Hey guys, shall we meet at the tube station at eight o'clock?
8. Firstly, I would like to know whether it is necessary to obtain a refund.
9. There are many complaints of local people taking advantage of the situation.

Sample lesson plan for *Get Ready for IELTS Reading Review 4*

Student preparation for this class: Have students complete Review 4. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out of fact/opinion sentences. Prepare and cut up sufficient for one set of sentences per pair of students. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. (15 mins)

Focus: Exercise 1 revises language from Units 10–12; Exercise 2 revises word building using words from Unit 10; Exercise 3 revises idioms from Unit 11; Exercise 4 practises distinguishing between facts and opinions; Exercise 5 practises choosing headings for paragraphs; Exercise 6 practises answering *True/False/Not Given* questions.

Spot check 1 (25 mins):

To check learners' recall of language from the whole book, have them use the glossary on pages 122–134 to understand and provide definitions of words.

1. Demonstrate as a class. For example, page 129, final entry, *welfare*. Show how to give the definition without the word, i.e. '*It means health, happiness and well-being*'. Show a more difficult one on the same page, *bullying*. This could change to: '*If you do this, you hurt people who are smaller or weaker than you.*'
2. Organize learners into groups of four students. Each finds a definition and asks the others in the group. Point out that if learners are unable to think of the word they can ask questions like: *What's the first letter? How many letters in the word?* etc.

Spot check 2 (25 mins):

To give further practice in distinguishing between fact and opinion:

1. Have learners work in pairs and distribute a set of fact or opinion sentences to each pair. See Photocopiable. Alternatively, you could write these sentences on the board.
2. Pairs sort the sentences into two piles depending on whether they think they are facts or opinions. If they identify an opinion, they should decide whether they agree with it or not.
3. Pairs look back at the text for Exercise 5 and decide which of the opinion sentences agree with the opinions stated in the text (Answers: 2 – yes, 3 – no, 6 – no, 8 – yes).

[Answer key:

- 1 – fact
- 2 – opinion (yes, agrees with writer's opinion)
- 3 – opinion (no, doesn't agree with writer's opinion)
- 4 – fact
- 5 – fact
- 6 – opinion (no, doesn't agree with writer's opinion)
- 7 – fact
- 8 – opinion (yes, agrees with writer's opinion)]

PHOTOCOPIABLES

Review 4:

Language development spot check 2

1. Crime-fighting technology is becoming more hi-tech.
2. It's important for the police to have access to modern methods of gathering information.
3. The high number of CCTV cameras is a threat to our privacy.
4. The UK has 20% of the world's CCTV cameras.
5. Many people believe that there are too many cameras in our streets.
6. CCTV cameras are ineffective because they simply make criminals move somewhere else.
7. There is currently not enough evidence to support the claim that CCTV cameras are effective.
8. The discussion about the use of CCTV cameras is probably going to continue for a long time.

Sample lesson plan for *Get Ready for IELTS Reading Practice Test*

Student preparation for this class: ask students to read page 7 of their books, which tells them how the marking of the test is done. Ask them to read the Progress check questions at the end of each unit and to use their books to revise any areas they have found difficult (e.g. certain aspects of pronunciation, grammar, ...) (30 minutes)

Teacher preparation: none

The students will benefit most if this test is done under exam conditions. Ask students to look at page 7 of the book to review how the test is marked. Then have them read through the Exam tip on page 88 and respond to any queries they have.

Clarify that there are three Reading passages in the test and that they should spend 20 minutes on answering the questions for each one.

EXTENSION ACTIVITY (10 MINS)

You could ask learners to write and hand in an action plan that states which areas they should work on, and which sections of the book they are going to use to revise.