

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.