

Sample lesson plan for *Reading for IELTS* Unit 4

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

Teacher preparation: Prepare handouts:

1. For Vocabulary spot check 1, make sufficient copies of the hand out so there is one set (A and B) per group of four to six students.
2. For Vocabulary spot check 2, make sufficient copies of the hand out so there is one for each student. (15 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with water and geographical features and train learners to work out meaning from context.

Spot check 1:

To check learners' recall of vocabulary associated with geographical features, do the following group activity.

1. Organise learners into groups of four or six, dividing each group in half as Team A and B.
2. Distribute the definitions to each group, half to each team.
3. Have each team member take it in turns to give a definition and elicit an answer from the other team.
4. The team that gets the most answers correct in each group wins.

Spot check 2:

To check learners' recall of vocabulary associated with liquids, do the following mingling activity.

1. Distribute one set of words to each student.
2. Set up as a mingling activity. Have learners ask about each word as follows:
What's another word for [purification]?
They ask a different student for each question until seven students have answered correctly.
3. For each correct answer, they write the answer and the name of the student that gave it.
4. The first person to collect seven correct answers from seven different students, wins.

Part 2: Practice exercises (40 mins for Exercises 1–5; 50 mins for Exercises 6–8)

FOCUS These exercises train learners to read and answer questions efficiently. Exercises 1 & 2 develop awareness of how sentence structure can help in completing sentences about a text. Exercises 3–6 develop awareness of how to find information within a text. Exercises 7 & 8 train learners to understand the gist of paragraphs.

Exercise 1

This exercise helps learners to predict sentence endings by looking at the grammar of the sentence. Direct learners' attention to the Exam information and tip boxes before they complete the exercise. Then go through the example for Exercise 1 as a class. Use this opportunity to clarify the grammatical descriptions learners will need to use in the exercise. Before they begin, point out that adverbs could come next in most of the sentences, but this would not make sentences with the most appropriate meaning. Learners complete the exercise in pairs.

Typical mistakes: Some learners may not be familiar with the grammatical terminology/descriptions. If this is a problem, you can have them work in small groups to complete this exercise. You will then need to make sure you reinforce their understanding of this area over the next few lessons.

Exercise 2

The object of this matching exercise is for learners to make use of their predictions from Exercise 1. Do the first item together as a class. Have learners look for the three sentences beginning with a noun, noun phrase or gerund before deciding which sentence is most likely to be correct. Then have learners complete the exercise individually and compare their answers in pairs.

Typical mistakes: Learners often continue to use their own strategies to complete an exercise rather than the one the exercise is focusing on – in this case, using grammar clues to complete sentences. You can encourage them to follow the stages in the instructions by monitoring carefully while they work and having them discuss how they arrived at their answers during feedback.

Exercise 3

This exercise is designed to help learners with another important strategy, identifying where to find information in a text to answer a particular question. Have learners complete the exercise according to the instructions. Highlight that in some IELTS question types, such as sentence completion, the information is always in the same order as the text.

Exercise 4

Exercises 4 & 5 help learners to identify key words in a question and to see how they are paraphrased in the text. Remind learners that the key words in a phrase or sentence are generally the ones that are stressed in speech (see Unit 3, Exercise 6). Demonstrate with the first sentence, using a natural stress on *Searching*, *artefacts* and *sea*. Learners can complete the remainder of the exercise individually, then compare their answers in pairs.

Typical mistakes: Many learners have difficulty with English stress and intonation patterns. Some might therefore find that using stress patterns to identify key words unhelpful and would prefer to concentrate on other indicators, e.g. that they are mainly nouns and verbs. (Note that in these sentence beginnings there are few verbs and the key words are mainly nouns.)

Exercise 5

Direct learners' attention to the Exam tip box at the bottom of page 37 before trying the exercise. Complete the exercise following the instructions in the book. During feedback, refer them to the Exam tip box at the bottom of page 38. Highlight how the two sentence beginnings *Looking for items under the sea* and *Finding artefacts* are also paraphrases of the words used in the text by eliciting how the wording has changed to '*Searching for artefacts under ...*' and '*...recovering artefacts*'.

Exercise 6

This exercise looks more closely at paraphrasing. Learners complete the exercise following the instructions in the book. In classes with weaker learners it would be a good idea to go through the example as a class before they complete the exercise: you can use the opportunity to clarify vocabulary, especially the use of *minefield* as a *difficult situation*. Have learners discuss their answers and why they think the alternatives are incorrect before going through the explanations in the answer key.

Exercise 7

Before completing the exercise, discuss what learners know about the kind of danger people can face from

stormy seas both on and off the water. You don't need to pre-teach vocabulary, but some of it might come up naturally in the discussion. Before they complete the exercise, remind learners to look for both exact wording and paraphrasing.

Typical mistakes: Many learners try too hard to understand every detail in a text at the expense of general comprehension. This preoccupation with understanding everything in a long text can be a particular problem when the aim of an activity is to focus on specific detail, as in Exercise 7. It can be reassuring for learners if you have them skim read the text first and then elicit briefly what they learned about the dangers of the sea. In this way they can share their responses and get a more global understanding of the text before they focus on the details – they will probably be surprised how much they have picked up when reading for gist.

Exercise 8

Before learners begin, point out that they need to use the information they found in Exercise 7. They then complete the exercise according to the instructions. During feedback, point out that the combination of the two exercises will provide the learners with a useful reading skill, i.e. locating where to find information in a text and then reading that part of the text for detailed understanding.

EXTENSION ACTIVITY (30 MINS)

For additional practice in paraphrasing, divide the class into four groups and follow the following steps.

1. Each group chooses four sentences from the text in Unit 3, Practice exercise 4.
2. The group discusses how to paraphrase the sentences they have chosen.
3. They rewrite the sentences, dividing them up to make a matching exercise with sentence stems 1–4 and sentence endings **a–d**.
4. Each group passes their exercise to the next group to complete – on a separate answer sheet.
5. Once all groups have finished, they pass on the exercise they have completed to the next group.
6. Continue until all the exercises are completed.

Part 3: Exam practice (30 mins)

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

PHOTOCOPIABLES

Vocabulary spot check 1

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| Group A |
| 1. A substance which is not solid but which flows and can be poured, for example water (a liquid) |
| 2. A lake that is used for storing water before it is supplied to people (a reservoir) |
| 3. A large amount of water that covers an area which is usually dry, for example when a river flows over its banks (a flood) |
| 4. An area of calm sea water that is separated from the ocean by a line of rock or sand (a lagoon) |
| 5. A wall that is built across a river in order to stop the water flowing and to make a lake (a dam) |

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| Group B |
| 1. A long period of time during which no rain falls (a drought) |
| 2. A long line of rocks or sand, the top of which is just above or just below the surface of the sea (a reef) |
| 3. A bank of sand below the surface of the sea or a river (a sandbank) |
| 4. Fine sand, soil, or mud which is carried along by a river (silt) |
| 5. The ground under the sea (the seabed) |

Vocabulary spot check 2

similar word

name of student

beverage

immersion

irrigation

perspiration

precipitation

purification

vapour
