

Sample lesson plan for *Get Ready for IELTS Reading Unit 5*

**Student preparation for this class:** Have students complete Part 1: Vocabulary exercises 1 & 2. Ask them to research the three different stages of a river on the Internet and make notes on each stage. (30 mins)

**Teacher preparation:** Photocopy Language development spot check 1 photos for Vocabulary spot check 1, one set per student. Alternatively, select your own pictures or electronic images of coastal landscapes (x4). They should include the geological features covered in the lesson, e.g. the Jurassic coast in Dorset (Lyme Regis), Mediterranean cliffs and the Galapagos Islands. (15 mins)

**Part 1: Vocabulary (40 mins)**

**Focus:** Exercises 1 & 2 introduce words related to the natural world; Exercise 3 focuses on linking words and practise finding the meanings of difficult or new words in texts; Exercise 4 focusses on the correct use of *in fact*.

**Spot check 1:**

To reinforce vocabulary related to the natural world.

1. Divide the class into groups of three.
2. Show the pictures of the coastal landscapes that you have brought in. Stick or project them onto the board and label them A, B, C, D. Alternatively give out the photocopied hand out to each student.
3. Students take it in turns to describe what they can see in one of the pictures. The others must guess which picture they are describing.
4. Groups can then discuss which place they would like to visit.

**Exercise 3a**

Have learners do the exercise individually and check their answers in pairs. Review the different words and expressions to describe the natural world and go through the linking words. Clarify any vocabulary that is unfamiliar.

**Exercise 3b**

Explain to students the importance of looking for definitions and explanations of unknown words in the text. Clarify that the definition sometimes follows the word itself (it may be in brackets), or there may be a relative clause or synonym that explains the word. Have them do the exercise individually and compare their answers in pairs, checking answers in a dictionary if necessary.

**Exercise 4**

Draw students' attention to the Watch out box on page 35. Have learners do the exercise individually and check their answers in pairs. Follow up by having students write their own sentences using the following sentence stems: *In the past, people thought... / Many people believe... / Some people argue...*

They should read out their sentences to a partner who must respond with a sentence starting *In fact...*

As you circulate and monitor their work, check that they are using the language correctly.

**Part 2: Skills development (40 minutes)**

**Focus:** These exercises train learners to read a passage and then complete a diagram, flowchart or picture.

**Exercise 1**

Go over the Exam information on completing diagram labels at the top of page 36. Have learners do the exercise following the instructions in the book. Remind them to skim the text quickly. Follow up with a short discussion about what helped them find the information, e.g. topic sentences.

**Exercise 2**

Draw learners' attention to the Exam tip box on page 37. If necessary, remind them that a flowchart is a diagram that shows a process or sequence of events using arrows to indicate the order in which things happen. Learners do the exercise individually and compare their drawings in groups. They can then compare their diagrams with the one on page 37. Point out that there is no single correct way to draw the diagram.

**Exercise 3**

Ask learners to do the exercise following the instructions in the book and compare their answers in pairs.

**Typical mistake:** Students who have difficulty with accuracy may lose marks for incorrect spelling or grammar, or may use more than the maximum number of words. Explain that it is important to read both the question and the text carefully and to make sure that the words they use are exactly the same as those in the text.

### EXTENSION ACTIVITY (30 MINS)

To provide further practice in completing diagrams and referring to diagrams and flow charts, have learners draw and label their own flow charts or diagrams.

1. Ask learners to refer to the notes they made on the different stages of rivers before the class. If you have access to the Internet, they could do additional research in the lesson.
2. Learners work in pairs to draw a diagram of a river and label it with information about the different river stages.
3. Display the diagrams on the walls and have the learners circulate, looking at the different diagrams.
4. Follow up with a few discussion questions: *'What makes a diagram clear and effective?', 'What sort of language is used in labels and explanations?'*

### 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 39 before they do the exercise as well as after.

**PHOTOCOPIABLES**

**Unit 5: Language development spot check 1**

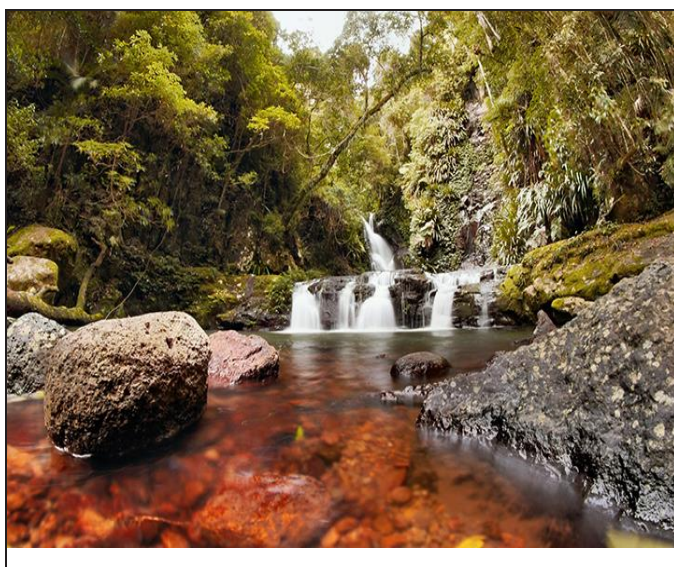
**A**



**B**



**C**



**D**

