

Sample lesson plan for *Reading for IELTS* Unit 6

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

Teacher preparation: For Vocabulary spot check 1, make sufficient copies of the hand out so there is one set of cards per group of four learners. Cut up and bundle sets together. (15 mins)

Part 1: Vocabulary (20–30 mins)

FOCUS These exercises introduce common words and expressions associated with science and technology and raise awareness of word origins and use of suffixes.

Spot check 1:

To provide practice in using suffixes and recalling nouns associated with science, divide learners into groups of four.

1. Place the cut-up set of suffixes from Vocabulary spot check 1 hand out face down in front of each group.
2. Learners work as two pairs, with each pair taking turns to either say the words or do the timing / adjudicating.
3. One pair turns over a suffix card. They have 30 seconds to say as many scientific words as they can think of that end in this suffix. The pair scores a point for every word they say correctly. The other pair times them and counts how many correct words they manage to say.
4. Pairs swap roles and turn over another card.
5. The team with the most points wins when all the cards have been turned over.

Spot check 2:

To discuss the jobs of people practising a particular science or medicine, do the following mingling activity. Note that the activity is based on the branches of science and medicine and their explanations in Vocabulary exercise 3 – omitting item 6 (geometry) that cannot be used to describe a job.

1. Give each student a number from 1–12 (omitting number 6). Starting counting again from 1 after reaching 12. Nominate randomly so that learners can't remember each other's numbers.
2. Explain that you want them to describe the job they have been allocated. Have them identify what

their job is from the list in Vocabulary exercise 3, e.g. student 5 is an ecologist.

3. Write a model stem on the board as follows:
I'm a scientist/doctor who is concerned/deals with ...
4. Ask learners to think about how to explain their job to others using the language on the board and in Vocabulary exercise 3.
5. Set up the mingling activity. Have the learners ask and answer about each job, e.g. as follows:
What do you do?
I'm a scientist. I'm concerned with the nature and properties of matter and energy.
You're a physicist.
That's right.
6. Learners write down the name and job of the student and move on to another pair, collecting as many names as possible.

Part 2: Practice exercises (40 mins for Exercises 1 & 2; 40 mins for Exercises 3 & 4)

FOCUS These exercises train learners to complete a diagram or picture and complete sentences about a text. Exercise 1 trains learners to distinguish between types of information in a long text. Exercise 2 trains learners to use this information for labelling diagrams. Exercises 3 & 4 train learners to paraphrase information from a text to complete sentences.

Exercise 1

This exercise raises awareness of the way that paragraphs in a text focus on different ideas. Direct learners' attention to the Exam information box near the top of page 53. Books closed, find out what learners already know about dolphin intelligence and their views on how dolphins should be treated. Then have learners skim read the text to identify the general idea of each paragraph: they write the letter a) *properties of brains* or b) *intelligence* next to each paragraph. Allow just three or four minutes to encourage skim reading rather than a detailed reading. Then have learners work in pairs, looking at the answer key; they will notice that some paragraphs (4 and 6) focus primarily on b) but also refer to a), and that Paragraph 7 talks almost equally about both. Paragraph 8 is not included as it is the conclusion.

Typical mistakes: Texts do not always follow fixed rules with each paragraph strictly divided into different topics. However, they do usually follow a general pattern with paragraphs mainly about one topic: learners need to get used to this idea. They should understand that it is very useful to skim read a text to get a general idea, but that they will still need to read some paragraphs more closely to identify exactly what information it contains.

Exercise 2

Draw attention to the Exam tip box at the bottom of page 54. Then elicit or clarify how this exercise links to Exercise 1, i.e. doing Exercise 1 helped learners identify where to look for the information to complete each diagram. Have learners work in pairs to complete the exercise. Point out that unlike in the exam, there is no word limit here so there may be some variations in their answers.

Exercise 3

Introduce Exercises 3 & 4 by reminding learners of the importance of paraphrasing. Have learners complete this exercise according to the instructions. During feedback, point out that the sentence beginnings paraphrase what is in the text, but that the sentence endings use the same language as the text.

Exercise 4

Remind learners that in order to look for paraphrases in the text, it is useful for them to put each sentence into their own words before they begin reading. Remind them that the answers are in the same order as the text; also point out that they can use the exact words from the text in their answers, as in Exercise 3, as long as they write no more than three words.

Typical mistakes: Some learners may struggle to find the correct answers because there is so much information in the text, e.g. for item 3, several reasons are given for why Goodall thought women made good field scientists. Paraphrasing the sentence beginnings, thinking about the word limit and paying attention to the grammar of the sentence should all help learners narrow down the possible answers to the correct one (in item 3, grammar helps as the answer has to be an infinitive verb form). If some of your learners do not use this sort of strategy to answer exam-type questions, remind and encourage them to try them out.

EXTENSION ACTIVITY (30 MINS)

To help learners understand the two texts in more depth as well as provide further practice in paraphrasing, divide the class into groups of four.

1. Divide the groups into As and Bs. The A groups use the text in Practice Exercise 1 and the B groups use the text in Practice Exercise 4.
2. Each group selects four sentences to paraphrase, making a note of where they are in the text.
3. Group members paraphrase one sentence each.
4. The group then work together to edit and write the four paraphrased sentences in the order they appear in the text.
5. A and B groups exchange their sentences. Each group then finds and matches the four paraphrased sentences to the ones in the text.

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

-logy

-metry

-graphy

-ics

-ing