

Sample Lesson plan for *Get Ready for IELTS Reading Unit 4*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1–2. (20 mins)

Teacher preparation: Photocopy and cut up Language development spot check 2 definitions, one set per group for Vocabulary spot check 2. Alternatively, if you don't want to photocopy, you can write the information from the hand out on the board in advance. For the Extension activity, source and photocopy two technology-related texts of an appropriate level of difficulty (200–300 words). (25 mins)

Part 1: Vocabulary (25 mins)

Focus: Exercise 1 introduces words for kitchen equipment; Exercise 2 practises deducing meanings of scientific words by focusing on word parts, e.g. *hydro-*, *-ology*.

Spot check 1:

To check learners' understanding of vocabulary related to equipment, science and technology.

1. Divide the class into two teams.
2. Write the first three or four letters of a word from Exercise 1 or 3 on the board, e.g. *ther-*. The first team to complete the word with correct spelling, e.g. *thermometer*, wins a point.
3. Teams can also try to think of other scientific words that start with the same letters for extra points e.g. *thermal*, but they should be able to give the meaning and correct spelling of the word.

Spot check 2:

To reinforce the scientific vocabulary used in the word building exercise.

1. Divide the class into teams of four.
2. Place face down in front of each team a set of cards with the definitions from Exercise 2a.
3. Each player takes it in turns to select the top card and read the definition of the word.
4. The team that correctly guesses the most words wins. If there is a tie, get teams to pronounce one or two of the words. The best pronunciation wins.

Exercise 2b

Clarify that there is more than one possible way of defining the words. Have learners do the exercise individually, comparing their answers in pairs. Correct any errors and have them compare their answers with the ones in the key.

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to answer exam questions that involve completing sentences with words from a passage.

Exercises 1 & 2

Go over the exam information on completing sentences and draw attention to the Exam tip at the top of page 30. Give students a few minutes to discuss whether they find synonym and antonym exercises difficult and whether they have any strategies for doing them. Learners do the exercises individually and check their answers in pairs. Encourage them to do the exercises without using dictionaries as in the exam. As you monitor, find out and discuss any strategies the students are using.

Typical mistakes: Some students may be confused by words that have more than one meaning such as *remote* and *deliberate*. Encourage them to match the more obvious pairs first, e.g. *lost* and *found*, and to guess the pairs that they are uncertain about using strategies such as matching the same parts of speech.

Exercise 3

Point out that reference to information in a text can use longer phrases or definitions. Explain that these are not necessarily synonyms or antonyms, but may just be different ways of referring to the same thing – as in the example. Sometimes these references explain what the more difficult words mean so they may be similar to dictionary definitions. Ask learners to do the exercise following the instructions in the book and compare their answers in groups of three or four, checking answers in a dictionary if necessary.

Exercise 4

Remind learners of the scanning they did in Unit 3 and emphasize that it is a key skill needed for the exam. Draw their attention to the Exam tip box at the top of page 31. Ask them to do the exercise individually, following the instructions in the book. Give them 90 seconds to scan the text and then see how many words they have managed to find. It will help to underline each word in the text as they find it. Follow up by dividing learners into groups and asking them to identify what helped them find the words or synonyms.

Typical mistakes: Depending on their first language, learners may have difficulty finding the answers to 7 (*plate*) and 14 (*fabric*), as they are false friends in some languages. Remind them not to spend too long on the answers that they cannot immediately find, but to come back to them after finding the rest of the words.

EXTENSION ACTIVITY (30 MINS)

1. To provide further practice in scanning a text to find words in a text, ask learners to select ten words from another reading text. The class should be divided into two and each half given a different text that you have brought along to class.
2. Students should write down the ten words they have chosen in a list to give to another student.
3. Pair up each learner with someone who looked at the other text, and have them swap word lists and texts. They then work individually try to find all the words on their partner's list in 60 seconds.
4. Have a discussion about what sort of words they selected and whether their partner found them easy or difficult to find in the text and why that is. Have them think about strategies that can help to locate words – such as focusing on the first two or three letters of words as they search rather than trying to look for whole words.

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 32. To review the strategies they should use, ask them to read the progress check on page 33 before they do the exercise as well as after.

PHOTOCOPIABLES

Unit 4: Language development spot check 2

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| <p>An extremely accurate clock that is used especially by sailors at sea.</p> | <p>The science related to the study of living things.</p> |
| <p>The study of relationships between plants, animals, people and their environment, and the balances between these relationships.</p> | <p>An instrument that measures air pressure and shows when the weather is changing.</p> |
| <p>The study of the Earth's structure, surface and origin.</p> | <p>An instrument for measuring temperature, usually consisting of a narrow glass tube containing a thin column of a liquid which rises and falls as the temperature rises and falls.</p> |
| <p>The study of the countries of the world and of such things as the land, seas, climate, towns and population.</p> | <p>The study and recording (mapping) of the oceans, seas and rivers.</p> |
| <p>The scientific study of animals.</p> | <p>The study of the distribution, conservation, use etc. of the water of the Earth and its atmosphere.</p> |