

Sample lesson plan for *Get Ready for IELTS Reading Unit 3*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–3. (30 mins)

Teacher preparation: For Vocabulary spot check 1, prepare sets of cards with words listed in Vocabulary exercise 2 (one word per card). Create sufficient for one set per group of eight students. (10 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercises 1 & 2 introduce words related to education; Exercise 3 introduces words describing country and nationality; Exercise 4 focusses on two commonly confused words: *remember* and *remind*.

Spot check 1:

To reinforce vocabulary describing level of education:

1. Divide students into groups of eight and have them stand up – ensure that there is sufficient space to move around the classroom.
2. Give each member of the group one of the cards with words from Vocabulary exercise 2 (in random order).
3. Each group must assemble themselves into a line from low (nursery school) to high (PhD). See which group can rank itself in the correct order fastest.

Spot check 2:

To reinforce vocabulary for describing country, language, nationality and city:

Give learners two minutes to revise the words in Vocabulary exercise 3, then close their books. Ask questions 1–5.

1. Which of the counties listed are in the Far East? (Answer: *Vietnam* and *Japan*)
2. Three of the countries listed all share a border; which are they? (Answer: *Germany*, *the Netherlands*, *Belgium*)
3. German is spoken in Germany and in which other country? (Answer: *Switzerland*)
4. In which two countries is French spoken as a main language? (Answer: *Belgium* and *Switzerland*)
5. Name two university cities in Saudi Arabia? (Answer: *Riyadh* and *Jeddah*)

Exercise 4

Draw students' attention to the Watch out box on page 21. Learners do the exercise individually and compare their answers in pairs. Follow up by dividing students into groups and asking each group to use their dictionaries to investigate one other pair of commonly confused words: e.g. *accept/except*; *affect/effect*; *altogether/all together*; *conscience/conscious*; *lie/lay*; *loose/lose*; *precede/proceed*; *principal/principle*. Ask a spokesperson from

each group to present their explanation to the rest of the class giving one example sentence for each word in the pair.

Part 2: Skills development (40 mins)

Focus: These exercises train learners to scan for information and complete tables and flow charts.

Exercise 1

Go over the Exam information at the top of page 22 referring learners to the flow chart on page 24 as an example. Then direct learners' attention to the Exam tip box and have them do the exercise following the instructions in the book.

Exercise 2

Learners do the exercise individually following the instructions in the book, then compare their answers in pairs. Follow up by asking learners to identify what features of the text helped them to complete the exercise. Direct their attention to the Exam tip box.

Exercise 3

Ask learners to do the exercise following the instructions in the book and compare their answers in groups of three or four.

Exercise 4

Learners do the exercise following the instructions in the book.

Typical mistakes: Students who are reluctant to scan should be given a time limit to complete the exercise.

Exercise 5

This can be done a small group discussion.

EXTENSION ACTIVITY

To help learners have a better understanding of how flow charts can be used to represent processes:

1. Ask one half of the class to write a description of what they did to complete Vocabulary spot check exercise 1 at the beginning of the class. The other half writes a description of what they did to for the follow up vocabulary exercise 4.
2. Pair up learners from different groups and have them swap their texts.
3. Ask them to represent the information in their partner's text as a flow chart. (40 mins)

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 25 before they do the exercise as well as after.

Sample lesson plan for *Get Ready for IELTS Reading Review 1*

Student preparation for this class: Have students complete Review 1. (20 mins)

Teacher preparation: Photocopy Language development spot check 2 hand out. Prepare a sufficient number of hand outs for students to work in groups of 4. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. (10 mins)

Focus: : Exercise 1 revises language from Units 1–3 and practises keeping to word limits; Exercise 2 practises matching sentence stems to correct endings; Exercise 3 revises verb + noun collocations; Exercise 4 practises editing and error correction; Exercise 5 revises vocabulary from Unit 2 related to feelings; Exercise 6 revises vocabulary from Unit 3 connected with education.

Spot check 1 (20 mins)

To revise vocabulary from Units 1–2, have the learners test each other on words from Part 1:

1. Learners work in pairs; one student chooses eight words from Unit 1 and the other student chooses eight words from Unit 2.
2. Students copy their list of words from into their notebooks, but without vowels, as in Review 1 Exercise 6.
3. They swap lists with their partner and then have three minutes to try to complete the words they have been given.
4. They then check the words their partner has written for correct spelling.

Spot check 2 (30 mins)

To check the learners' recall of language from Units 1–3, have them write and do a quiz in groups of 4.

1. Demonstrate the activity using Question 1 as an example. Write Question 1 on the board and follow these steps:
2. Students to work in teams of four to prepare their own quiz questions using the prompts. They should refer back to Part 1 of Units 1–3 for ideas.
3. Have each team swap quizzes with another team and answer the questions the other students have written.
4. After the quizzes have been completed, they can be marked by the team that originally wrote the questions.