

Sample lesson plan for *Get Ready for IELTS Reading Unit 9*

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

**Teacher preparation:** For the Extension activity, cut up strips of paper (long enough to write sentences on); prepare enough for each student to have three strips. (10 mins)

**Part 1: Vocabulary (35 mins)**

**Focus:** Exercise 1 introduces words related to groups and types of community; Exercises 2 & 3 focus on word building and ways of categorising words; Exercise 4 focusses on compound nouns connected with groups of people

**Spot check 1:**

To reinforce vocabulary related to community groups:

1. Divide learners into teams of four students.
2. Give them one minute to write down as many compounds and phrases as they can containing the word '*community*' (without looking in their books).
3. After one minute see which team has the longest list. Have them read out their list and write the phrases on the board.
4. Ask learners to open their books and review the expressions in Exercise 1. Additional phrases can be added to the list on the board.

**Exercise 3**

Introduce the exercise and clarify that some of the given words may fit in two categories, e.g. *criminal* can be a noun and an adjective, so learners should tick both columns. They complete the exercise following the instructions in the book and compare their answers in pairs.

**Exercise 4**

Have learners do the exercise following the instructions in the book and compare their answers in groups of three or four. Encourage them to check their answers in a dictionary.

To check their ability to distinguish between different, but related, concepts and parts of speech do the following activity: Write a list of word pairs on the board as follows: *commune / community; voluntary / voluntarily; organizer / organization; reside / residence;*

Have learners work in pairs. They should practise saying each pair of words with the correct stress patterns and discuss the difference in their meanings.

As you circulate and monitor, check their understanding and pronunciation, modelling the correct pronunciation and stress where necessary.

**Typical mistakes:** Students may be confused by the fact that some of the words in Exercise 3 & 4 can be spelt differently depending on whether they are reading a British or US English text e.g. *criminalize* and *organization* can sometimes be spelt *criminalise* and *organisation* in British English.

**Part 2: Skills development (45 minutes)**

**Focus:** These exercises train learners to match topics, statements or opinions to particular sections of a text.

**Exercise 1**

Go over the Exam information on Matching features the top of page 62. Have learners do the exercise following the instructions in the book. As you check their answers, challenge them to explain why they chose to categorize the words as they did.

**Exercise 2**

Introduce the newsletter and draw attention to the Glossary at the bottom of the page. Ask learners to do the exercise individually and compare their answers in groups before going through the suggested answers in the Answer key. Emphasize that several different answers are possible.

**Exercise 3**

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

**Exercise 4**

Learners do the exercise following the instructions in the book.

**Typical mistakes:** Some students may spend a long time looking through the whole text for paraphrases of specific sentences. Remind them that Exercises 2 and 3 involved skimming to find the topics and scanning for details of specific paragraphs. They should use this information to help them locate the sentences that need paraphrasing, e.g. Sentence 3 relates to *chocolate eggs*, which have already been identified as the topic of paragraph G.

**EXTENSION ACTIVITY (25 MINS)**

To help develop further awareness of and confidence in paraphrasing, have them work in groups of three to write their own sentences for paraphrasing.

1. Give each group member three strips of paper. Ask each member of the group to choose and write three sentences from the *Warley Woods* text – each sentence on a different slip of paper.
2. The strips should be placed face-down in a pile. Students take it in turns to take a strip and read out the sentence; the other group members should paraphrase the sentence on the strip.
3. Groups can then discuss which paraphrase they think is better.

**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 65 before they do the exercise as well as after.