

Sample lesson plan for *Reading for IELTS* Unit 10

Student preparation for this class: Have students complete all of Part 1: Vocabulary before the class. (1 hour)

Teacher preparation: For Vocabulary spot check 2, make sufficient copies of the hand out so there is one set of cards per group of four students. Cut up and bundle sets together. (15 mins)

Part 1: Vocabulary (15–20 mins)

FOCUS These exercises introduce common words and expressions associated with holidays and travel and provide practice in using synonyms and word building.

Spot check 1:

To revise vocabulary related to holidays and travel, have learners work in teams of four students.

1. Give them two minutes to write down as many words and phrases they can remember connected with the topic of holidays and travel.
2. After two minutes see which team has the longest list. Have them read out their list and write the words and phrases on the board. Add words from other groups that are not on the list.
3. Ask learners to open their books and find five more words or expressions in the Vocabulary practice section.

Spot check 2:

To practise using synonyms for words connected with holidays and travel play a 'pairs' game in groups of four.

1. Distribute the cards and have learners place them face down in the middle of the group.
2. Each player takes turns to reveal two cards. If they match s/he keeps them, if not, they are turned back face down.
3. Learners continue until all the cards are matched.
4. Learners count and note down the number of pairs they have collected.
5. One student then looks at his/her pairs and says a word or phrase. The first student to give a synonym adds a point to his/her score.

6. Continue until all the synonyms have been given. The student with the most points wins.

Note: the student who collected the most pairs is disadvantaged in the second part and this is a chance for the others to catch up.

Part 2: Practice exercises (50 mins for Exercises 1–4; 30 mins for Exercises 5 & 6)

FOCUS These exercises train learners to identify writers' views/claims in the context of yes/no/not given questions. Exercises 1–3 focus on the difference between facts and opinions. Exercise 4 reminds learners of the importance of paraphrasing. Exercises 5 & 6 focus on identifying writers' views or claims.

Exercise 1

Direct learners' attention to the Exam information box at the top of page 89. Point out that the answers yes/no/not given are used for questions about the writer's opinion and true/false/not given are used for answers about factual information (see Unit 8). Explain that this exercise helps them to think about the difference between fact and opinion. Have learners complete the activity according to the instructions and discuss their answers in pairs. Check answers and clarify any issues that arose in the pair discussion as a class.

Typical mistakes: Some learners might have more difficulty distinguishing fact from opinion than others. Use this introductory activity to find out about your own learners so that you can provide the appropriate help. Point out how to answer a yes/no/not given question in a text containing the following sentence: *As for me, I think the airport service for Thai Airways is better than any other.* Thai Airways has the best airport services. Given, but not a fact (NO). The writer thinks that Thai Airways has the best airport services. Given, and expresses the writer's opinion (YES).

Exercise 2

Highlight that this exercise focuses on facts: whether the statement agrees with a fact in the text or contradicts it. Discuss the example as a class. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

Exercise 3

Highlight that this exercise focuses on opinions: whether the statement agrees with the writer's opinion

or contradicts it. Learners complete the activity according to the instructions. Tell them to discuss their answers in pairs, justifying each answer. Continue discussion in groups before checking the answer key.

Typical mistakes: If you feel some of your learners still need reminding about how this activity works, have a discussion at this point about how Exercise 2 and 3 have helped their understanding of the yes/no/not given activity type.

Exercise 4

This activity is a simplification of the sort of question learners will see in the exam: the statements give a definition of the words and phrases they need to find in the text – which helps them think about the paraphrasing of specific words and phrases. Learners complete the exercise according to the instructions.

Exercise 5

Practice exercises 5 & 6 provide targeted practice in answering yes/no/not given questions. Direct learners' attention to the Exam tip at the bottom of page 90. Highlight that this exercise only asks them to distinguish between YES and NOT GIVEN. This means they can just concentrate on finding whether the information is in the text, and not be distracted by looking for information that contradict the statement. If there is no paraphrase, the answer is NOT GIVEN.

Exercise 6

Elicit or explain how this activity differs from the yes/no/not given activities in the exam:

- a) The information in focus is provided so learners do not have to find it in the text.
- b) Instead of identifying one statement as YES/NO/NOT GIVEN, learners identify one of each.

Point out that this will provide them with valuable practice in the exam technique. Have learners complete the activity according to the instructions and then discuss answers in pairs. Check answers in groups of four and have learners look carefully at the commentary provided in the answer key.

Typical mistakes: Point out that the choices in this exercise have been written to specifically highlight problems that students face when answering similar yes/no/not given question types. This is why it is important for them to check carefully through the commentary and reflect on any misunderstandings, e.g. the difference between *confident about (something)* and *confident* in item 2.

EXTENSION ACTIVITY (30 MINS)

To help learners distinguish fact from opinion, have them reread sections C–E of the Exam practice text in Unit 9.

1. Learners work individually, underlining facts and circling opinions.
2. When they have finished, have them work in pairs to compare their answers.
Answer key: facts underlined; opinion in italics.

C

Living Streets (livingstreets.org.uk), which promotes safe, active and enjoyable streets, says *steer clear of heavy traffic*. Its research shows that people living on busy streets shield themselves from noise, don't go outside and restrict their children's independence – all of *which reduces interaction with neighbours*. And although an *open space may seem like an asset, it can also become a source of conflict*, says Dominic Church, senior adviser at the Commission for Architecture and the Built Environment. *'If they are not kept clear and nobody is clearly responsible for the maintenance, they can become breeding grounds for graffiti, antisocial behaviour and kids mucking about,'* he says.

D

Local police can tell you whether there is a Neighbourhood (or Home) Watch scheme in your area (mynhw.co.uk). Living in an area with a scheme doesn't just reduce your insurance premiums and ensure that the police tackle local issues such as theft: research shows that even when neighbours have nothing in common they share a desire to create a safe area and create a community spirit. If there isn't a scheme, find out why.

E

Councils have lists of local voluntary organisations that can help to reveal the interests and activities of local communities. Some councils also run award schemes, which may include prizes for active and inspirational groups. Search the web, use social media and post queries on forums to find out residents' views. *This may give you more varied and up-to-date information than the council.* Look at newschoolsnetwork.org to see if there are any plans to set up a new free school in the area. *This is a sign of socially engaged parents and community motivation.*

Part 3: Exam practice (30 mins)

This can be assigned for homework. Remind students to look again at the Exam information and tip boxes before completing the Exam practice section.

PHOTOCOPIABLES

Vocabulary spot check 1

clientele	customers	staycations	holiday at home
sector	business	commuters	people who travel to work
lobby group	campaigners	arrangement	scheme
casualties	injuries		