

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.