

Sample lesson plan for *Get Ready for IELTS Reading Unit 7*

Student preparation for this class: Have students complete Part 1: Vocabulary exercises 1 & 2. (30 mins)

Teacher preparation: For the extension activity, source a reading text on a business topic of an appropriate level of difficulty (200–300 words). Photocopy the text so that there is one copy for each group of students. Cut the text into individual paragraphs. (30 minutes)

Part 1: Vocabulary (35 mins)

Focus: Exercises 1 & 2 introduce words related to money and banks; Exercise 3 focusses on commonly confused words for quantities: *few* and *a few*.

Spot check 1:

To reinforce vocabulary related to money:

1. Divide the class into three teams and give each group one of the following categories: things that you can do in a bank (e.g. open a savings account) / things that you have to pay (e.g. rent) / ways to get money (e.g. cash a cheque)
2. Each team has two minutes to write a list of as many things as they can that fit into their category.
3. Teams take turns to read out their list. The other teams guess what the category is.
4. The teams can then add more ideas to the other teams' lists.

Exercise 3

Draw students' attention to the Watch out box on page 49 and explain the difference between *few* and *a few*. Learners do the exercise individually and compare their answers in pairs.

To reinforce the difference between *few* and *a few*:

1. Divide the class into pairs.
2. On a blank sheet of paper, each student writes five questions starting: *How many ...? / How often ...? / Who ...? /* The questions should be designed to elicit an answer using *few* or *a few*, e.g. *How many people in the class are wearing red socks?* Answer: *Very few people.*
3. Students should ask their questions to their partner. Their partner should try to answer each question using *few* or *a few*.

Part 2: Skills development (35 minutes)

Focus: These exercises train learners to find and recognize sections of a text that have specific functions, including topic sentences, explanations and examples.

Exercise 1

Go over the Exam information on matching information and draw attention to the Exam tip at the top of page 50. Check that learners are familiar with the headings in the box by giving or asking for examples of the different functions, e.g. *this will happen if* = condition. Learners do the exercise individually and check their answers in pairs. Follow up by asking them what features of the answers helped them decide on their answers.

Exercise 2

Ask learners to do the exercise following the instructions in the book and compare their answers in groups. Exercise 2a encourages them to pick out the topic of the paragraph and helps them to identify the topic sentence in 2b.

Typical mistakes: Students who have difficulty identifying topic sentences may need additional guidance. Explain that although the topic sentence introduces the main topic / idea of the paragraph, it does not always come at the start of the paragraph (paragraph A) and it may be long or extended (paragraph D).

Exercise 3

Have learners underline the key words in the questions and compare ideas in groups. They should check with the Answer key before looking for the answers in the text individually. Encourage them to discuss their answers in groups. Draw their attention to the Glossary box under the reading passage and remind them that skimming the text will ensure they don't miss any boxes like this in the exam.

Typical mistakes: Some students underestimate the need to read exam questions carefully, particularly if they feel they are short of time. This can lead to them misunderstanding the question and losing important marks. Emphasize the importance of looking carefully at certain types of words in exam questions such as: question words (*why, what, when, etc.*); key numbers and adjectives; where you need to look (at a sentence, paragraph or full text).

EXTENSION ACTIVITY (30 MINS)

To provide further practice in identifying key information in paragraphs, have learners analyse the texts that you prepared before the class.

1. Learners work in groups of 4–5 students. Distribute the cut-up paragraphs to each group.
2. Have each group work together to put the paragraphs into the correct order.
3. They then decide on the function of each paragraph and think about what helped them order the sentences.

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 53 before they do the exercise as well as after.