

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 /ɪlz/. They may also confuse *island* /ɪlənd/ and *Ireland* /ɪrələnd/. 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.