

## Sample lesson plan for *Reading for IELTS* Unit 11

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

**Teacher preparation:** For the Extension activity make enough copies of the hand out for each student. (20 mins)

### Part 1: Vocabulary (20–30 mins)

**FOCUS** **Focus:** These exercises introduce common words and expressions associated with culture and modern society and provide practice in using homonyms.

#### Spot check 1:

To revise words associated with high and low culture have students work in pairs to complete a table.

1. Draw two columns on the board headed *Low culture* and *High culture*. Elicit two items from Vocabulary exercise 1 that can go under *Low culture* and two that can go under *High culture*.
2. Learners write as many words and phrases as they can under each heading, both new words and ones from Vocabulary exercise 1.
3. Score two points for each item from Exercise 1 and one point for each new item. The pair with the most points wins.

#### Spot check 2:

To revise and extend the use of homonyms, do the following activity.

1. Elicit examples of homonyms that the learners have encountered in Vocabulary exercises 5 and 7: *beam, conductor, myth, plump, relay, stratosphere, steep, stunned*. Write them on the board.
2. Add to the list any homonyms from the exercises that the learners can't remember, then elicit two possible meanings for each one.
3. Write the following additional homonyms on the board:  
*address, arm, board, book, chip, duck, file, hail, jam, light, match, object, park, rock, row, saw, spring, trip, watch*  
Have learners work in groups to see if they can come up with two meanings for each. They should write them down as list. Point out that they can all be a noun or a verb.

4. When they have done as many as they can, have them swap lists with another group and, using a dictionary, check answers and complete any left blank.
5. The group with the most definitions wins.

### Part 2: Practice exercises (20 mins for Exercises 1 & 2; 30 mins for Exercises 3 & 4; 30 mins for Exercises 5 & 6)

**FOCUS** These exercises train learners to match statements to features in the text. Exercise 1 focuses on the difference between facts and opinions. Exercise 2 focuses on identifying features in a text. Exercises 3 & 4 focus on skimming, scanning and paraphrasing as preparation for Exercise 5. Exercise 6 practices the strategies from previous exercises to match statements.

#### Exercise 1

This exercise helps learners pick out opinion and information in a text. Direct learners' attention to the Exam information box the top of page 97. Elicit the difference between a 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.

#### Exercise 2

Exercise 2 gives practice in picking out key information. Go through the example carefully and discuss it as a class. Elicit the exact words used if different from the answers, i.e. *a study, children under two, language development*. Then have learners complete the activity according to the instructions and discuss their answers in pairs.

**Typical mistakes:** Learners sometimes find it hard to isolate key words from the detailed information around them. Rather than identifying features, they might identify things that are too specific. You can help them by getting them to try and shorten any lengthy explanations, e.g. in Text B: *paediatricians' advice* instead of *'official advice to parents from the American Academy of Paediatrics'*. You could also point out that this is an exercise where the process is more important than the correct answer, i.e. they will learn more by thinking about possible answers than just by trying to get them correct.

**Exercise 3**

Point out that this exercise introduces a three-stage strategy for summarising key information that will save them time and improve their comprehension. Note the following about each step:

1. When they skim-read each paragraph, they should only read enough to identify the topic (or it quickly becomes reading for detail)
2. Having made a note of the topic, they should write anything else they remember before moving on to the next paragraph (but not re-read the paragraph)
3. Having completed steps 1 and 2, learners can look at their notes to predict what is missing, and then scan for detailed information.

**Typical mistakes:** The ability of your learners to do this task will depend on how well they can both skim-read and take notes. If your learners lack effective note-taking skills, give them practice using texts in other units and encourage them to make notes. This can be done as a self-study activity.

**Exercise 4**

This exercise links the importance of paraphrasing to the feature-matching task type. Have learners complete the activity according to the instructions and discuss their answers in pairs. They should compare their ideas with the suggestions in the answer key.

**Exercise 5**

Exercises 5 and 6 focus on specific elements of feature matching. Have learners complete the activity according to the instructions. Tell them to work individually; they should refer to their notes initially and then refer to the text, discussing their answers in pairs. For a full explanation, have learners look at the answer key.

**Typical mistakes:** Learners sometimes find it difficult to separate different elements of a task – as they are asked to do in Exercise 5. It is helpful to give each element more clarity by, for example, having them do the first stage individually and the second in pairs.

**Exercise 6**

This exercise highlights four different types of statement: opinions (of the author or quoted by him/her) and facts (expressed by the author or quoted by him/her). Discuss the strategies learners can use before they begin. After checking answers, have a class discussion about the strategies they have learned.

**EXTENSION ACTIVITY (30 MINS)**

To give learners further practice in feature-matching tasks before they complete the exam practice, have them use the text from the Exam practice in Unit 10 to answer the question in the handout.

**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

Match the statements 1–6, which describe people and places, with names A–F.

1. A member of staff at Loganair
2. A senior member of staff at Westray Junior High
3. A company that records unusual facts
4. A boat that is currently out of use
5. A place in Orkney that is not on an island
6. A place used for comparison

A Willie McEwen
B Edinburgh airport
C Jonathan Hinkles
D Kirwall
E The Guinness Book of Records
F Golden Marina