

Sample lesson plan for *Get Ready for IELTS Reading Unit 6*

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

Teacher preparation: For Language development spot check 2, collect five or six interesting or well-known English advertising slogans (or use the ones given in the spot check). Choose slogans that include the definite / indefinite / zero article. For the Extension activity, select two short news items from the Internet or local newspaper (approximately 200 words) and label them A and B. Photocopy enough for each student to have a copy of either A or B. (30 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercises 1 & 2 introduce words and collocations related to communication and advertising; Exercise 3 focusses on correct use of the definite (*the*) and indefinite (*a*) article.

Spot check 1:

To reinforce vocabulary related to advertising:

1. Ask learners to think of an interesting slogan, logo or advertisement they have seen recently.
2. Divide the class into groups of three or four. Learners take it in turns to draw the logo, say the slogan or describe the advert for the other players in the team to guess.
3. When they have finished, have them discuss where they see advertisements and what types they think are most effective.

Spot check 2:

1. Dictate the advertising slogans that you collected before the lesson, or use the ones below:

A diamond is forever.

It's the real thing.

The best to you each morning.

We keep your promises.

Use natural speech, including contractions and weak forms.

2. Learners underline all the articles in the sentences. They work in pairs to check they have written the slogans correctly and think about why there are *definite / indefinite* or no articles in each one.

3. They then guess the products that the slogans refer to (Answers: *De Beers diamonds; Coca-Cola; Kellogg's cereals; DHL*)

Typical mistakes: Learners may omit the indefinite article because they do not hear it in connected speech where it is nearly always pronounced in its weak form as a *schwa* /ə/. Draw attention to this sound and encourage learners to listen for it in spoken English as well as noticing how articles are used in written English. When they learn new nouns, learners should also record information about agreement and articles.

Exercise 3a

Remind learners to identify the parts of speech of the words in the box and to notice whether each one is singular or plural to help them focus on verb/noun agreement and decide which one fits in each gap. Ask them to do the exercise individually following the instructions in the book, and then check answers in pairs. As you check their answers, challenge them to explain why each word fits in a particular gap. Draw their attention to how the indefinite article gives a clue to the words that can fit answers (2), (5) and (7). Then direct attention to the Watch out box on page 41.

Exercise 3b

Learners do the exercise individually following the instructions in the book, then compare their answers in pairs. Follow up by asking learners to explain their choices.

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to answer exam questions that involve completing a summary of, or notes about, a text.

Exercise 1

Go over the Exam information on completing notes and summaries and draw attention to the Exam tip box at the top of page 42. Learners complete the table individually and compare their answers in pairs. Give the correct feedback to the class and tell them that identifying the correct part of speech will help them complete the exercises in the rest of the unit.

Exercise 2

Ask learners to do the exercise following the instructions in the book and compare their answers in pairs. Exercise 2 encourages them to use grammatical clues to predict the missing word and is useful preparation for Exercise 3.

Exercise 3

Have learners read the instructions for this exercise carefully. Check that they understand the word limit and that 'no more than TWO words' means that either one or two words are possible for each gap. They should complete the exercise individually and compare answers in groups, discussing what helped them choose the correct answers.

Typical mistakes: Students may find it hard to find the correct word to put in the summary, particularly if the information comes in a different order to the text. This is why it is important to skim the text first. Also the words surrounding the missing word may be different, e.g. *the business world* is used here in the text but the summary refers to *a business environment*. Remind learners that although the missing words they write should be from the text, the summary may contain synonyms for some of the key terms in the text.

EXTENSION ACTIVITY (40 MINS)

1. To provide further practice in predicting missing words in a gapped sentence or paragraph, have learners test each other in groups of three. One student should choose a short text to read aloud (e.g. one of the texts on page 34–35) but should pause half way through some of the sentences for the other group members to guess the next word.
2. To encourage better understanding of gapped texts, divide the class into two groups, A and B, and give each group copies of the news items that you prepared before the class. Have learners read the news item and blank out five words to create their own gapped texts. As and Bs should then swap texts and try to guess the blanked-out words in the text they have been given.

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 44. To review the strategies they should use, ask them to read the progress check on page 45 before they do the exercise as well as after.