

Lesson plan: *Get Ready for IELTS Reading* Unit 8

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

Teacher preparation: Photocopy Language development spot check 1 cards for Vocabulary spot check 1, and both the cards with meeting roles: *chairperson; secretary; student representative; teaching staff; committee member; head teacher* and the corresponding blank cards. You will need one set per group. You will also need strips of paper for the Extension activity (long enough to write sentences on); prepare enough for each pair of students to have six strips. (15 mins)

Part 1: Vocabulary (35 mins)

Focus: Exercise 1 introduces words related to professional meetings and responsibilities; Exercise 2 focusses on sentence structure and subjects that have more than one noun.

Spot check 1:

To reinforce vocabulary related to professional meetings and groups.

1. Give learners one minute to revise the words in Vocabulary exercise 1.
2. Divide the class into groups of four students and give out a set of the cards you prepared before the class to each group (six cards with roles on and six blank cards).
3. The group discuss what they think each role involves and write a definition for it on one of the blank cards, e.g. *This person belongs to a group with special responsibilities at a meeting.* (committee member)
4. Each group mixes up the cards and swaps cards with another group.
5. Students match the roles to the definitions that the other group wrote.
6. Groups discuss whether the definitions on the cards they have matched are similar to the definitions that they wrote themselves. Ask them if they can think of any other roles or responsibilities that students and teachers might have at school (e.g. mentor; head boy or girl; deputy head).

Exercise 2

Review the subject-verb structure of English sentences and explain that a subject can be just one word, or it can be a long or short phrase. Write examples of short sentences on the board, e.g. *The staff members are not here. The decision is not popular.* Draw students' attention to the Watch out box, which shows similar, but longer, sentences.

Have learners do the exercise individually, answering the questions and comparing their answers in pairs.

Spot check 2:

To check the learners' understanding of sentences with long or complex subjects:

1. Divide the class into two or three teams depending on the size of the class. Choose one of the sentences from Exercise 2 and write it on the board.
2. Teams should take turns to delete 1–3 words of the sentence, ensuring that it still makes sense and has correct grammar. They score a point for each word they delete.

Example:

The secret of a successful career, according to my mother, is to have children first, when you are still young.

Team 1: The secret of a successful career, according to my mother, is to have children ~~first~~ when you are ~~still~~ young. (2 points)

Team 2: The secret of a successful career, according to my mother, is to have children ~~when you are~~ young. (3 points)

Team 1: The secret of a successful career, according to ~~my~~ mother, is: ~~to~~ have children young. (2 points)

Team 2: The secret of a successful career ~~according to~~ ~~mother~~ is: have children young. (3 points)

Part 2: Skills development (40 minutes)

Focus: These exercises train learners to complete multiple choice items by choosing the correct sentence endings.

Exercise 1

Go over the Exam information on matching sentence endings and draw attention to the Exam tip at the top of page 56. Check understanding of the word *charter* by explaining or giving some examples of different charters, e.g. *government charter; human rights charter; school charter*.

Ask learners to do Exercises 1a and 1b individually, following the instructions in the book and compare their answers in groups. Follow up by asking them what features of the answers helped them decide on their answers (e.g. an adjective precedes a noun.)

Typical mistakes: Students may be confused by *needs to be* in Exercise 5 items 5 and 6 because it is followed by an adjective (in 5) but a passive verb form (in 6). Explain that all forms of the verb *to be* can be followed by a passive form or adjective (or an adverb or preposition).

Exercise 2

Draw learners' attention to the Exam tip box at the bottom of page 56. Exercise 2 involves looking closely at the information in the text as well as the grammar of the sentence endings. Have learners do the exercise individually, following the instructions in the book. As you check their answers, challenge them to explain why the other answers were incorrect. This will help them recognize typical features of distractors (wrong answers).

EXTENSION ACTIVITY (30 MINS)

To provide further practice in choosing correct sentence endings, have pairs write sentence halves for another pair to match.

1. It would be useful to demonstrate the activity by writing a sentence on the board and then dividing it into two suitable sections. Example: *One of the most basic human rights is / to have clean drinking water.*
2. Have learners work in pairs. Give each pair six strips of paper. They read the text on page 57 again and decide on six sentences of at least eight words to write on the strips of paper (one sentence per strip).
3. They then cut each sentence into two parts and swap strips with another pair.
4. Pairs look at the sentence openings and guess the likely endings of the sentences they have been given (without looking back at the text).
5. Pairs look at the sentence endings and match them to the correct opening.

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 59 before they do the exercise as well as after.

PHOTOCOPIABLES**Unit 8: Language development spot check 1**

chairperson	
secretary	
student representative	
teaching staff	
committee member	
head teacher	