

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.