

Sample lesson plan for *Reading for IELTS* Unit 5

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

Teacher preparation: For Vocabulary spot check 2, prepare and copy a list of the ten words in Vocabulary exercise 3, leaving a space next to each word for learners to write. Also write the same words on sticky notes, (one word per note). You may need to duplicate words to ensure that there are enough for one sticky note per student. (20 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with language and communication and train learners to work out meaning from context.

Spot check 1:

To check learners' recall of vocabulary associated with signs do the following pair activity.

- Learners draw eight signs, including any of the ones they remember from Vocabulary exercise 6, e.g. *poisonous substance*.
- Learners swap signs with a partner and try to guess the meaning of the signs that their partner has drawn.
- Learners get one mark for each sign they draw from Vocabulary exercise 6 (max 6 marks) and one mark for each of their partner's signs that they identify correctly (max 8 marks).
- The learner(s) with the most marks win(s).

Spot check 2:

To check learners' recall of vocabulary associated with body language, do the following mingling activity. It is in two parts.

Part 1:

- Fix the sticky notes to each learner's forehead without them seeing the word.
- Set up the mingling activity. Learners move around the class interacting in different pairs: one mimes the action on their partner's forehead, the other tries to guess what it is.
- In any pair, if one student can't mime the action or the other can't guess, they move on to work as a different pair. When someone correctly guesses an action written on their forehead they sit down.
- Continue until all learners have finished.

Part 2:

- Give each student a list of the ten body language words and check understanding of each one.
- Continue as a mingling activity. Learners interact in pairs and mime one of the actions on the list.
- If the other person gives the correct word for the action, s/he writes their name next to action on the list.
- The activity continues until one student has a list of eight different student names, one for each action.

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

FOCUS These exercises train learners to answer multiple-choice questions. Exercise 1 provides a general introduction to multiple-choice questions. Exercises 2 & 3 train learners to locate information in the text. Exercises 4–6 encourage learners to put detailed information from a text into their own words (so they can more easily identify correct multiple-choice options). Exercises 7 & 8 train learners to identify correct answers and incorrect distractors.

Exercise 1

Direct learners' attention to the Exam information box at the top of page 44 before trying the exercise. To introduce multiple-choice questions, have learners do the exercise following the instructions in the book. During feedback, show an interest in their answers, but highlight the importance of reading the question carefully and choosing the correct number of options.

Typical mistakes: Learners often lose marks in exams unnecessarily by not following instructions. As learners should be encouraged to learn from their mistakes, it is better to leave them to make their own mistakes in Exercise 1, rather than warning them in advance to follow the instructions carefully. Typically the mistake in this exercise will be to choose the incorrect number of options.

Exercise 2

Before they begin, briefly introduce the text by eliciting what learners think is the key to good communication. Then point out that Exercise 2 is similar to the one they did in Unit 4, Practice exercise 3 and is about locating information. Have learners complete the exercise according to the instructions. Remind them that with multiple-choice questions, like sentence completion, the information is always in the same order as the text.

Exercise 3

This exercise reminds learners to look for key words in the question as they did in Units 3 & 4. Have learners complete the exercise according to the instructions. Then have them compare their answers with the suggestions in the answer key.

Exercise 4

Refer learners to the Exam tip box on page 45 before they complete the exercise and remind them of the paraphrasing exercise they did in Unit 4, Practice exercise 6. Elicit why it is useful to paraphrase extracts from the text – it helps them form a better understanding of the information. Go through the example as a class, then have learners complete the exercise following the instructions in the book and have them check answers in pairs. Encourage them to take an interest how each version is different, their own versions and the ones in the answer key.

Exercise 5

Exercises 5 & 6 help learners to answer questions in their own words. Elicit what learners have learned about monkey behaviour from the text in Practice exercise 4. Explain that they are going to read more about the research of Professor Snowdon and David Teie in the next text. Learners complete the exercise following the instructions in the book. Make sure they understand that the instruction to use bullet points means they have to write a list of answers to each item.

Typical mistakes: You will find that learners often fail to carry out instructions in stages when asked to do so. Highlight the importance of stage 1, underlining key information in the questions, and go round the class checking as they work. Ideally, the learners will develop the habit of doing this over time.

Exercise 6

Books closed, have learners discuss in small groups the pros and cons of predictive texting. Encourage them to give examples of problems they have encountered – they are often amusing. Then complete the exercise, in two stages, following the instructions in the book. Have learners compare their ideas with the models in the answer key to see if they were on the right track.

Typical mistakes: Learners do not find paraphrasing easy and might feel tempted to copy chunks from the text instead of using their own words. Point out that the aim of this activity is to encourage learners to think about and re-state the key ideas in the text in order to recognise the correct multiple-choice option; it is not a test of their ability to write grammatically correct sentences.

Exercise 7

Learners now practise answering multiple-choice questions. Complete the exercise following the instructions in the book. Then have pairs discuss their answers and the ones in the answer key. After feedback, have learners discuss in small groups to what extent the activity in Exercise 6 helped them find the correct answers. Point out that it is helpful to reflect on everything they do in the classroom after the lesson as this will enable them change bad habits and learn new skills more effectively.

Exercise 8

Learners complete the exercise following the instructions in the book. As the object is to identify incorrect distractors, it is important to discuss these in depth during feedback. To make this more effective, it is useful for learners to first discuss them in pairs and then in small groups.

EXTENSION ACTIVITY (30 MINS)

Divide the class into groups of four and follow these steps.

1. Using the text in Practice exercise 5, each learner writes one multiple-choice question where there is one correct answer.
2. In groups, learners discuss each question, the answer and the distractors to see if they are appropriate.
3. Each group then passes their exercise to the next group to complete – on a separate answer sheet.
4. When they finish answering, they pass on the exercise they have completed to the next group.
5. Continue until each group has completed all the exercises.

Part 3: Exam practice (30 mins)

This can be assigned for homework. Have learners look at the Exam tip box before they do the exercise. Remind learners to look again at the Exam information and tip boxes from the unit before completing the Exam practice section.