

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